

# EGGLESCLIFFE SCHOOL AND SIXTH FORM COLLEGE

A MEMBER OF  
VISION ACADEMY  
LEARNING TRUST

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## BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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Policy Reviewed and Adopted by the Local Governing Body

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Date of Next Review: October 2020

Responsible Officer: Mr S Morrison

Assistant Head Teacher

## Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	4
6. Pupil code of conduct.....	4
7. Rewards and sanctions.....	5
8. Behaviour management.....	6
9. Training.....	8
10. Monitoring arrangements.....	10
11. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: staff training log.....	12

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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](#)

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

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

## 3. Definitions

**Misbehaviour** is defined as anything which does not meet the expectation that students are Ready, Respectful and Responsible in school:

- 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **5. Roles and responsibilities**

### **5.1 Local Governing Body**

The Local Governing Body is responsible for monitoring and approving this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour 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.

### **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 on the management information system

The senior 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 **READY** to learn:

- Ensuring they are punctual - Students arrive to school and lessons on time.
- Ensuring that they are prepared to learn - Students have the correct and necessary equipment.
- Demonstrating a positive attitude - Students are prepared and enthusiastic to learn.

Be **RESPECTFUL**:

- Ensuring they are attentive - Students actively listen to teacher instruction.
- Ensuring they are polite to all - Students considerately interact with all members of the school community.
- Ensuring that they respect the environment - Students take pride in their school; they clean up after themselves and each other.

Be **RESPONSIBLE**

- Ensuring they are safe and sensible - Students make intelligent choices.

- Hold others accountable - Students speak up when they see unpleasant/unkind behaviour.
- Ensuring they own their learning - Students are keen participants, engaging enthusiastically in their learning.

## 7. Rewards and sanctions

Egglecliffe offers rewards for students who meet the school ethos of 'be the best you can'. Sanctions will occur if students fail to meet the school expectations of 'Ready, Responsible & Respectful'.

### 7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- E-Praise points
- Letters or phone calls home to parents
- Special responsibilities/privileges

As indicated above, positive events will be logged on the *Epraise* system and there are points linked to each category of positive behaviour. The value of verbal praise and positive comments for students of all ages should never be underestimated. Examples of points and how they fall under the different categories are provided below (this is not an exhaustive list):

<b>Resilience</b>	<ul style="list-style-type: none"> <li>• Persisting in order to overcome a problem</li> <li>• Revisiting / revising a previous piece of work</li> <li>• Seeking help when struggling</li> <li>• Half termly most improved in ATL</li> <li>• Excellent sustained effort.</li> </ul>
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>• Achievement in a competition</li> <li>• All expected targets achieved for a term</li> <li>• Extra-curricular extension work</li> <li>• Outstanding /excellent home work</li> <li>• Outstanding class contribution</li> <li>• Knowledge from outside of the curriculum</li> <li>• Bringing in a book, article on a topic to add to the lesson</li> <li>• Producing articles for the newspaper</li> <li>• Completing work independently to plug gaps in knowledge</li> </ul>
<b>Progress</b>	<ul style="list-style-type: none"> <li>• Wider Reading</li> <li>• Improving relative to a previous assessment</li> <li>• Progress on a specific subject skill</li> <li>• Opting to redo and improve on last assessment</li> <li>• Opting to complete additional exam questions</li> <li>• Making More than Expected Progress in an assessment</li> <li>• Making significant improvements on the last assessment</li> </ul>
<b>Compassion</b>	<ul style="list-style-type: none"> <li>• Helping others</li> <li>• Act of kindness</li> <li>• Opting to complete community service</li> <li>• Showing respect for a different view point</li> <li>• Assisting with a charity event</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Contributing to paired / group work</li> <li>• Contributing to the whole class</li> <li>• Helped others with a difficulty</li> </ul>

## Sanctions

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

- A verbal reprimand
- Sending the pupil to complete work in another 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
- Putting a pupil 'on report'

We may use the reflection room in response to serious or persistent breaches of this policy. Pupils may be sent to the reflection room during lessons if they are disruptive, and they will be expected to complete the work for their subjects for the remainder of the day. Repeated misbehaviour/failure to meet school expectations will result in a student being placed in Inclusion (see inclusion policy for further detail).

### 7.2 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. This is inclusive of misbehaviour to or from school by other means.

### 7.3 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 safeguarding policy 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

Egglecliffe's behaviour management procedures are designed to offer any student failing to meet the required expectations opportunity to rectify their behaviour and maximise their learning. They are consistently used for all students to ensure parity.



### CREATING A POSITIVE CLIMATE FOR LEARNING – BE THE BEST YOU CAN

Whole class reminder of expectations. This will occur if the class or individuals are off task as a way of promoting an excellent learning environment		
STEPS	DETAIL	ACTION
Step 1	VERBAL WARNING	Name on Board (S1)
Step 2	FINAL OPPORTUNITY TO REMEDY BEHAVIOUR	Seat change if appropriate Logged on MIS Name on Board (S2)
Step 3	INTER-DEPARTMENTAL MOVE	Send to designated classroom Logged on MIS as S3 Name on Board (S3)
Step 4	BEHAVIOUR ON CALL <small>(For refusal to leave or continued disruption once re-roomed)</small>	Logged on MIS as S4 HOH phone call home Isolated for remainder of day 45 minute end of day detention

## 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
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in conjunction with the policy
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - 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

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

## 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.

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.



## 8.5 Detentions

Eggescliffe School operates a detention system for students who fail to meet our expectations. Under the Education and Inspections Act 2006, the school has the right to issue a detention within school hours (for example, at break or lunchtime), after the school day ends, during PD days or at the weekend. Parental consent is not required for detentions.

The reasons for a detention being issued are detailed below:

Misdemeanour	Sanction
Accruing 2+ 'S2' or 'S3' events on the same day	45 minute after school detention
Any 'S4' Event	45 minute after school detention
Accumulation of 5+ 'S2' or 3+ 'S3' events in a week	45 minute after school detention
Failure to meet homework deadline after extension	Year 11 – 90 minute detention Year 7-10 – break/lunch at discretion of subject teacher
Late	Break time detention
Uniform incorrect	Break & lunch time detention after 1 reminder
Uniform prohibited	Break & lunch time detention

## 8.6 Fixed Term Exclusions

- The decision to exclude a student must be lawful, reasonable and fair. Eggescliffe School will give particular consideration to vulnerable students before a fixed term exclusion is given
- Only the Head Teacher can exclude and it must be on the grounds of discipline. A student can be excluded for up to 45 days within an academic year.
- All children have the right to an education and Eggescliffe School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period
- Alternative provision for education must be made by the sixth day (known as Sixth day provision). This will be done in consultation with parents/carers, SLT, and the appropriate provider
- Following an exclusion the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Further guidance can be found at <https://www.gov.uk/government/publications/school-exclusion>

## 9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint if applicable to role, as part of their induction process and throughout the year based on needs arising

Behaviour management will also form part of continuing professional development.

A staff-training log can be found in appendix 2.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governors biennially. At each review, the policy will be approved by the headteacher.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti-Bullying policy
- Child Protection Policy
- Attendance Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Inclusion 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
- 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 governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



