



PRESTON MUSLIM GIRLS
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Approved by: Mr R Patel

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Our School Values

The Staff, Governors and Pupils at PMGHS believe that:

- 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 suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved;
- 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
- We uphold the values of our faith and believe in respect, toleration and the right to be free from discrimination of any sort.

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 by the Governing Body annually.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable and 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 our system of rewards and sanctions

What Successful Behaviour Looks Like:

At PMGHS we recognise and celebrate that we all play a part in creating an excellent climate for learning. The list, although not exclusive, provides an insight of how we all work together as a team to promote successful routines and habits that are the foundation of a successful approach to behaviour in school.

What Staff Can Expect from Pupils

Staff may expect pupils to:

- arrive at school and at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

What Staff Can Expect from their Colleagues

You may expect your colleagues and other adults in the school to:

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Acceptable Use Policy;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites.
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat you and your colleagues with respect; treat other parents, pupils and visitors to the school with respect; behave responsibly whilst on school premises; and ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take a proportionate responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Headteacher's express permission

What Parents Can Expect from Staff and other adults in the School

You may expect staff and other adults working in the school to:

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform, including the wearing of jewellery, nose studs and the use of cosmetics, all of which are not allowed in school;

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Individual instances of physical, verbal or on-line abuse;
- Any form of bullying;
- 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 like 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;
- Fighting or violent behaviour;
- Smoking, vaping or the use of e-cigarettes;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;

- Tobacco and cigarette papers or e-cigarettes/vapes;
- Fireworks;
- Pornographic, offensive or inappropriate images;
- 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).

How We Adjust Expectations of Pupils with Additional Needs

In order to support our SEND pupils at PMGHS, teachers will ensure they follow the guidance outlined on the SEND Register and by the SENCO. Teachers know their pupils well and work hard to forge positive relationships in class. Teachers will ensure a consistent approach for all but will take account of any specific needs which are out of the control of the SEND pupil. Teachers should try to anticipate likely triggers and put things in place to try to prevent behaviour incidents such as planning short movement breaks, adjusting seating plans or uniform requirements. The SENCO will review the need for staff training to ensure that SEND pupils experience a consistent and proportionate approach to behaviour.

Furthermore, teachers will work directly with pupils with SEND in an attempt to prevent further stages of the behaviour code occurring.

Child-on Child abuse

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year or Pastoral Manager from the Pastoral team) if they have any concerns about child-on-child abuse and will record their concerns on our CPOMS system.

The aim of this policy is to establish a climate where pupils who are victims of child-on-child abuse knows that;

They will be listened to

Their concerns will be taken seriously

The matters will be investigated thoroughly and dealt with sensitively and swiftly

Together we will resolve the situation and provide ongoing support

PMGHS has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting
- Initiation and hazing type violence and rituals, which can include activities
- involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

Derogatory language, including discrimination, sexist, racist, disablist, homophobic or transphobic in nature will not be tolerated at PMGHS. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and/or inappropriate language exchanged between peers.

Policy on tobacco, vaping, alcohol, drugs & other substances

Through our PRSHE programme and science curriculum our aim is to create a safe, healthy environment which is free of tobacco, vaping, alcohol, drug and other substance misuse and to educate pupils about the implications of the use and misuse of these substances and about the medical, psychological and legal implications of these substances.

Pupils are not allowed to bring material for smoking, vaping, drugs or medication of any sort to school with them, with the exception of asthma pumps. Sanctions will apply to any pupil who is in possession of tobacco, vaping, alcohol, drugs or other substances or is under the influence of these harmful substances. In some circumstances, and with the prior approval of the Headteacher and Pastoral Manager some medications may be permitted, though these will require proper approval from a suitably qualified medical person. Staff should be updated in a timely manner about any drugs or medications that are currently permitted for certain pupils to ensure there is clarity about which substances staff should confiscate and report.

On no account should members of staff retain banned substances, even for a short time. These should be handed to a member of SLT or the Pastoral Manager. On receipt of the substance the Headteacher, Pastoral Manager or member of the SLT should notify the Police. The substances should be kept in a safe place until the Police have either collected them or given instructions for disposal.

