

Southend High School for Boys

Behaviour Policy



April 2019

Southend High School for Boys Governing Body Statement of Behaviour Principles



forti nihil difficile: To the determined nothing is difficult

The Governing Body at Southend High School for Boys is proud to serve a community where determination to succeed and positive ethos are so clearly demonstrated and embodied in every aspect of school life. The school works hard to support all pupils in their development of personal skills and qualities that will equip them for success in later life. The Governors recognise that positive behaviour management has a crucial part to play in this, and have a duty to endorse the behaviour policy as a statement of good practice.

At Southend High School for Boys, we work to achieve an atmosphere in which everyone cares for each other in surroundings that are calm and ordered, so that effective teaching and learning can take place.

All members of the school are expected to work together to maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy and tolerance. The Governors believe that good behaviour is essential to allow all students to achieve their potential. No student should be allowed to behave in a manner which adversely affects the learning opportunities of others. The Governors believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. They view as essential 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.

Governors understand their legal obligations under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. Current legislation, and statutory guidance, requires the school to indicate how and when staff may:

- screen and search pupils (including identifying in the school rules items which are banned and which may be searched for);
- use reasonable force or make other physical contact;
- exercise power to discipline beyond the school gate;
- arrange pastoral care for school staff accused of misconduct; and
- consider a multi-agency assessment for pupils who display continuous disruptive behaviour.

WHOLE SCHOOL BEHAVIOUR POLICY

1. BEHAVIOUR POLICY PRINCIPLES

This policy sets out the school's aim to provide a disciplined and ordered community in which all 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 outline the measures to be taken to encourage good behaviour and to prevent all forms of bullying amongst pupils. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (February 2014) and also acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with SEN. The policy should be read in conjunction with the Anti-Bullying Policy, Equalities Policy and the SEN policy.

Aims and Objectives

The management and development of pupils' behaviour through the promotion of good discipline serves two purposes:

- i. it instils values such as honesty, courtesy, consideration and mutual respect and promotes an appreciation of those values;
- ii. it is a means of securing and maintaining the necessary conditions for learning required for the effective delivery of the basic curriculum.

The school rules, code of conduct for pupils and other specific regulations are intended to create the best conditions for pupils to learn and enable the school to be a safe, pleasant, orderly, efficient and effective place in which to work and study. They are the product of wide-ranging consultation and reflect a consensus about acceptable behaviour.

The various rules and regulations contribute to pupils' moral development by nurturing the following values:

- honesty;
- respect for the rights and property of others;
- consideration for others;
- an appreciation of those with different cultures and background from oneself;
- regard for those less fortunate and weaker than oneself;
- personal responsibility for one's actions;
- self-discipline.

Strategies to meet these objectives:

- regular reinforcements in assemblies, lessons and mentoring sessions;
- consistent use of agreed and published expectations;
- a clear rewards, sanctions and referral system with well-defined lines of responsibility;
- regular provision for staff, students, parents and governors in the professional development of Behaviour for Learning;
- clear information and advice given to pupils, parents and staff when joining the school and throughout the induction processes.

Policy impact indicators:

The following outcomes are indicators of successful implementation of the policy:

- members of the school community make an exceptional contribution to a safe, positive learning environment, evidenced by an atmosphere of respect and dignity;
- all lessons are orderly and students are visibly enthusiastically enjoying their learning;
- students show a mature attitude and display responsible behaviour in lessons, before and after school, at break times, at lunch-times, and on their journeys to and from the school;
- the school environment is calm, orderly and considerate;
- there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties;
- sanctions and exclusions show a decreasing trend;
- incidents of bullying are rare;
- students' achievement increases.

Policy monitoring and evaluation methods:

- staff feedback;
- feedback from students through the Student Council, form-time discussions, behaviour trawls and in Citizenship lessons;
- data analysis to highlight trends and patterns;
- analysis of lesson observation feedback;
- inviting feedback from parents through Parent Forums and questionnaires.

2. SPECIAL NEEDS, DISABILITY AND VULNERABILITY

The school is proud of its reputation for the support of pupils with specific needs and has a committed SEN team. Details of SEN support is available in the school's SEND Policy and SEND Information Report.

With regard to behaviour, a particular designation gives an indication of how a behavioural difficulty might be managed; it *explains* the difficulty but does not *excuse* it. A graduated approach is used to assess, plan, implement and review the strategies in place to support pupils with SEND. High expectations of behaviour are maintained for all pupils, and in all cases the school must balance the interests of the pupil against the mental and physical health of the whole school community.

The school has experienced considerable success in furthering the development of pupils with SEND, both those with and without Education and Health Care Plans (EHCPs), and makes clear its expectations of parents and pupils to demonstrate commitment and support for the school's strategies in order to promote this success.

