



Bishop Justus School Policies

Policy Title: Behaviour Management
LT Responsibility: Headteacher
Date: July 2020
Review: July 2022

INTRODUCTION

“I give you a new commandment, that you love one another. Just as I have loved you also you should love one another”. John 13:34 NRSV

This command from Jesus is a central tenet of the school’s approach to Behaviour Management. All students are welcomed to a community that lives out its Christian ethos. Just as they are treated with care and respect they too must show this respect and care to others. We believe that the most effective teaching and learning takes place in a well-managed environment that is calm, happy and safe for the whole school community. Our Behaviour Policy focuses on *Positive Behaviour* which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents have a clear understanding of the procedures and sanctions for dealing with problems. The policy seeks to ensure that behaviour in our school is an expression of our values and beliefs.

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AIMS

To enable our students to:

- be healthy;
- stay safe;
- enjoy and achieve in their learning;
- access the full range of learning opportunities in a calm, positive environment;
- achieve through appropriate expectations of work, behaviour with praise, reward and celebration, and explicit and consistent consequences;
- behave appropriately in a wide range of social and educational settings;
- value the rights of the individual;
- understand and demonstrate British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- be respectful and caring members of the community.

To enable our school to:

- promote consistency of positive behaviour;
- establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood by the whole school community;
- promote the concept that all students are individuals and should be treated as such, that all individuals have responsibilities to others;
- promote and live out our Christian ethos fully.

OBJECTIVES

There is a clear understanding that everyone in the school has the right to be able to fulfil his/her potential and everyone has the responsibility to allow this to happen. We support students to distinguish right from wrong and to respect the civil and criminal law of England.

To create a learning environment which is characterised by human flourishing in all its forms. We do this by promoting;

- **Respect** - respect yourself and other people in the school, and the environment.
- **Co-operation**- co-operate by learning to work with others, being part of a team and reaching your full potential.
- **Agape** - a Christian understanding of love, whereby all in the community care for each other enabling all individuals and the school to flourish.
- **Responsibility** - take responsibility for your own actions, your belongings and your surroundings.

ROLES AND RESPONSIBILITIES

The **Headteacher** has responsibility for ensuring students enjoy and achieve in their learning and are safe. **All students** are responsible for ensuring their own behaviour respects the rights of others to work, teach and learn in school. Where students have behaved in a manner that falls outside of the school's code of conduct as published in the Student Planner (Appendix 1), **all staff** have a duty to support them and help them to improve. The **Deputy Headteachers** are responsible for the day-to-day support of students. The **Student Council** is responsible for promoting and modelling outstanding behaviour for learning within the student body of the school. The **6th form prefect team** are also responsible for promoting and modelling outstanding leadership within the school.

REWARD SYSTEMS

We recognise the importance of rewarding all students for their achievements and do this in a number of ways:

HOME CONTACT

Contacting parents either via email or over the phone to praise individual students is extremely powerful in promoting positive behaviour.

ACHIEVEMENT ASSEMBLY

After each full term, every year group participates in an Achievement Assembly organised by the Learning Director for each cohort of students. Each assembly recognises and rewards a broad range of achievement across the school.

WEEKLY AWARDS

Students in each year group are rewarded for achievements deemed worthy by the Learning Director in their year group assembly.

MEETING WITH THE SENIOR TEAM

Where students have shown exceptional effort or have greatly improved their effort from one term to the next they may be invited to meet with a member of the senior team to celebrate their efforts.

JUSTUS DAY CELEBRATION OF ACHIEVEMENT

Students are rewarded for effort/progress and/or attainment in individual subjects at the annual St Justus Day.

HEADTEACHER'S AWARDS

Each year a number of students will be selected to receive a special award from the Headteacher. Any student who has shown academic excellence, an outstanding attitude and has given a strong contribution to the school community will be eligible for these awards.

PRAISE POSTCARDS

Where students have exceeded expectation in terms of their effort and contribution to school life they will be awarded a praise postcard which details their achievement and parents will be notified where these have been given.

100% ATTENDANCE REWARDS

Students who have 100% attendance at different points in the year are entered into a prize draw to win a gift voucher. Students who have 100% attendance at the end of the academic year are rewarded with a celebratory breakfast with the Headteacher.

HOUSE POINTS

Students are awarded house points for positive contributions to the school community and for showing commitment to learning.

JACK PETCHEY AWARDS

Three times per year, three students will be awarded £200 to spend on a menu of items or activities devised by the Student Parliament. Successful students are those who have gone above and beyond normal school life to achieve something outstanding that puts the school into a positive light within the local, national or international community. Students, parents and staff are able to nominate students for the awards who, if successful, will sit with the student parliament to decide on how best to spend the money.

