



# Stafford Manor High School

Review frequency (Free/annual/etc.)	Recommended to be annually.
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Responsibility of (FGB/Committee/individual)	Headteacher/FGB
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Signed by Richard Lycett – Headteacher & Viv Evans – Chair of Governing Board	<i>R Lycett &amp; V Evans</i>
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## BEHAVIOUR POLICY & WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

The core aim of our behaviour policy is to create an environment where students may work purposefully, feel secure, happy and confident and where relationships between staff and students and between the students themselves are based on mutual respect and tolerance.

### Aims

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process.
- To create a safe, supportive learning environment in which all members of the school are encouraged to develop their maximum potential.
- To encourage respect for the needs and feelings of others.
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement of standards of learning and behaviour.

### Positive Behaviour Management

- If we are to achieve the above aims we believe that everyone in our community must be encouraged to work together positively to achieve them.
- We are committed to developing a positive climate which places learning as the number one priority and realise that we do need to teach good behaviour.
- We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework.
- Every member of staff has a responsibility to uphold the procedures outlined in this policy.

## 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:

- 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 should publish their behaviour policy online

## 3. Definitions

At Stafford Manor High School we aim to manage behaviour positively to support our belief that: "Everyone has a right to spend their days in a civilized community where we show respect for each other, our property and environment, so that everyone feels safe and secure". Any misbehaviour in school that challenges this will be dealt with in accordance with this policy.

**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 (this list may be added to at any time during the academic year). 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 policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Progress and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Progress and Learning Committee 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.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Progress and Learning Committee, 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.

### **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 SIMS

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**

Our "Student Behaviour Checklist" (appendix 2) and "Consequence system" (appendix 3) outlines what behaviour is expected of students throughout the school. The stepped approach of consequences means that the student has the opportunity to correct any pattern of misbehaviour before serious sanctions are reached.

In summary, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other and not put other people down or use inappropriate language
- In class, make it possible for all pupils to learn and complete your own work to the required standard
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and bring the correct equipment to school
- Follow instructions given by teachers and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

All staff at Stafford Manor High School are aware of the importance of recognising student achievement and rewarding positive behaviour. This is supported by the clear and staged consequence system that will be used in response to any unacceptable behaviour.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Termly prizes and reward trips

In many situations planning preventative action and positive intervention can avoid the need for sanctions. However, there will be occasions when a student's behaviour, conduct or work does not meet the standards expected of the school. The school may use one or more of the following sanctions in such circumstances:

- A verbal reprimand
- Sending the pupil out of the class for a short period of time
- 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 or putting a pupil 'on report'
- Modified timetable arrangements

We may use the 'Turnaround+ Locations' in response to serious or persistent breaches of this policy. Pupils may be sent to the 'Turnaround+ Locations' during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention on more than one occasion are also sent to the Turnaround Room. The 'Turnaround+ Locations' are managed by The Behaviour Manager.

For incidents of serious misbehaviour (listed in section 3), an exclusion may be considered an appropriate sanction and in such circumstances the exclusion policy will be adhered to.

## **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.

## **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 statement of procedures for dealing with allegations of abuse against staff 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**

The Behaviour Team will liaise very closely with the Inclusion Team to provide systems of support for staff and students to ensure behaviour is managed positively across the school.

## **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 Student Behaviour Checklist (appendix 2) in their classroom
- 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 prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 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. Depending on the severity of the item discovered in any search for prohibited or banned items, the disciplinary procedure outlined in this policy and, if necessary, the exclusions policy will be followed.

Schools are not required to inform parents before a search takes place or seek consent to search their child. There is no legal requirement to make or keep a record of a search, but it is good practice to do so. The School will inform the individual students' parents or guardians should their child be searched for prohibited or banned items.

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, information regarding a pupils behaviour is record on the school SIMS system and available for all staff to view.

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, 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 headteacher and the Progress and Learning Committee every year. 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 Progress and Learning Committee every year.

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti bullying policy
- Online Safety policy
- Allegations of abuse against staff policy
- Child Protection and safeguarding policy
- Drugs policy



# Behaviour policy: COVID-19 addendum

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## 1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

## 2. Expectations for pupils in school

### 2.1 New rules

When pupils are in school, we expect them to follow all of the expectations set out in the 'Restart: Guidance and Expectations' document to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the Lead for Behaviour and Attendance if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

### 2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above expectations, we will continue to award achievement points to students. Staff also have a range of other methods to reward positive behaviour that are outlined in the Behaviour Policy.

However, if pupils fail to follow these expectations, we will apply sanctions in line with our Behaviour Policy. The following statement has been shared with all parents prior to the full reopening of school in the Autumn term.

