

Adopted by Full Governors on 01.12.2016. Item 20a



# **WHITLEY BAY HIGH SCHOOL**

## **Behaviour Policy**

**January 2017**

# STATEMENT OF BEHAVIOUR PRINCIPLES

## ***Introduction***

At Whitley Bay High School, we believe that students are most likely to behave well in a culture wherein everyone shows respect for each other and which has a positive, learning-focused ethos, one that lies at the heart of everything we do as a school. We recognise that effective learning can happen only if behaviour is good and therefore poor behaviour will not be accepted, however we do not believe that a sanctions-led approach is the best way to bring about the behaviours we wish to see. There will be times when students need to be sanctioned in some way for their behaviour or lack of work, but we know that “every piece of poor behaviour is a learning opportunity” and we will therefore strive whenever possible to provide an opportunity for students to reflect upon and learn from their lapses. We will also seek to work with parents as closely as possible so that they are involved in solving problems. Since problems are to be expected when children are growing and learning we measure success not by the absence of problems but by how we deal with them.

## ***Key principles***

1. We recognise that high standards of behaviour, work and co-operation depend on mutual respect between students and staff and, therefore, we expect our staff to act as role models at all times.
2. We believe that the students in our care deserve to be treated as the emerging adults which they are. Therefore we expect them to treat each other and all adults they encounter with respect and courtesy, including following all reasonable instructions.
3. Where these expectations are not met, we expect staff to challenge the relevant behaviour in a non-confrontational manner and for students to respond reflectively to such challenges.
4. Where students fail to do so, or in more serious breaches of good order, we reserve the right to apply sanctions to students as set out in the Behaviour Policy.
5. It follows that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff do need to consider carefully how they speak to students, and their choice of words.

Good order requires that all staff, teaching and support staff:

- set high standards;
- apply rules firmly, fairly and consistently;
- expect to give and receive respect;
- treat each person as an individual;
- avoid sarcasm
- do not use inappropriate language;
- do not make assumptions about students based on behaviour of other siblings;

- do not bear grudges (when an incident has been dealt with, forget it and make a fresh start)

6. Rewards - our whole school ethos is based upon the idea that we should “catch students being good.” We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available, opportune moments in order to model good learning and behaviour and to boost students’ self-esteem.

7. We at all times will seek to work constructively with parents to support those students whose behaviour causes concern.

# BEHAVIOUR POLICY

Please read the following policy in conjunction with: The Anti-Bullying Policy (accessible on website); the Single Equality Duty Action Plan (also accessible on website); the Student Expectations in the Student Planner (attached as an appendix); guidance for staff in the annual Staff Handbook.

## Introduction

At Whitley Bay High School, we believe that students are most likely to behave well in a culture wherein everyone shows respect for each other and which has a positive, learning-focused ethos, one that lies at the heart of everything we do as a school. We recognise that effective learning can happen only if behaviour is good and therefore poor behaviour will not be accepted, however we do not believe that a sanctions-led approach is the best way to bring about the behaviours we wish to see. There will be times when students need to be sanctioned in some way for their behaviour or lack of work, but we know that “every piece of poor behaviour is a learning opportunity” and we will therefore strive whenever possible to provide an opportunity for students to reflect upon and learn from their lapses. We will also seek to work with parents as closely as possible so that they are involved in solving problems. Since problems are to be expected when children are growing and learning we measure success not by the absence of problems but by how we deal with them.

## 1. Encouraging good behaviour:

We recognise that high standards of behaviour, work and co-operation depend on mutual respect between students and staff and, therefore, we expect our staff to act as role models at all times.

It follows that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff do need to consider carefully how they speak to students, and their choice of words.

Good order requires that all staff, teaching and support staff:

- set high standards;
- apply rules firmly, fairly and consistently;
- expect to give and receive respect;
- treat each person as an individual;
- avoid sarcasm
- do not use inappropriate language;
- do not make assumptions about students based on behaviour of other siblings;
- do not bear grudges (when an incident has been dealt with, forget it and make a fresh start

Rewards - our whole school ethos is based around the idea that we should “catch students being good.” We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available, opportune moments in order to model good learning and behaviour and to boost students’ self-esteem.

- our centralised system of rewards comprises the Praise/Achievement Award slip which staff are encouraged to fill in and send to Heads of Year, who will record these and contact parents.

- beyond this are many smaller subject rewards and large end of term celebration assemblies to recognise outstanding effort or performance and extra commitment beyond the classroom.

## **2. Preventing bullying**

*For full details of our approach to bullying, see our Anti-Bullying policy.*

We will not tolerate bullying in the school, but we are aware that in any large school we are likely to encounter some issues.

We make clear to all students, through the reinforcement of our ethos of respect and the celebration of diversity, that we expect everyone to be treated fairly in school so that they feel safe and happy. Our oft-stated belief and practice is that students are, “All different, all equal.”

Our Anti-Bullying policy gives details of our approach to preventing and dealing with bullying.