INTERVENTIONS FOR INAPPROPRIATE BEHAVIOUR

There are many possible reasons for a student exhibiting poor behaviour. They include:

- Low self-esteem
- Inappropriate curriculum
- Expectations are unclear
- Problems at home
- Problems with peers
- Medical problems
- Boredom
- Lack of motivation
- Feelings of alienation
- Anxiety
- Parenting issues

It is important that these reasons are fully explored so that the correct intervention procedures can be established. As a result of this, our Behaviour Policy focuses on **Rewards** and **Sanctions** in order to improve student behaviour.

OUR WARNING SYSTEM WHERE STUDENTS ARE NOT FOCUSED ON LEARNING IN LESSONS

First warning	Student is warned that they are not focused on learning.
Second warning	Student is warned that they are not focused on learning and are given a final warning that if they continue a learning conversation will take place.
Learning conversation	Student is still not focused on learning and is asked to leave the classroom where a learning conversation with classroom teacher will take place.
Exited	Student is still not focused on learning and is removed from the classroom to work in a different learning environment. Parents are contacted and student is set a 1 hour Subject Leader detention.

NB: At any time, members of teaching staff are entitled to remove students from the lesson for a learning conversation.

LEARNING CONVERSATIONS

Following warnings for not being focused on learning, there are occasions when both the teacher and student require a conversation away from others in the class. Students may be sent out of the room to cool down following which they will either be re-integrated back into the room or moved onto the exit rota. Form tutors will be notified when a teacher has spoken to a student in this way and may wish to follow this up at a later time with the student and/or parent.

THE EXIT ROTA

If a student cannot stay in class, then they are placed into another class with work to do. This may be used for example if the student is impacting on the learning of the others within the class. This will be logged on our school management information system and parents will be notified that their child will have to attend a one-hour detention as a sanction.

THE SAFER SCHOOLS POLICE OFFICER

Our Police Liaison Officer supports us in a number of different ways. Meetings set up with students to discuss poor behaviour or incidents inside or outside school must involve parental contact via the Year Co-ordinator. Parents will be informed if the Police Liaison Officer is to speak with their child. These meetings are organised to help students identify what they need to do to improve and keep themselves and others safe in the future.

MEDIATION

Where a relationship has broken down between students or between a student and staff member, mediation meetings are set up to rebuild this relationship and are led by staff member.

RESTORATIVE JUSTICE - "CONFERENCE"

Whilst restorative justice does not replace sanctions that have been put in place, it is a very useful tool to improve students' behaviour and allow relationships between students and between staff and students to move on after an incident. Co-ordinating staff will make decisions about the appropriateness and timing of restorative justice and they will take a decision as to the appropriateness of restorative justice. Restorative justice will take place in a neutral area of the school.

COMMUNITY SERVICE

Students may take part in Community Service as a way of giving back to the school often following an incident that has brought the school into disrepute or caused damage to the fabric of the school.

LEARNING DIRECTOR DETENTIONS

Learning Directors reserve the right to put students in their year group into lunchtime detention where they deem necessary based on student behaviour. When a student fails to attend this they will be move to the next stage of the sanction process.

STUDENT REPORT CARDS

The aim of a report is to support a student in the management of their behaviour/learning and to raise achievement. Report cards are supportive not punitive. All reports aim to:

- Set achievable, short term targets agreed by students and teachers;
- Provide individual, focused contact with an appropriate member of staff;
- Reinforce the Home-School partnership;

All reports last for two weeks. In some cases, to remove the report after just two weeks may be too soon and will be extended and this will be discussed with the parent.

Use of Report
Subject Leader Report If Subject Leader deems it necessary to support a student's learning behaviour in their subject.

Tutor / Mentor Report
If more than one subject area highlights a concern or if a student shows evidence of persistent and sustained failure to follow the code of conduct/lack of effort and has not responded to support given.
Year Team Report
If a student shows evidence of persistent and sustained failure to follow the code of conduct/lack of effort and has not responded to support given at the previous level
Senior Team Report
If a student shows evidence of persistent and sustained failure to follow the code of conduct or has failed to demonstrate evidence of progress on Year Team report.

THE SANCTION SYSTEM

This list is not exhaustive.

