



**Adopted by Full Governors on 30.01.2020 Item 31a**

*June 2022: Amendment made –adopted at Curriculum and Student Affairs Committee 14<sup>th</sup> June 2022*

# **WHITLEY BAY HIGH SCHOOL**

## **BEHAVIOUR POLICY**

### **January 2020**

*This policy has been updated in accordance with the following documents:*

- DfE publication, 'Behaviour and discipline in schools' Advice for headteachers and school staff, January 2016
- Equality Act 2010 and the SEND Code of Practice 2014
- DfE publication 'Searching, screening and confiscation' Advice for headteachers, school staff and governing bodies January 2018
- Improving behaviour in schools guidance report, EEF, May 2019

# ***Behaviour Policy***

*Please read the following policy in conjunction with: The Anti-Bullying Policy, The Child Protection Policy, The E Safety Policy (all accessible on the website); the Single Equality Duty Action Plan (also accessible on the website); Student Expectations (attached as Appendix One); guidance for staff in the annual Staff Handbook.*

## **1. 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.

Our approach to behaviour reflects our ethos as well as the latest evidence and research, which informs our practice. We regularly train staff about positive behaviour management approaches and meeting the needs of the changing profile of students, for example, working effectively with more complex students (such as those identified as SEMH - social, emotional and mental health issues).

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. Problems are to be expected when children are growing and learning; all teenagers will make mistakes. Therefore, we measure success not by the absence of problems but by how we deal with them and the progress students make in the future.

## **2. Key principles**

- 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
- We believe that the students in our care deserve to be treated as emerging adults. Therefore, we expect them to treat each other and all adults they encounter with respect and courtesy. This includes following all reasonable instructions
- Where students fail to do so, when behaviour is consistently poor or the offence is serious, the school will apply appropriate sanctions as set out in the Behaviour Policy
- Rewards - our whole school ethos encourages a learning approach to all aspects of a child’s development. All staff try to “catch students being good.” The school believes that it is important that we praise precisely when a student has achieved our expectations. 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
- Where a student fails to meet our high expectations, we expect staff to challenge students in a non-confrontational manner and for students to respond reflectively to such challenges. It is

important that we use a restorative approach so that students can engage positively with their learning as soon as possible

- We at all times will seek to work constructively with parents to support those students whose behaviour causes concern. In addition, we will communicate with parents when students are doing well

### **3. School responsibilities**

#### **a. 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.

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 need to consider carefully how they speak to students, and their choice of words.

Staff will be supported in taking ownership and responsibility for establishing a classroom environment conducive to learning where good behaviour is expected. There will be regular training on this.

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

- set high standards
- plan high quality, engaging lessons that minimise opportunities of poor behaviour
- use regular routines as part of their everyday practice including the use of name cards, greeting students at the door etc.
- get to know every student in their class as individuals including their ability, background and need
- regularly reflect on the most effective classroom management strategies which are appropriate for each student, class and key stage
- 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)

#### **b. Rewards**

- 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, students understand precisely what is expected of them and to boost students' self-esteem.

- Our centralised system of rewards comprises of the Praise/Achievement Award where staff are encouraged to email Heads of Year names of students they are pleased with and why, who will record these and contact parents by sending a postcard home.
- In addition, there are many subject rewards. Heads of Year hold end of term celebration assemblies to recognise outstanding effort or performance and extra commitment beyond the classroom. We also hold regular all 1's events for students who achieve all 1's in their progress checks. These students (alongside those who achieve mostly 1s) have a letter sent home from the Headteacher.

### **c. 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.

### **d. Students completion of work**

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. Any issues with work completion would usually be communicated via the Note of Concern system to the Head of Department. The Head of Year will monitor this closely and intervene when a pattern is emerging across more than one subject or when further support is required. We always strive to work closely with parents to resolve issues promptly and smoothly.

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

We will always seek to avoid humiliating students.