The school acknowledges its legal duties under the Equality Act 2010 and the SEND Code of Practice 2015, and affirms the rights of vulnerable pupils and those with special needs and disabilities, together with the right of all other pupils, to feel safe, happy and able to achieve their potential within this environment.

3. ANTI-BULLYING POLICY STATEMENT

At Southend High School for Boys we firmly believe that all students have the right to learn in a supportive, inclusive, caring and safe environment without fear of being bullied. The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline

that form the school's Behaviour Policy, acting in accordance with the Governing Body's statement of principles. The policy determined by the Headteacher must include measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying amongst pupils, including racism, sexism and homophobia. Further information can be found in the school's Anti-Bullying Policy.

4. THE SCHOOL RULES

The School Rules set out the fundamental requirements for pupils' behaviour, health and safety at school, travelling to and from school, or representing the school in sports and on school trips. The rules state that pupils must observe the school's Code of Conduct and other regulations.

The School Rules are published annually in the School Diary. School Rules for Sixth-Form students vary slightly from those in the rest of the school and are published separately.

5. CODE OF CONDUCT AND OTHER REGULATIONS

The Code of Conduct enables the school to be safe, pleasant, orderly, efficient and effective. The Code is published annually in the School Diary.

The Home-School Agreement, which sets out mutual expectations of parents, pupils and the school, and the School Uniform Regulations, which govern pupils' dress and appearance, are both published annually in the School Diary.

Other regulations pertain to the appropriate use of school ICT facilities, and the use of mobile phones and other communication and listening devices. The Mobile Phone Code is published annually in the School Diary.

6. BEHAVIOUR IN THE CLASSROOM

The Code of Conduct sets out the minimum standards of behaviour expected from pupils during lessons.

Well-organised lessons help motivate pupils, keep their interest and minimise the opportunities for disruption.

7. BEHAVIOUR AROUND THE SCHOOL

The Code of Conduct sets out in a clear and positive manner the standards of behaviour expected from pupils around the school. For the Code to be effective, it is important that all staff insist on its implementation and that they enforce the school's rules and regulations firmly, fairly and consistently.

Tutors should foster the ownership of tutor rooms and encourage pupils to report damage, graffiti or vandalism so that culprits can be caught and repairs quickly made.

Good behaviour such as opening doors and picking up litter should be praised and, if appropriate, rewarded.

8. THE REWARDS STRUCTURE

General

The motivation of pupils at the school to work hard and behave well is encouraged by all the staff. Positive academic achievement is recognised by:

- marks and grades for completed work;
- verbal and/or written praise;
- discretionary announcements in school and year assemblies;
- positive written comments in the pupil's School Diary;
- positive remarks and grades in annual reports;
- postcards home;
- Merit Marks, House Credits, school prizes.

Merit Marks and House Credits

The Merit Mark and House Credits scheme is intended to reward pupils' behaviour and hard work. Teaching staff may, at their discretion, award Merit Marks and House Credits to pupils who have:

- conducted themselves in a manner worthy of recognition;
- produced work which is worthy of recognition.

Pupils earn a House Credit for every 3 Merit Marks.

Year Colours

These may be awarded to pupils in recognition of achievement in the above categories. Year Colours are awarded in respect of one specific year only, but they may be rewarded annually as appropriate.

Colours

School (Full) Colours and Half Colours are awarded for exceptional achievement in an area of school life, including academic effort and attainment, sport, music, drama, chess, debating and public speaking.

Colours are a conspicuous honour whose standing among pupils is enhanced by their being awarded on an exceptional rather than a routine basis. For this reason, only a very few nominations are entertained at any one time. They are conferred in particular in recognition of exceptional achievement in ability and accomplishment, and/or commitment and attendance.

Further information is available to staff, and can be located in the Use of Rewards and Sanctions document.

9. THE SANCTION STRUCTURE

Staff should always ensure that they are consistent in their use of sanctions and that punishments are fair and appropriate for the pupil and the circumstances.

In lessons for Years 7-11

For minor misdemeanours, teachers may impose appropriate punishments – e.g. it might be apt to set a written exercise of moderate length for minor misdemeanours such as forgetting to bring books to lessons (the imposition of 'lines', however, is considered inappropriate at this school). Alternatively, a Community Service may be imposed.

The Daily Detention, a 30-minute lunchtime sanction, is available as an appropriate response to misbehaviour (although not to academic shortcomings).

For more serious offences teachers may also organise their own detentions in the lunch hour or for a maximum of one hour after school. If arranged after school, then pupils must be given 24 hours' notice and this should be written and initialled in the School Diary.

Pupils who fail to complete homework to the standard required may be referred to Homework Report or, for most serious issues, Homework Detention.