This policy applies equally to pupils out of school or those on school trips. In the case of a school educational visit, the member of staff in charge of the party should attempt to contact the Headteacher or a member of SLT in order to get advice. Where this is not possible the member of staff in charge of the party will have the delegated authority to take appropriate action.

In managing incidents falling within the remit of this policy every effort will be made to maintain appropriate confidentiality. It is not considered helpful for local media to be involved in any way at any time in such matters and only the Headteacher will respond to enquiries from the media.

Bullying Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem. We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours. Bullying behaviours can be used by all children on occasion. “Witnesses” to bullying also have a role to play. All “sides” in a bullying incident will be listened to calmly and with respect. We involve parents in our approach to preventing or addressing bullying behaviour.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against;
- Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:
 - It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act) ;
 - It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEND or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting or mocking;
- making offensive comments;
- kicking, hitting, pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber Bullying

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy). In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws may apply (such as those pertaining to harassment, threatening and menacing communications). The school wherever possible will support parents in this and may impose a sanction upon the bully where this individual is able to be identified. Cyber bullying also includes 'doxing' which is searching for and publishing private or identifying information about (a particular individual) on the internet, typically with malicious intent.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Strategies

Key messages about bullying are addressed through the PRSHE programme and through assembly and form time. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's form tutor to be investigated, appropriate action taken and

parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PRSHE and during class time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A record will be maintained of racist incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

Strategies for Dealing with Individuals Involved in Bullying

- Disciplinary sanction imposed either time out, removal of privileges or in extreme instances suspensions;
- Engage promptly with parents to ensure their support and involvement;
- Restorative justice approaches taken as appropriate;
- One to one interviews with staff or peer mentors;
- Counselling offered;
- Work with the educational psychologist or other outside agency;
- Anger management strategies discussed.

Strategies to Support those being Bullied

- Disciplinary sanctions as appropriate applied to the bully;
- Counselling offered;
- Mediation;
- One to one parental interview, parental support and involvement;
- Personal diaries given to pupils;
- Self-assertive strategies discussed.

Roles and responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body], giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents 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;
- Discuss any behavioural concerns with the class teacher promptly,

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise;
- Achievement Points;

- Letters or phone calls home to parents;
- Recognition in termly Celebration Assemblies.

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

- A verbal reprimand;
- Sending the pupil out of the class;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Referring the pupil to a senior member of staff;
- Letters or phone calls home to parents;
- Agreeing a behaviour contract;
- Making use of report cards.

The school may use isolation in response to serious or persistent breaches of this policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police;

Please refer to our child protection and safeguarding policy for more details

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips) ;
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our 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; /
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Behaviour management

Please read this in conjunction with The Behaviour for Learning Policy

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 pupils to be engaged;
- Display the pupil code of conduct or their own classroom rules;
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement;

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).

Searching Pupils and Confiscation

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). If staff feel there is a need for a pupil to be searched they must refer to the staff designated below. Searching a pupil should only be done by a member of staff authorised by the Headteacher. These are members of the Senior Leadership Team, Heads of Year.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned directly to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones or other electronic devices will be confiscated from pupils. The Headteacher reserves the right to ask pupils the right to access photos and other content if it is suspected that this may be in breach of school rules or may represent a safety or safeguarding risk.

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, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We 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, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training details can be provided on request..

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions policy;
- Child protection and safeguarding policy;
- Behaviour for Learning Policy.

Appendix 1

Legislation and statutory requirements

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

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [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](#).

In addition, this policy is based on:

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

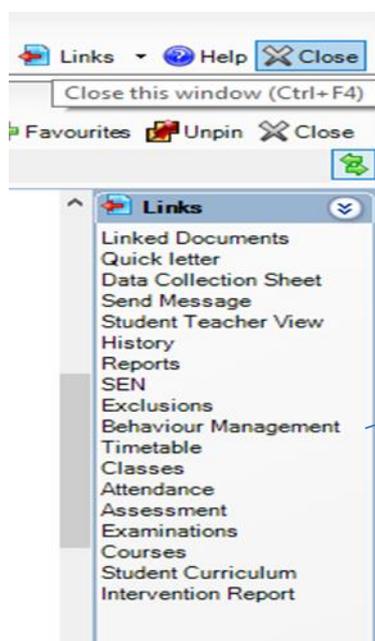
Definitions and Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/ carers are outlined below.