We look to 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 and although we treat students as emerging adults, staff have the responsibility to act quickly to help correct any lapses in behaviour.

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

More serious offences are likely to involve other staff and may require that the problem is dealt with at a later time in the day using agreed systems like the Note of Concern.

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.

## **Mobile phones**

In conjunction with the E Safety policy (Student Acceptable Use, appendix A) students are expected to act responsibly when using mobile phones in school.

During lessons or tutor time students are asked to place mobile phones in their bags (or a box provided), unless they are being used for learning directed by their teacher. Students will be reminded about this at the start of the lesson.

Any issues that staff may have with students placing phones away, staff are asked to call for support using the 'purple card' team. A member of the purple card team will come along to try and resolve the situation swiftly so students can get back to learning in their lesson.

If a student continues to refuse to place their phone away, their phone will be stored away for safekeeping until lunchtime, or the end of the school day and the student may also be removed from that lesson. Students will not be able to access their phone during this period (but will always have it over lunchtime so they can buy their lunch).

For students who have had their phone removed several times parents will be notified and invited in to discuss this. In extreme cases of defiance, a student may be suspended.

Any cases of cyber bullying, sexting or other inappropriate on-line behaviour will be dealt with appropriately, usually involving parents and the police.

## **f. 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. Teachers will communicate any concerns on a Note of Concern, which will be passed to other relevant staff for information or action. The Note of Concern allows teachers to be reflective in their approach with a particular student asking them to consider seating, level of work, action taken to date etc.

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

- a verbal warning
- asking the student to move seats within the classroom
- asking to see the student outside briefly
- asking to see the student at the end briefly

- asking the student to work in another appropriate area such as a 6<sup>th</sup> form lesson
- issuing a detention [see below for further guidance]

We will not use punishments such as "lines"; a pointless activity which results in using writing 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. We will always contact parents in advance if a student is on detention 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 or where the students' needs are more complex.

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.

#### **g. 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.

#### **h. The use of force to control or restrain students:**

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 is appropriate 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."

#### **i. 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 e.g. 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 i.e. 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 forwarded to the police using the same criteria. Other items on the list below may be returned to a parent where they signal a wish to receive them or will be destroyed (as per 'Searching, screening and confiscation' Advice for headteachers, school staff and governing bodies January 2018).

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 to, or damage to the property of, any person (including the student)
- 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.

#### **j. 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.

#### **4. *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.

#### **5. *School Rules***

Our School Expectations (see Appendix One) are framed positively and clearly. These expectations are shared with students in an early tutorial each September and kept in students' A5 folders. These expectations were reviewed with the Student Council as well as the Pastoral Team in December 2019.



## EXPECTATIONS

### **Class Expectations**

To allow everyone to learn:

- Arrive on time with everything you need for the lesson e.g. a school bag, pen etc
- Go in quietly, take off your coat, find your allocated seat and get ready to work. This includes placing your mobile phone on silent, as well as other electrical equipment, and putting these items into bags except where the teacher asks you to do otherwise
- Never use phones to take photos or video of staff or students
- Listen to the teacher and follow instructions
- Respect other students' right to work
- Take care of equipment and the classroom
- Chewing, eating and drinking (except water) are not allowed
- Always act in kind and considerate ways

### **Out of Class Expectations**

- Queue patiently in the dining hall or at the "Qube" – do not push in
- Place any litter in bins on and off school site, including recycling bins
- Co-operate with school and kitchen staff at all times
- Respect the fabric of buildings and all school property
- Use the toilets appropriately to ensure they are always fit to use
- Do not smoke or vape anywhere on site or near the school gates
- Respect other people's property, such as bicycles
- Behave responsibly at all times when out in the community. This includes using appropriate language, talking respectfully to local residents/shop keepers, disposing of litter using bins, and cycling safely
- Inside the school building always walk and avoid any type of unnecessary physical contact such as pushing, shoving and grappling