A pupil may be excluded temporarily from a lesson as a mechanism to provide thinking time, defuse a situation or as a response to poor behaviour that is having a detrimental impact upon the learning of others. A few minutes standing outside the classroom is acceptable. However, students may also be sent to the Pastoral Hub if the teacher feel that the behaviour is more serious. The pupil will then be awarded an appropriate sanction.

In the case of a situation where a pupil refuses to leave the classroom, a reliable student should be sent to the Office so that an appropriate member of senior staff can be called. A pupil may then be placed in seclusion for a limited period under an appropriate level of supervision, during which time the pupil is permitted to eat, drink and use the toilet.

Whenever a pupil is sent from a lesson to the Pastoral Hub, the teacher will be asked complete a short written report, which will then be sent to parents.

Individual pupils who persistently experience or cause difficulties with their work should be referred to the Department Leader. Where the problem is behavioural rather than academic, the referral should be to the Tutor and, if necessary, the Year Leader. All comments relating to a pupil's misbehaviour should be recorded centrally. The Department Leader, Tutor and Year Leader should always be kept informed.

Around the school

For dropping litter or eating in non-designated areas of the school buildings and grounds, pupils should be required to do Community Service.

For other examples of misbehaviour, pupils should be reprimanded and referral made to the pupil's Tutor who will, if necessary, consult the Year Leader in order to agree an appropriate response. Alternatively, a Daily Detention may be imposed.

For repeated behavioural offences, failure to comply with a punishment, or more serious offences, pupils should be placed in School Detention.

Pupils who damage equipment, furniture or the premises should be referred to the Deputy Head so that parents can be contacted and asked to make a contribution to the repair bill.

In the case of very serious misbehaviour, such as physical aggression or bullying, staff should intervene if safe to do so; otherwise they should send for a member of senior staff.

Further information is available for staff, and can be located in the Use of Rewards and Sanctions document.

In lessons for pupils in Years 12-13

As with the main school, sixth form teachers may impose appropriate, classroom-based punishments for minor misdemeanours.

For more serious offences teachers may 'gate' a pupil for a time. This means that pupils are not permitted to leave the school site during the school day; instead, they are to work under staff supervision from 8:30am to 3:30pm, including lunch breaks. The number of days that a pupil is 'gated' reflects the seriousness of the issue.

Pupils who fail to comply with expectations – whether relating to attendance, punctuality or behaviour – will be asked to attend a Friday after-school detention session. These sessions begin at 3:30, regardless of the time that the student's final lesson finishes. The duration will be up to one hour, the exact timing of which will be notified in advance by a member of the pastoral team.

For serious/repeated misbehaviour across the whole school

Once a pupil receives three school detentions in a term, his case will automatically become subject to review by the Key Stage Director. This will normally comprise consultation with the appropriate staff, and personal contact with the pupil's parents. If a pupil who has been placed on Behaviour Report continues to behave in an unacceptable way, there will be further parental contact and the case will be brought to the attention of the Deputy Head (Pastoral) or Headteacher. They may, at their discretion, issue a formal Official Warning in respect of the pupil's future conduct. Where appropriate, the school will seek the involvement of the external support agencies, e.g. the Educational Psychology Service or EWMHS. An EHA (Early Help Assessment) form may also be considered in order to access support from a number of external agencies.

If, following the Official Warning, there is still no improvement in the pupil's behaviour, the pupil and his parents will be interviewed by the Deputy Head (Pastoral) or Headteacher, who may also convene a case conference, to be attended by relevant teaching staff (HoY, Tutor etc.), at which the pupil's record will be reviewed. The parents will then be invited to a further meeting with the Deputy Head (Pastoral) or Headteacher who will inform them of the outcome of the case conference.

When an urgent response is required to a serious offence the Deputy Head (Pastoral) or Headteacher may, at their discretion, bypass some or all of the above procedures. Such cases may include:

- actual or threatened serious physical violence to another person;
- dangerous behaviour that would lead directly or indirectly to injury or to serious damage to property;
- seriously disruptive behaviour such as would prevent the proper conduct of a lesson or lead to a breakdown in school discipline;
- bringing illegal substances or weapons (whether manufactured, or adapted as such) into school;
- theft.

On occasion, the decision may have to be taken to exclude a pupil from school. Exclusions can be:

- fixed for a period of up to 45 school days in any one year;
- permanent.

More detail about exclusion can be found in the DfE publication 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017).

10. THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The school finds that appropriate treatment of pupils obviates the need to use force and, while that situation remains, this section may remain succinct.

Within the provision of the Education Act 1997 (Section 4) and DfE publication *Use of Reasonable Force* (July 2013), teachers and other staff who have lawful charge of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Reasonable force may be used to either to control or restrain pupils. Control generally implies passive physical contact such as blocking a pupil's path or physical contact like leading a pupil by the arm away from a situation which might escalate. Restraint means to hold back physically or to bring a pupil under control, such as dealing with pupils who are fighting and who refuse to separate. At all times staff should try to avoid causing any injury to pupils.