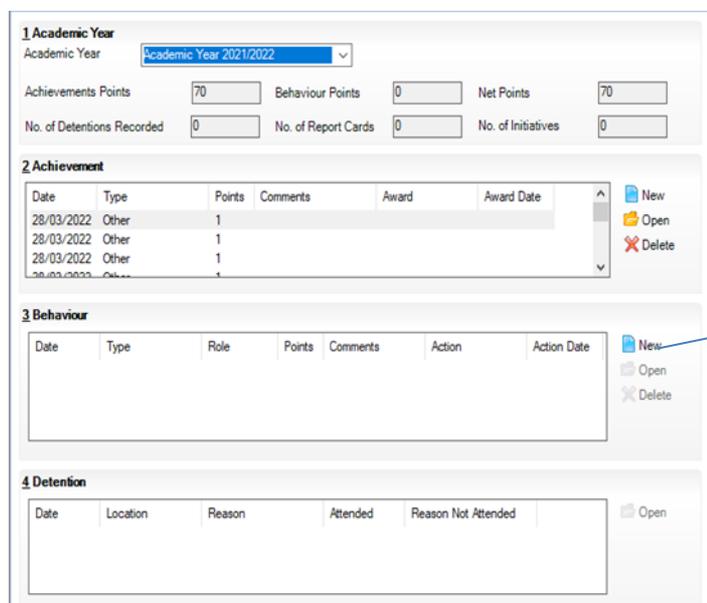
- all parties should encourage all pupils to contribute to the work in hand;
- staff to communicate both successes and concerns with parents;
- staff and pupils to have a well organised, attractive classroom;
- teachers to mark or give feedback on work regularly;
- teachers set homework appropriate for pupil age and ability;
- teachers to treat pupils fairly and be sensitive to their feelings;
- staff to eliminate or control hazards which may cause harm;
- staff should use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- teachers to be approachable and listen to pupils at appropriate times;
- all parties should always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- teachers should set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- staff and parents should use rewards and, where necessary, sanctions consistently;
- all parties should model the behaviours you wish to see
- pupils should follow a programme of PRSHE lessons to help them develop good behaviour

Appendix 2: Pupil behaviour log

To issue behaviour points via the SIMS system staff should click on the links icon on the right hand side of the page and double click on Behaviour Management



Once opened click on 'New' under Behaviour



A screenshot of the SIMS system interface. The 'Academic Year' is set to '2021/2022'. The 'Achievements Points' field is set to 70, 'Behaviour Points' to 0, and 'Net Points' to 70. The 'No. of Detentions Recorded' is 0, 'No. of Report Cards' is 0, and 'No. of Initiatives' is 0. The 'Achievement' section shows a table with columns: Date, Type, Points, Comments, Award, and Award Date. The 'Behaviour' section shows a table with columns: Date, Type, Role, Points, Comments, Action, and Action Date. A blue arrow points to the 'New' button in the 'Behaviour' section. The 'Detention' section shows a table with columns: Date, Location, Reason, Attended, and Reason Not Attended.

Date	Type	Points	Comments	Award	Award Date
28/03/2022	Other	1			
28/03/2022	Other	1			
28/03/2022	Other	1			

Date	Type	Role	Points	Comments	Action	Action Date
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Date	Location	Reason	Attended	Reason Not Attended
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Complete the details in the box and press save

Incident Details

Type: [Dropdown] 0

Types Of Bullying: Description [Text Area] [New] [Delete]

Additional Types: Description [Text Area] Points [Text Area] [New] [Delete]

Activity Type: [Dropdown] Location: [Dropdown]

Date: 20/04/2022 [Calendar Icon] Time: [Dropdown]

Lesson Information: [Text Area] [Icon] [Icon]

Comments: [Text Area]

Recorded On: 20/04/2022 [Calendar Icon] Status: [Dropdown]

Recorded By: Mrs Asma Member [Change Log]

Student Details

Points: [Text Area] [Send] [Detention] [Report Card] [Exclusion]

Parents / Carers Informed: [Dropdown] Role: [Dropdown]

Action Taken: [Dropdown] Date of Action: [Text Area] [Calendar Icon]

Actioned by: [Text Area] [Select Staff] Add Follow Up.

Other Staff Involved

[OK] [Cancel]