Sanction	Description
15 minute lunchtime detention	Students are late to school in the morning.
40 minute Year team detention	Failure to attend lunchtime detention for being late to school.
20 minute subject detention (no notice)	Students not focused on learning in lesson or failure to hand in homework.
40 minute subject detention	Student fails to attend 20 minute detention, persistent failure to complete homework or persistent failure to focus on learning.
Subject leader detention – 1 hour	Repeated failure to complete homework, truancy to a lesson or repeated disruption to learning, failure to attend classroom detention.
Losing lunch time with year team	Students out of circulation following anti-social behaviour or behaviour that goes against the school's Code of Conduct as published in the Student Planner.
1 hour Year team detention	Anti-social behaviour around school or behaviour that goes against the school's Code of Conduct as published in the Student Planner.
Lunch time detention and 1 hour detention in one day	Failure to attend 1 hour detention set.
Community service	Actions that require giving back to the school community.
Leadership detention	Repeated defiance, failure to attend Subject Leader or Year Team 1 hour detention, abusive language, and repeated truancy in a subject.
Inclusion Suite	Serious incidents that cause risk to the student involved, other students, other members of the school or local community or that may bring the school's reputation into disrepute. Examples include, repeated defiance, failure to follow instructions of staff, bullying related incidents, theft, and verbal abuse of staff. This list is not exhaustive and there may be other instances where the inclusion suite would be an appropriate sanction.
Exclusions	Serious incidents that cause risk to the student involved, other students, members of the school or local community or that may bring the school's reputation into disrepute. Examples include fighting, physical abuse of students and staff, physical assault of students and staff, bringing prohibited items into school including weapons or drugs, bullying related incidents, illegal or criminal activities. This list is not exhaustive and there may be other instances where exclusions would be an appropriate sanction.

Detentions work best if they can be set and carried out on the same day as the incident in question. **In these cases, detentions do not require parental permission nor do they require prior notice to parents. Such detention must last no longer than 20 minutes. Where students fail to attend detentions, the detention will escalate up the system below. Please note students can start at any stage of the system below dependent on the incident.**

Subject detentions

Year team detentions

20 minute subject detention no notice
40 minute subject detention
One Hour Subject Leader detention
Lunch time detention and one hour detention in one day
Leadership detention
Inclusion suite.

15 minute year team detention
40 minutes year team detention
One hour Year team detention
Lunch time detention and one hour detention in one day
Leadership detention
Inclusion suite

SMOKING

Any student in the first instance caught smoking or thought to have been smoking due to their presence whilst others have been, will serve a 1 day in the Inclusion Suite and phone call home. At any time, the school reserves the right to exclude any student caught smoking.

MOBILE PHONE USE

Phones are not permitted for use within the school grounds. Phones must be switched off before entering the school site and only turned back on after leaving the school site. Phones that are seen on the school site will be confiscated for 6 one day in the first instance. Where a student has their mobile phone visible for a second time in a term, the phone will be confiscated for a week. If a student has their phone visible for a third time in a term, or refuses to hand over their phone, the student will incur a day in the inclusion suite.

In the unlikely event that a student needs to contact home at any stage throughout the day they will be directed to student reception. Members of staff* do not have the right to look through a student’s phone content, however if it is believed that evidence of a criminal nature is on the phone then liaison with the police should take place and the evidence removed.

* With the exception of members of the leadership team where it is believed that the student or others may be at risk.

THE INCLUSION SUITE

The Inclusion Suite is used in a number of different ways to support students whose behaviour has not met school expectations.

The room allows students the space to reflect and understand that their actions will/should not be tolerated, and are therefore expected to work in complete silence with the work pre-prepared for them by the year team.

1. Internal Isolation

Where a serious offence has occurred, the Inclusion Suite can be used to remove a student from lessons for a fixed period of time. Students have shorter breaks, and are not allowed to have contact with any other students for the time they serve in the room. Because of the seriousness of the offence parents are contacted by the Year Coordinator and given a full explanation of the reasons leading to their stay in the room.

2. Pending Investigation Placement

Following a serious incident, Year Coordinators are expected to carry out a swift and fair investigation. Whilst this investigation is carried out, students may be isolated at short notice thus supporting staff and sending the correct message to other students.

Exclusion

Bishop Justus CE School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2017) published by the Department for Education.

Fixed Term Exclusions

In all cases the Headteacher gathers evidence and takes advice from colleagues who are working with the pupil. Excluding a pupil from school is a serious step to take. The Headteacher alone has the statutory power to exclude a pupil from school. Where the Headteacher is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Headteacher being absent for an extended period of time the formally appointed Acting Headteacher will have the power to exclude in place of the Headteacher. The Headteacher will decide on the length of exclusion in all cases. The length of the exclusion will depend on a number of different factors which may include, but are not limited to, previous exclusion record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the student is excluded. The student will be seen by the Headteacher and sent home with details of work to undertake in their exclusion letter.