Any occasion where physical intervention is used must be recorded in writing and signed by any witnesses. Parents must be informed about any use of force on the same day. Careful professional judgement and sensitivity is required at all times; any use of force by staff must be reasonable, proportionate and lawful and in accordance with the guidance given in the DfE publication *Use of Reasonable Force* (July 2013).

The school recognises the requirements of SEN pupils and the ways in which they need to be managed in order that the use of force may be avoided and issues guidance to staff on how to manage SEN pupils.

Reasonable adjustments will be made for disabled children and children with special educational needs (SEN).

11. SCREENING AND SEARCHING PUPILS

Students can be searched for any item banned under the school rules, with the student's consent (DfE document '*Searching, Screening and Confiscation*' January 2018).

The Headteacher and authorised staff have a statutory power to search students, or their possessions, without consent where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs, pornographic material, fireworks, tobacco and cigarette papers, stolen goods or any item that has been or might be used to commit an offence. Parents will be informed if such items are found on their child. Any searches undertaken will take place with a minimum of two staff present, one of whom will be a Pastoral Leader. One of the staff present will also be the same gender as the student (DfE document '*Searching, Screening and Confiscation*' January 2018).

Weapons, knives and extreme pornography will be handed over to the police. Other property will be returned to the pupil at the discretion of the Headteacher.

12. POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school may discipline a pupil when:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- they are in some other way identifiable as a pupil at the school.

The school can also discipline for misbehaviour at any time, whether the conditions above apply or not when the behaviour:

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

Such behaviours will result in sanctions being set in accordance with the school sanction procedure.

13. MALICIOUS ACCUSATIONS AGAINST STAFF

Southend High School Boys is committed to providing the highest level of care for both its pupils and its staff. It is extremely important that any allegations of abuse against a teacher, any other member of staff or volunteer is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation. All allegations will be handled on the basis that they might be true; care must be taken at all times to avoid any presumption however that the allegation is true. Our safeguarding policy is in line with statutory guidance as outlined in the DfE document *Keeping Children Safe in Education* (September 2018), and related personnel policies are maintained in line with relevant statutory guidance and legislation.

Any student found to be spreading malicious allegations against members of staff will be dealt with through appropriate disciplinary action in line with behaviour policies. This could include temporary or permanent exclusion and even a referral to the police if a criminal offence is thought to have been committed.

The Headteacher and Chair of Governors may refer to social services to determine whether the child is in need of support or has been abused by someone else.

In addition, the school will support and advise the member of staff concerned throughout the process.

April 2019

SCHOOL RULES

[YEARS 7–11]

The following rules apply to all pupils while they are at school, travelling to and from school or representing the school in sports and on school trips.

1. Each pupil is expected to show proper consideration for other people and property, and to be honest, helpful, courteous and respectful at all times.
2. Pupils must observe the school's Code of Conduct and any other specific regulations and codes. Intentional or careless damage to property must be paid for.
3. Pupils must co-operate fully with all those in authority.
4. Pupils must stay within the school grounds during the school day. Only those registered as going home to lunch may leave the premises at lunchtimes; other pupils must seek permission from their Year Leader or a Deputy Head, then sign out (and sign in on return) at the School Office.
5. Pupils should not enter the buildings until 8.30 am (apart from the Dining Hall) and must not use the main entrance (this is reserved for visitors).
6. Pupils who cycle to school are strongly encouraged to wear a helmet, must have a lock to secure their bicycle in the rack in the cycle sheds, and should register the serial number of their bicycle at the School Office.
7. Only sponge balls may be used on the hard play areas (with the exception of that in front of the school). If a ball is kicked into neighbouring property, the pupil(s) responsible must report to the School Office. Pupils must not treat the school building as part of the playground area at any time.
8. The following may **never** be brought into school:
 - chewing gum, bubble gum or similar;
 - materials that may be considered inappropriate or offensive;
 - potentially dangerous items such as matches, lighters, fireworks, laser pens or weapons of any description;
 - illegal drugs, solvents, alcohol or smoking materials of any kind.

It is the school's advice that valuable personal possessions or large sums of money should not be brought into school. The school takes no responsibility for the loss of personal items or money.

Certain items, such as mobile phones, tablets etc., may be brought into school at their owner's risk, but they may only be used in restricted circumstances. A separate code indicates when and where mobile phones etc. may be used. Taking a picture or making a sound/video recording of any pupil or member of staff in school without their express permission, and/or passing this on, is forbidden.

9. Pupils must be aware that any infringement of the law of the land will, at the direction of the Headteacher, be referred to the appropriate authorities.