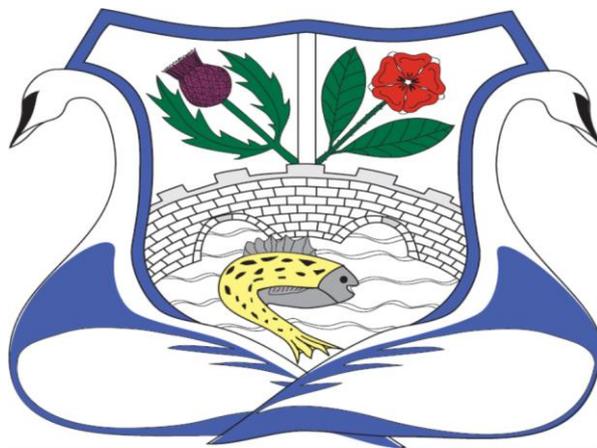


# Berwick Middle School

## Behaviour policy and statement of behaviour principles



<b>Date of Review</b>	<b>May 2018</b>
<b>Responsible Officer</b>	<b>Headteacher</b>

# 1. Aims

At Berwick Middle School we create a safe, stimulating and happy environment where every individual is challenged and supported to be the best they can be. In our school community, we treat ourselves, each other and our environment with respect. We celebrate differences and challenge intolerance. We take pride in everything that we do and make every moment count. We nurture a love of learning and the skills to ensure educational excellence now and in the future. We create opportunities and experiences that enable our pupils to become confident, ambitious citizens who are able to excel in an ever changing world.

## Our 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 and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff, parents and carers
- 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

**RESPECT** is at the heart of our ethos. Good relationships are the cornerstone of effective learning.

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

**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

It is the responsibility of all members of the school community to be informed and vigilant to the occurrence of bullying.

Incidents of bullying should be reported immediately to any adult on the staff who in turn will report the matter to the appropriate form tutor or Head of Year.

All pupils will be listened to, and individual issues understood.

Staff will take appropriate action on information given. It will be the professional judgement of staff to determine the nature of the problem and the appropriate level of response and course of action.

Incidents of bullying will be recorded on CPOMS by type and outcome. This data is used for monitoring and evaluation and to inform the headteacher's report to governors.

Where bullying outside school is reported, the head teacher should also consider whether it is appropriate to notify the police or local authority. If the misbehaviour could be criminal the police will be informed.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (section 1).

The governing body will also review the implementation of the 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 governing body, giving due consideration to the school's statement of behaviour principles (section 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 via CPOMS

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 form teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

### **1. Treat ourselves, others and our environment with respect**

- Always think about the safety of ourselves and each other
- Treat others with respect
- Be open minded and celebrate our differences
- Show good manners at all times
- Take pride in our own appearance; wear the correct uniform
- Accept responsibility for our own actions
- Be kind, caring and generous to others
- Positively influence other people
- Look after our school and its surroundings

### **2. Always try our best**

- Take responsibility for our own learning
- Always give our best and understand that sometimes we need to fail to learn
- Take pride in our work
  - Complete classwork and homework on time and to the best of our ability
- Make every minute count
  - Arrive on time
  - Be prepared for lessons with the right equipment

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- House points
- Commendations
- Certificates and prizes at prize-giving

See appendix 1 and 2 for the consequences of behaviour.

### 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 way to or from school.

### 7.3 Malicious allegations

Where a pupil or parent 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

### 8.1 Management of behaviour

All staff are responsible for setting the tone and context for positive behaviour within the school by:

- Implementing the behaviour policy consistently
- Treating pupils with respect
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and tracking behaviour incidents
- Use Restorative Justice to support pupils to take responsibility for their actions and improve their future behaviour

The Leadership Team will promote positive behaviour at all times and support staff in responding to behaviour incidents.

For behaviour consequences see appendix 1.

### 8.2 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](#).

### 8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs 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 and disabilities co-ordinator will assess 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. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (section 1) will be reviewed and approved by the full governing body every three years.

## Appendix 1 - Consequences of Misbehaviour Within Lessons

Each time you fail to meet the expectations of behaviour, you are making a choice. If you choose to behave in a way which is unacceptable then the following consequences will be applied:

- C (consequence) 1      Verbal reprimand by your teacher, reminder of school expectations
- C2      Verbal warning issued by your teacher - name on the board
- C3      Your poor choice behaviour continues you will be
- Instructed to move to another seat
  - Asked to stay behind to talk to the teacher (10 min detention) at a time of their choice
  - Behaviour logged on our monitoring system by subject teacher
- C4      If you have chosen not to improve your behaviour and your poor choice behaviour continues you will be
- Moved to a different room to work
  - Put on a 30 minute detention (with your subject teacher)
  - Telephone call to inform your parents by subject teacher
  - Behaviour logged on our monitoring system by subject teacher
- C5      If you chose to continue your inappropriate behaviour you will be
- Removed from the classroom
  - Put on an hour after school detention with SLT
  - Behaviour Choices discussion with Form Teacher
  - Parents will be informed and where appropriate invited in to school to discuss your behaviour
  - Behaviour logged on our monitoring system by subject teacher

Isolation days or external exclusions will be given for the following behaviours which are unacceptable:

- Fighting or violence
- *Open defiance by refusing to follow a **reasonable request** from a member of staff*
- Swearing at a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon or replica weapon
- Racist and homophobic comments
- Vandalism of school property
- Theft

**REMEMBER: The choice is yours - behave in an appropriate way and avoid the above consequences.**

## **Appendix 2   Consequences Of Misbehaviour Outside of Lessons - before school, break and lunchtime**

In BMS we behave respectfully at all times. We show respect to each other and ourselves, respect and appreciate the staff who work here and we look after our school environment.

We speak appropriately and with respect to adults, follow all reasonable requests and choose to behave appropriately in all social areas.

Each time you fail to meet the expectations of this behaviour, you are making a choice. If you choose to behave in a way which is unacceptable then the following consequences will be applied:

- C1     Verbal reprimand by the adult on duty, reminder of school expectations
- C2     Verbal warning issued by the adult on duty - name recorded
- C3     Your poor choice behaviour continues you will be
  - Instructed to report to the main office
  - Spend the rest of your break or lunch inside with a member of Leadership

Your behaviour will be logged on our monitoring system and decisions will be made about further sanctions which could include:

- Further break or lunchtime detentions
- Telephone call to inform your parents
- Put on an hour after school detention with SLT

**REMEMBER: The choice is yours - behave in an appropriate way and avoid the above consequences.**