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In exceptional circumstances, where further evidence comes to light, a further fixed period exclusion can be issued or a permanent exclusion to take effect after the initial fixed term ends.

Headteacher's Final Warning

Following a number of fixed term exclusions and where a student is deemed to be at high risk of permanent exclusion, the Headteacher may issue a final warning in writing to parents. In the event of a permanent exclusion resulting from a serious one-off incident, it is unlikely that a final warning will have been issued.

Permanent Exclusion

A decision to exclude a student permanently is a very serious one and therefore can only be taken by the Headteacher. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a student is permanently excluded for a build-up of negative events, **it is an acknowledgement by the Headteacher that the school has exhausted all support strategies and interventions for the student and that to allow the student to remain in school would seriously harm the educational welfare of the student or others in the school.**

The decision to exclude permanently may also be taken by the Headteacher when there has been a **one-off serious breach of the school's published Behaviour Management policy and where the Headteacher believes that to allow the student to remain in school would seriously harm the educational welfare of the student or others in the school.** Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:

- Using threatening or aggressive behaviour.
- Use of offensive language directed at a member of staff.
- Any behaviour which is likely to cause danger to others.
- Vandalism of school property.
- Being caught smoking or bringing smoking materials into school.
- Bringing or using illegal substances, including drugs and alcohol, into school.
- Offering others illegal substances including drugs and alcohol.
- Bringing any offensive weapons into school.
- Persistent refusal to follow reasonable requests from staff.
- Disobedience, defiance or refusal to co-operate with members of staff.
- Bullying.
- Fighting.
- Theft.
- Racism or any other discriminatory behaviour.
- Denying others access to their learning.
- Any other behaviour which may bring the name of the school into disrepute.
- Inciting negative ideas/behaviours/ideologies which go against Fundamental British values.

It is the duty of any parent/guardian to supervise the student for the first five days of an external exclusion. They should not be in the vicinity of the school or in a public place, unless there is a reasonable justification for this. Parents may receive a penalty notice from the Local Authority if the student is present in a public place during school hours for the duration of the exclusion.

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Incidents of misbehaviour occurring outside school

The school may impose an exclusion on a student for non-criminal misbehaviour occurring outside school where it is reasonable to do so including:

- Misbehaviour which occurs when the student is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a student of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

The school may also sanction students for criminal behaviour occurring outside school even where the police have decided to take no formal action against the student.

ILLEGAL OR CRIMINAL ACTIVITIES

The school has adopted the policy that only members of the Senior Leadership Team have been given the authority by the Headteacher to search any student who is thought to be carrying any items not allowed on the school premises. If any evidence of a criminal act is discovered in the course of a search the school will inform the police. This may also include instances of cyber-bullying where criminal harassment or misuse of telecommunications are suspected (refer to Anti-Bullying Policy). If there is a suspicion that offensive weapons are being carried, the police may also be asked into the school to assist with the matter. Acts of violence, or those involving offensive weapons and drugs, are always reported to the police. Any racist incidents are formally reported to the police and logged with the local authority.

RESTRAINT OF STUDENTS (please refer to the school's Positive Handling Policy)
At Bishop Justus, restraint should be an act of care and control, not punishment.

The school does not advocate the physical restraint of students, the underlying principal in this policy is to maintain an ethos where it should not be necessary. Only in exceptional circumstances should physical intervention be used:

- To prevent students from committing a criminal offence;
- To prevent students from injuring themselves or others;
- To prevent students from causing damage to property, including their own property;
- As a last resort, when all other strategies have proved ineffective in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school.

Physical restraint of students should not be used:

- To keep or block any student into a confined space or room unless they are in immediate danger;
- To prevent a student from running in a corridor unless the student, other students, and staff are in danger.

If required to use physical intervention, staff will use the minimum force necessary, proportional to the circumstances. This applies to all staff employed by the school and is applicable on outside learning activities organised by the school, i.e. trips and visits. Outside of this, staff have no authority to restrain students. (Please refer to Positive Handling Policy for further clarification.)