*"Stafford Manor High School will always do everything that is feasibly possible to ensure the safety of everyone at school. However, it is everyone's responsibility to follow the advice given. It is important for children to understand that any student who persistently does not adhere to this guidance, or deliberately disregards the advice, is endangering the safety of everyone on site."*

Due to current government guidance restricting the interactions between separate groups, the Turnaround Room will be replaced with a number of smaller 'Turnaround+ Locations' where students can work independently if required. Lunchtime detentions will be replaced with after school detentions where resolution meetings can take place. All new arrangements will adhere to guidance and aim to keep everyone safe.

Under current circumstances incidents of serious misbehaviour would include deliberate coughing or spitting in the direction of another student or adult. Deliberate and repeated refusal to maintain an appropriate distance to another individual would also be considered serious misbehaviour. In line with our behaviour policy, for serious incidents of misbehaviour, an exclusion may be considered an appropriate sanction.

## 3. Expectations for pupils at home

### 3.1 Remote learning expectations

If pupils are not in school, we expect them to follow all of the expectations set out below.

Parents should also read the expectations and ensure their children follow them. Parents should contact the Lead for Behaviour and Attendance if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Expectations:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- The SEN team will make contact with children on the SEN register to offer additional support.

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to expectations around remote learning, including if they don't engage with the remote learning set for them, we will make contact with families to find out the best way to support and encourage adherence to the expectations.

## **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the full governing board.

## **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy

## **Appendix 1: Written statement of behaviour principles**

### **Responsibility of Governing Board for discipline** (Section 88 Education and Inspection Act 2006)

The Governing board receives data, trends and other relevant information regarding behaviour throughout the school year, notably every term directly from the Behaviour Manager, via the Headteachers Report and more regularly at the Progress and Learning committee meeting. Any changes to legislation are forwarded to the Governing board by way of an updated policy with any attached notes. The information enables the Governing board to respond to any concerns and raise questions where necessary.

### **Determination by Head teacher of Behaviour Policy** (Section 89 Education and Inspection Act 2006)

The Headteacher promotes the promotion of positive behaviour across the school by ensuring:

- 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 Behaviour Manager creates a series of behaviour and reward reports that are individually relevant. These are delivered electronically on a weekly basis to the Senior Leadership Team, Heads of Faculty, staff members and students via their form tutors. There are regular assemblies on behaviour throughout the school year and each term there are rewards assemblies to promote good behaviour.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### **Consequences** (Section 90 Education and Inspection Act 2006)

The school has clear and comprehensive details of student expectations via the school behaviour checklist and consequence system posters displayed in every classroom, all of which are constantly reinforced by staff. The consequence system has a staged approach to deal with differing levels of behaviour, increasing to fixed and permanent exclusions, and where appropriate interventions at the Pupil Referral Unit. Regular contact between the Behaviour Manager, the PCSO, and also when appropriate, directly with parents and members of the community, ensures that any issues outside of school time or via social media (e.g. bullying, negative social media, including sexting) are addressed promptly.

This written statement of behaviour principles is reviewed and approved by the Progress and Learning Committee every year.

## Appendix 2: Student Behaviour Checklist (COVID-19)

**Everyone has a right to learn and be safe in school.**

**Work to the best of your ability and follow all guidance to keep people safe.**

**Be respectful to all and take responsibility to keep our school environment safe.**

- **Catch coughs and sneezes** in a tissue or on your sleeve, and **wash and sanitise your hands regularly** throughout the day.
- When walking around the corridors **do it calmly and stay to the left, giving plenty of room between each other.**
- Check your own **uniform is the standard that is required** – no headphones or phones. Coats **not** to be worn in class and **No hoodies.**
- Bring a water bottle and school bag with all the correct equipment (Super 7) to school every day – and **have spares in case you lose any.** You must **keep everything in your school bag**
- Wait for your teacher to let you into the classroom and **wait to be invited to sit at the desk identified for you – do not sit at any other desk.**
- When the teacher takes the registers **reply promptly and politely.**
- To ensure safety for all around you - Listen to instructions from your teacher and **carry out those instructions at the first time of asking**, including leaving the classroom and going to the toilet when told to do so.
- **Keep staff safe by keeping a distance, and student's safe by not grabbing or holding each other**, and do not use inappropriate comments or foul language.
- **To ensure safety of others do not chew gum, eat food or drink on corridors** or in the classrooms during lessons.
- **Think of others' safety**, try your best and work hard.