## **3. Pupils’ completion of work**

It should go without saying that we encourage and expect all students to complete all work, both in class and independently, to the best of their ability. Staff are always willing to give of their time where students are struggling to understand or apply understanding to work. Where students are not fulfilling this expectation, we reserve the right to ask them to complete the work at other times of our choosing. [See below]

## **4. Dealing with lapses and problems**

We will always seek to avoid humiliating students.

We should avoid:

- shouting;
- discourtesy;
- over-reacting;
- blanket punishments;
- excessive punishments;
- time wasting punishments;
- sarcasm.

We recognise that it is important to remain emotionally detached when dealing with misbehaviour.

The majority of problems are minor and should be dealt with immediately, with minimum disturbance to the work of others.

More serious offences may require the involvement of other staff and may require that the problem is dealt with at a later time in the day using agreed systems.

Major problems may require emergency handling using the purple card system, which will result in the student being removed from the lesson by the member of staff on rota. Usually after this, parents will be informed and the student will not be allowed into their next lesson in that subject but will complete the work with a member of staff.

## **5. Sanctions and Punishments**

There are different sanctions that a teacher may operate where a student's behaviour or work is unsatisfactory and/or affects the learning of others. Any concerns will be noted down on a Note of Concern, which will be passed to other relevant staff for information or action.

Staff can use the following sanctions where appropriate, paying due regard to the principles of fairness and proportionality:

- a verbal warning
- asking to see the student outside briefly
- asking to see the student at the end briefly
- issuing a detention [see below for further guidance]

We will not use punishments such as "lines" where writing is used as a sanction. Any work set will be productive and acknowledged/marked by the teacher appropriately.

Heads of Department may choose to instigate a departmental report, in liaison with the Head of Year and class teacher.

Heads of Year or Leadership Team may also choose to place a student on report.

Detentions may be held, which refers to any lunchtime or after school detaining of a student that exceeds ten minutes in length and lasts no longer than one hour. Notwithstanding recent governmental guidance, we will always contact parents in advance if a student is to be kept at the end of the day. Parents do not have the right to prevent a detention being held, but we will always seek parents' support and work with them if there is an issue arising from a possible detention, for example where the student has caring responsibilities.

In more serious or repeated cases of poor behaviour or work, a student may be placed in Internal Exclusion for a day. Parents will be informed every time this happens.

In cases of lunchtime detention or Internal Exclusion, students will be able to use the toilet and to get something to eat.

In more serious still or repeated cases, the Headteacher may use Fixed Term or Permanent Exclusion.

## **6. Off-site behaviour**

There may be occasions where the school will wish to take disciplinary action against a student for behaviour that takes place off site. The guidelines for when it is reasonable to do so appear in paragraphs 23–26 of the DfE publication, 'Behaviour and discipline in schools/ Advice for headteachers and school staff, January 2016' and we will always follow these.

## **7. The Use of force to Control or Restrain Pupils:**

Following consultation with the Teacher and Support Staff Consultative Committees, Governors' Curriculum and Student Affairs Committee annually since 6.10.98,–the school's advice on this remains simple: wherever possible force should not be used to restrain students. Staff will **not use force**:

- to restrain a student who absconds/leaves school
- to restrain a student who refuses to leave a classroom or who insists on leaving a room against instructions
- to restrain a student who is disrupting a lesson

Force would be used only to prevent harm to a student her/himself or to others and would be reasonable as in DfE Circular 10/98 ie of "sufficient force to stop happening what was happening."

## **8. Searching and screening students**

The law allows schools to search without consent for certain items either in school or anywhere else where the student is under the control of school staff eg on a trip. In this school, we will always seek the student's permission to search their bag or person for these items; no forced search will take place. This includes looking for images or information on mobile phones or other electronic devices. Two members of staff will always be present at any such search and this search will never be intimate in any way ie will not go beyond the removal of outer clothing and/or the turning out of pockets. If the student refuses to be searched, parents will be contacted to discuss the way forward and the school may take disciplinary action as a result. If the items that the student is believed to have upon their person are illegal or stolen, the police will also be contacted. Similarly, any items found will be passed on using the same criteria. Other items on the list may be returned to a parent where they signal a wish to receive them or will be destroyed (as per DfE publication 'Searching, screening and confiscation/ Advice for headteachers, school staff and governing bodies', February 2014)

The items as set out in Section 550ZA (3) of the 1996 Education Act (as amended) comprise:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified as an item which may be searched for – this includes e-cigarette and vaping materials and so-called ‘legal highs’

General confiscation – staff are unlikely to confiscate items during everyday interactions with students, but do have the power to confiscate items which are likely to cause harm or disrupt teaching. If they are not on the list above, they would be returned to the student or to a parent where it is judged that returning any such item to the student would not risk harm or disruption.

#### **9. Students who make malicious or vexatious complaints against school staff**

Where a student is shown to have made false accusations against a member of staff, the school will take disciplinary action against them, up to and including Permanent Exclusion should the circumstances warrant that sanction.

#### **10. The limits of this policy**

Please note that this policy will be enacted at all times with due regard to the Equality Act 2010 and the SEND Code of Practice 2014.

#### **11. School Rules**

Our School Expectations are set out in the School Planner and are framed as positively as would be expected from reading the above sections. These expectations were reviewed with the Student Council in April, 2016.