DIFFERENTIATION AND EQUALITY

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependent on the needs of each case but we will take into account the views of parents, staff and external agencies together with any statement of special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. ⁹

As a Christian school we remind our students that we have to act responsibly to enable us to flourish together in this community based on love (agape) and therefore must respond to Jesus' words:

"If you love me, keep my commandments". John 14:15

Bishop Justus Church of England School processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Signed:

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Headteacher – Mr. Simon Murphy

Appendix 1

Code of Conduct

About Yourself

- Don't keep problems to yourself. Ask for help.
- Be reliable and trustworthy.
- Look after yourself and your own property.
- Don't use substances which could damage your health.
- Don't let others pressure you into doing something you believe is wrong.
- Believe in yourself.

About Others

- Treat everyone else in the school with respect.
- Don't make others miserable by bullying, name-calling or threatening.
- Don't use any kind of violence.
- Help others when they have problems.

Around School

- Behave sensibly wherever you are.
- Don't run in areas where you should walk.
- Don't do anything which might harm the school's reputation.
- Respect the property of others.
- Keep the school clean and tidy. Pick up litter.
- Follow instructions from staff quickly and quietly.
- Don't bring chewing-gum, aerosol sprays or any dangerous items into school.
- Do not sell food and drink to other students in school.

In Lessons

- Come prepared.
- Don't annoy others in class.
- Don't damage school books or equipment.
- Do your homework.
- Accept instructions from teachers.
- Don't argue with teachers.

I have read, understood and agree to abide by the Bishop Justus Code of Conduct. I am responsible for the appropriate use and maintenance of school equipment.

Signed (student): _____ (parent): _____

(form tutor): _____ Date: _____

Appendix 2

In order to suppress the impact of the COVID-19 virus, the Government directed that all schools in England and Wales must close from Monday 23 March until further notice. Thus, the academy closed to children registered as pupils at the school from Monday 23 March 2020 except for those children:

- Whose parents are key workers and who cannot be looked after at home. Key workers are those that are detailed in the Government's Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision (19 March 2020)¹; and
- Who are vulnerable. Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans. Schools are also asked to consider children at the fringes of social care, who may not have a social worker but are nevertheless vulnerable.
Collectively referred to as the Priority Group.

From 1 June, the academy is expecting all Priority Group pupils to return to school. In addition, from [1/15] June the academy is expecting all pupils in [nursery, reception, year 1 and 6/ Years 10 and 12] (the Eligible Group) to return to school.

Following the wider opening of the academy and the re-instatement of teaching and learning, the academy intends to apply the principles detailed in this policy. In addition, in order to minimise the transmission of COVID-19 and to protect the school community pupils are expected to:

- Follow any altered routines for arrival or departure from school.
- Follow instructions on hygiene, such as handwashing and the mandatory wearing of face masks in communal areas, whilst at school.
- Follow instructions on the safe removal and storage of face masks in classrooms.
- Follow instructions on class groups, social distancing and minimising contact with staff and other pupils whilst at school.
- Follow instructions on movement around the school including but not limited to movement between lessons (if applicable), movement for break and lunchtimes, procedures for queuing, demarcation of areas where access is not permitted, toilet use procedures and maintaining social distancing where at all possible.
- Using tissues or the crook of the elbow when sneezing and coughing and tissues must be immediately disposed of into a bin.
- Avoid touching their mouth, nose and eyes with their hands, where at all possible. They must not touch other pupils or staff.
- Tell an adult if they are experiencing symptoms of coronavirus – temperature, a new cough, loss of taste or smell or generally feeling unwell.
- Follow the rules about not sharing any equipment or other items including drinking bottles which the school will have explained to them.
- Not cough or spit at or towards any other person.

The rewards and sanction system detailed in this policy will be applied in relation to the above expectations. However, the academy acknowledges that pupils will require regular re-enforcement and a period of acclimatisation with these new rules. In applying the rewards and sanctions system, the academy will follow the requirements of the Trust's Equality Policy. The academy will make reasonable adjustments were necessary.

Pupils who continue to learn remotely are expected to follow the rules regarding remaining safe online especially in relation to cyber bullying. The school reserves the right to apply a sanction in cases where a pupil has been involved in the cyber bullying of another child.

The principles in this policy will be applied subject to the acknowledgement by the academy of the following:

1. Re-engagement by pupils in formal learning make will take time especially for those pupils with challenging behaviours.
2. The mental health of pupils during the period of lockdown.
3. The experiences of pupils during the spread of COVID-19 including those pupils that have experienced the virus, had someone in their household who has experienced the virus and/or has suffered a bereavement as a result of the virus.

The 2017 Exclusion guidance will continue to be applied subject to the statutory guidance entitled Changes to the school exclusion process during the coronavirus (COVID-19) outbreak dated 29 May 2020.