## Appendix 3: Student Consequence System (COVID-19)

STUDENT CONSEQUENCE SYSTEM			
INCIDENT		Action	CONSEQUENCE
1	Intervention	<b>Discussion</b> with the member of staff. Additional support from Behaviour team.	This is an opportunity for the student to improve behaviour.
2a	Verbal warning	The teacher will provide advice to the student to improve their behaviour.	Another discussion to further de-escalate the situation and another opportunity for the student to engage. Additional support from the Behaviour team.
2b	Strike #1	<b>First Verbal warning</b> in class	This will result in putting the student name on the board.
2C	Subject intervention	HOF / Middle leader discusses with student opportunity to improve. And may remove to their classroom.	<b>Faculty consequence</b> that may involve a <b>break detention</b> to resolve the issue.
3a	Strike #2	Should further advice be provided but behaviour does not improve a <b>Second Verbal Warning</b> in class	A student will be exited from the lesson. They wait outside the room.
3b	Turnaround+	A student may work independently for the <b>remainder of lesson (or double)</b> with work depending on the nature of the incident.	<b>A 30 minute afterschool detention</b> where a <b>resolution</b> will be arranged with the member of staff.
4	Failure to complete the afterschool detention.	Failure to complete the afterschool detention may lead to <b>further consequences including a second 30 minute detention.</b>	
5	Continued failure to complete the 30 minute afterschool detention.	A <b>60 minute afterschool</b> detention to be completed with a member of SLT.	
6	Failure to complete the 60 minute afterschool detention.	Failure to complete the afterschool detention may lead to a <b>PARENT MEETING</b> with The Head teacher / Deputy Head teacher.	
<i>There will be regular contact with students who regularly accumulate incidents and EXITs.</i>			
7	Regular accumulation of incidents and EXITs	<b>Discussions and monitoring</b> will take place via Form tutor, Subject and Faculty, Behaviour team.	Phone calls home, Behaviour reports, Parental meetings, Afterschool detentions, Lunchtime catch-up, possible exclusions, and range of other interventions.
8	Persistent accumulations	Assessment of frequency and range of lessons will direct appropriate discussions.	Behaviour SLT will hold relevant meetings with parents. High frequency in a particular subject will involve HOF.
9	High level accumulation of incidents and EXITs	Will lead to <b>Deputy Head teacher, Head Teacher meetings</b> with possible exclusions and other actions and interventions.	
10	Significant accumulations	<b>Head teacher meeting</b> with student and parents in the first instance – and escalated where appropriate.	

<i>Other incidents that may result in a consequence</i>		
1	Uniform	<b>Uniform discrepancies may result in detentions</b> which will either be break time, afterschool and in some cases isolation, depending on student/parent conversations and frequency of the issue.
2	Punctuality	<b>Arriving late to registration and to lessons throughout the day</b> , and particularly after lunch may result in staying behind after school to make up time or additionally break detentions.

### **Mobile phones**

Mobile phones should be on silent at all times, should not be visible in lessons and can only be used for educational purposes when directed to by the teacher.

### **Headphones**

Headphones are not to be used in lessons and should not be on show around necks.

**Drinks** – only water is allowed in lessons.

**Please be aware, that any incident of serious misbehaviour will result in significant sanctions being implemented immediately rather than the staged approach outlined above. Examples of serious misbehaviour can be found in our behaviour policy.**

## Appendix 4: Mobile Phone Policy (COVID-19)

We do not advise students to bring any valuable items to school unless absolutely necessary. In the case of mobile phones, we do not recommend that students bring them to school. However, we understand that some parents feel that if their son/daughter carries a mobile phone, it gives an easy means of communication with home which can be helpful during their journey to and from school.

We have kept the following process as fair and simple as possible.

Unlike some schools, we have decided **not** to ban mobile phones from school altogether. We would rather encourage students to **use them responsibly**.

### **"See it, hear it, lose it"**

#### **Phones must be switched off and remain off and out of sight during the all lessons.**

Some teaching staff may allow the use of phones in lessons for appropriate learning use. They will make it clear if and when this is and when this part of the lesson ends the '**See it, hear it, lose it**' rule will again apply.

#### **First Offence.....**

- If a phone is seen or heard in a lesson or between lessons, the student will immediately hand the phone to a member of the Behaviour Team.
- They will be given a receipt for it.
- They will take the receipt an agreed location after the 3 o'clock bell and retrieve their phone.

#### **Second and subsequent offences.....**

- As above but the phone will be collected from the school office, by a parent rather than the student.
- Sanctions will increase accordingly with any repeat offences, and may include handing in the phone to the Behaviour Team at the start of the day.

Parents and students are also reminded that students should not routinely contact parents whilst in school if there is an issue of illness or other concern. **It is the responsibility of the school to do this.** Likewise parents should not routinely contact students either, by calling or texting within school hours. **Contact must be made via the school office.**