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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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Responsible Officer: Mr S Morrison

Assistant Head Teacher

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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
- Support the school with any sanctions they put in place for pupils failing to adhere to the 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

Egglecliffe offers rewards for students who meet the school ethos of 'be the best you can'.

### 7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- E-Praise points leading to certification and to be used as currency within the school
- 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></ul>

	<ul style="list-style-type: none"> <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>

## 8. Behaviour management

Eggescliffe'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. <i>E.G. "Pens down. The expectation is that we are ready/responsible/respectful so everyone must e.g. pay attention to the instructions"</i>			
STEPS	DETAIL	ACTION	SENTENCE STEMS
STEP 1	VERBAL WARNING	Name on Board (S1)	"You have not displayed that you are <b>ready to learn</b> despite the class reminder. You should be (explain positive behaviour) You are now on Step 1." (Name on board)
STEP 2	FINAL OPPORTUNITY TO REMEDY BEHAVIOUR	Logged on MIS Name on Board (S2)	"This is your final opportunity to learn and be <b>ready/respectful/responsible</b> ... You are now on Step 2."
STEP 3	REFLECTION PERIOD	Send outside of room (2 minutes max) Logged on MIS as S3	"You've had a chance to reflect on your behaviour now. Go back in the room and focus on your learning."
STEP 4	BEHAVIOUR ON CALL <small>(For refusal to leave or continued disruption once re-roomed)</small>	Logged on MIS as S4 Recommended parental contact Isolated for remainder of day 45 minute end of day detention for the following day	Stop the lesson if necessary or tell the student to leave the room and they will be picked up by SLT. Use 'S4' button.

### 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.



## Sanctions

Sanctions will occur if students fail to meet the school expectations of 'Ready, Responsible & Respectful'.

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 (*not used while pupils in year group bubbles*)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (*NB: Only after school detentions will be used in the period in which the pandemic is still prevalent*)
- 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 lesson. Repeated misbehaviour/failure to meet school expectations may result in a student being placed in The Inclusion room for a set period of time or in some instances The Discovery Centre after SLT/Parental discussion (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

### 8.5 Detentions

Egglecliffe 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. Any centralised after school detention will be reported via parentmail; it is assumed that parents are supportive of the detention and that their child will attend unless they expressly state otherwise.

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
Repeated Late (>2 per week)	45 minute after school detention
Uniform incorrect (following reminder)	30 minute after school detention – increases 15 minutes if there is another occurrence in same week
Uniform prohibited	30 minute after school detention – 15 minute increments as above
Non-attendance at detentions without a valid reason provided by a parent/carer may lead to an escalation of the detention and/or a period of isolation at the discretion of the behaviour lead.	

## 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 provided 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 Permanent Exclusion

9.1 The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

9.2 The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the Academy / school or repeated possession and/or use of an illegal drug on academy premises.

9.3 The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

The academy / school will consider police involvement for any of the above offences.

9.4 Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

9.5 Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

9.6 The Head Teacher and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student

9.7 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the academy / school.

General factors the academy considers before making a decision to exclude:

9.8 Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the academy / school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into any appropriate academy / school policies.
- Allow the student to give her/his version of events. NB. These views may be taken retrospectively.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

9.9 If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

## **10 Exercise of discretion**

10.1 In reaching a decision, the Head Teacher will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

10.2 In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider:

a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy / School's Behaviour Handbook and

b) The effect that the student remaining in the academy / school would have on the education and welfare of other students and staff.

10.3 In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Review Panel, when it meets to consider the Head Teacher's decision to exclude. This Panel will require the Head Teacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the academy / school to support the student prior to exclusion.

### **11 Alternatives to Exclusion**

The academy / school will work closely with its regional LAs and other secondary schools to undertake a managed move where such a course of action would be of benefit to the student.

### **12 Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the academy / school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **13 Behaviour Outside**

13.1 Students' behaviour outside VISION Trust academies / school that are on academy/ school business, for example trips and journeys, away or a work experience placement, will be subject to the Academy's / school Behaviour Handbook. Bad behaviour in these circumstances will be dealt with as if it had taken place in the academy / school.

13.2 For behaviour outside VISION Trust academies / school that is not deemed to be academy / school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the academy / school or on a journey to and from VISION academies / schools is poor and meets the academy / school criteria for exclusion, then the Head Teacher may decide to exclude.

### **14 Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Head Teacher will have regard to the academy's / school published policy on drugs and may also seek advice from the police. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion will be more appropriate than permanent exclusion. The Head Teacher will make a judgment set against the criteria in the Academy's / school's Drugs Policy

### **15 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.

### **16 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.

## **17 Links with other policies**

This behaviour policy is linked to the following policies:

- 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.



Appendix 3: Temporary Behaviour Policy in exceptional circumstances.

The information below details the required behaviour procedures for students under exceptional circumstances such as that of Covid-19 or any other instance whereby the safety of students is at a greater risk than normal. These measures are designed to minimise the risk to students and staff as far as possible and it should be noted that the school / academy will always take into account government advice under any such circumstance.

IMPLEMENTATION	ACTION	SANCTION
DISTANCING	Students to remain a 2 metre distance from others where possible* in line with Government guidance.	<ul style="list-style-type: none"> <li>• SLT Informed</li> <li>• Student reminder</li> <li>• Student removed from classroom</li> <li>• Parental contact to discuss removal of face-to-face contact</li> </ul> <p>*Please note that for any serious or repeated breaches of the rules which jeopardise student/staff safety may result in exclusion</p>
ONE WAY SYSTEM	The school will operate a strict one-way system in corridors to ensure some distancing is made easier	
ALLOCATED AREAS: CLASSROOM	Students will be allocated a seat and should remain in that seat for the duration of the time in school if taught predominantly/exclusively in one room.	
ALLOCATED AREAS: BREAK & LUNCH	Set areas will be allocated for students at these times. They will operate on a staggered timetable and therefore must stay in their groups at all times, respecting that other students will be working.	
HAND HYGIENE	Each classroom has hand sanitiser for regular, sensible use. Students are to sanitise upon entry and exit of a classroom.	
INFECTION CONTROL	In line with guidance from Public Health England, when coughing or sneezing students should do so into a tissue or sleeve. The former should be disposed of immediately.	
WASTE DISPOSAL	Any waste products to be disposed of carefully in the bin to reduce the risk of cross contamination.	
UNIFORM	Government guidance recognises the importance of uniform and therefore the school requires students to wear full, correct uniform. On days in which students have PE they should wear school PE kit on arrival to school in order to avoid use of changing rooms. Any non-permitted sportswear will mean the usual procedures regarding uniform are followed	See page 8 for sanctions breakdown
EQUIPMENT	Students are expected to bring their own equipment to school – the particulars are outlined in the student planner and school letter. As it increases the risk of potential cross-infection, students are not permitted to share or borrow equipment with/from others. Bringing the correct equipment is in line with the school’s core value of being ‘ready’ to learn.	See page 8 for sanctions breakdown

\*It should be recognised that guidance states that student-student distancing does not have to remain at 2 metres. However, Egglecliffe aims to employ this procedure wherever possible in order to minimise risk.