



South Downs Learning Trust



# RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

## SECONDARY PHASE BEHAVIOUR POLICY & STATEMENT OF BEHAVIOUR PRINCIPLES

DATE APPROVED BY GOVERNORS	16 <sup>th</sup> May 2020
DATE OF NEXT REVIEW	16 <sup>th</sup> May 2021
STATUS	MANDATORY

**All our policies support our vision and are based on our core virtues.**

**Compassion – Respect – Creativity – Teamwork – Effort – Responsibility.**

**Developing Caring, confident and creative students who achieve excellence.**

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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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**

# 2. 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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusions from maintained schools, academies and pupil referral units in England](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers \(20 May 2020\)](#)
- [Mental health and behaviour in schools \(November 2018\)](#)

This policy complies with our funding agreement and articles of association.

# 3. Definitions

**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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- 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
  - Fireworks
  - Pornographic 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)

## 4. Bullying

**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 can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The board of trustees

The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the executive headteacher to account for its implementation.

### 5.2 The executive headteacher

The executive headteacher is responsible for reviewing and approving this behaviour policy.

The executive 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.

### 5.3 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

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

### 5.4 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

## 6. Pupil code of conduct

Pupils are expected to:

- Be in the right place, at the right time, doing the right thing
- To arrive punctually to lessons, in a calm manner ready to learn, lining up if so required, so as not to block the corridor
- To enter and leave in a quiet and orderly fashion
- To have all equipment out on the desk at the start of the lesson and only pack away when instructed by the class teacher
- To be listening and silent when the teacher, another adult or another student is speaking to the class
- To raise their hands to ask a question or to ask for help or clarification on any work

- To attempt all work and be resilient if the first attempt is not correct
- To present all work to their potential and to exceed ‘the bottom line’
- To have a positive attitude towards their learning
- To only discuss the work during lesson time and avoid out of classroom topics
- To speak in a polite manner
- To remain in the lesson at all times, with break and lunchtimes being used for the toilet, filling water bottles
- To report any pastoral issues outside of tutor time and lesson time
- To remain in the seating plan drawn up by the teacher unless told to move
- To be responsible for keeping the environment clean and placing all rubbish in the bins provided

## 6.1 Addendum

This following minimum behavioural norms that are expected during the coronavirus pandemic.

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route. Do not wait around for friends and do not congregate.
- Wash hands (or use sanitiser) upon entering and leaving school and after each lesson within the day. Wash hands regularly with soap and water during the day.
- There must be no physical contact of any type at any time. This includes hugging, handshakes etc.
- Ensure that you ‘catch it, bin it, kill it’ when you cough or sneeze avoid touching your mouth, nose and eyes.
- There must be no coughing or spitting at or towards any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance of 2m from others between and during lessons.
- At break and lunch times, go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc) with others and do not handle other people’s belongings.
- Use the toilet designated to you. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- When using IT equipment, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour may be rewarded with a range of rewards, including:

- Praise
- Reward points
- Letters or phone calls home to parents
- Ratton School Diploma
- Passport to Year 11

- Valediction

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

- A verbal reprimand
- Use of choices card
- Official warning with a staff detention
- Relocation to another classroom with a department detention
- Isolation in the MP Room
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion
- School to school placement\*
- Fixed term external exclusion
- Permanent exclusion

Pupils who do not attend a given detention are given a leadership detention or internally excluded.

We may use the MP Room in response to serious or persistent breaches of this policy. Pupils may be sent to the MP Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class and will remain there until 4:30pm.

\* As an alternative to permanent exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or The Workplace.

## 7.2 Uniform

We have a clear policy on uniform that was explained when you accepted a place at Ratton School. This is also detailed in the front of the student planner as an aide memoir on page 6.

All students are required to wear school uniform. An acceptance of a place at Ratton School implies an acceptance by parents of the school's dress code. Full school uniform must be worn for registration and assembly.

This is

- Plain black shoes (no logos or colours of any sort)
- Black 'Ratton School' branded trousers
- School polo shirt
- School sweatshirt

Please note the following are not allowed.

- Coloured tee-shirt or cardigans
- Extreme haircuts, for example tramline or Mohicans and hair colour must be natural
- Facial / body piercings
- Excessive make-up and jewellery, including painted and acrylic nails

Students who come to school with incorrect uniform for any reason will be offered an alternative from our stock for that day, or be asked to go home and return appropriately dressed. This policy is in line with DFE guidance on non-compliance with school uniform.

## 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.4 Malicious allegations

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

Please refer to our whistleblowing and safeguarding policies for more information on responding to allegations of abuse.

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

## 8. Behaviour management

### 8.1 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 pupils to be engaged
- Display the pupil code of conduct, Basic Classroom Expectations
- 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

### 8.2 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

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

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 on MyConcern and reported to parents

Physical restraint is conducted in line with the DfE [latest guidance on use of reasonable force in schools](#).

### 8.3 Confiscation

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

At Ratton School:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- Schools are not required to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to the rule above. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- There is no legal requirement to make or keep a record of a search.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 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.

## 9. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including de-escalation strategies as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the executive headteacher and the board of trustees every 2 years. At each review, the policy will be approved by the executive headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Whistleblowing policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The board of trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

