

Middleton Technology School



Behaviour Policy 2017



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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

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Impolite or defiant behaviour

Incorrect uniform or equipment

Poor punctuality

Defiance is defined as point blank refusal to follow an instruction or correct behaviour having been given the choice and time to comply.

Serious misbehaviour (Red Line behaviours) is defined as:

Repeated or persistent incidents of the above

Any form of bullying or threatening behaviour

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism

Theft

Fighting or assault

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items and may include

- 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. "Banter" is not an acceptable excuse. |
| 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 Body

The Governing Body is responsible for reviewing and approving the Code of Conduct (appendix 1).

The Governing Body 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.

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The Governing Body is responsible for convening a pupil disciplinary committee meeting in the event of the Headteacher imposing a permanent exclusion.

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 (appendix 1). The Governing Body 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 and/or alerting key staff and parents/carers to incidents of serious misbehaviour

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

Read and agree to the home-school agreement

Support their child in adhering to the pupil code of conduct and home-school agreement

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with school staff promptly

6. Pupil code of conduct

Our Code of Conduct is underpinned by the United Nations Convention on the Rights of a Child. We believe that everyone should enjoy their rights and be willing to take on their responsibilities. We expect all our students to follow the Code of Conduct and understand the written statement of behaviour principles – see Appendix 1

7. Rewards and sanctions.

Positive behaviour will be rewarded with:

Praise

DREAM points

Appreciations through assemblies.

Subject stickers

Letters/phone calls/texts home

Positive comments in Student Planners and exercise books

Congratulations Cards

Recognition on Presentations Evening

Guardian Angel or School Ambassador Status

Good references

Head Teacher's praise or award.

Special rewards such as football or cinema tickets or free prom tickets.

DREAM activity days

Non-uniform days

VIP Lunches and Big Breakfasts

The school may use one or more of the following sanctions in response to misbehaviour.

A verbal reprimand

Exiting the student from the class

Expecting work to be completed at home or at break.

P point – resulting in a 30 minute correction after school or at lunchtime (Year 11)

Letters or phone calls home to parents

Persistent incidents of misbehaviour may result in a student being placed "on report", agreeing to an acceptable behaviour contract or following a Pastoral Support Programme (PSP)

In the case of defiance, the following sanctions will apply

1st incident – 45 minute correction (after school)

2nd incident – 1 hour correction (after school)

Any further incidents are viewed as serious misbehaviour (Red Line) and will incur a referral to the Inclusion centre. (see behaviour tariff). This is used as an alternative to fixed term exclusion. Students may be sent to the Inclusion centre or SEND isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The Inclusion centre is managed by Mrs Allen.

For persistent incidents of red line behaviours a referral may be made to the inclusion centre of another Rochdale school or a fixed term exclusion may be issued. Parents will be informed of this by a phone call and letter.

Exclusion is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher. The Headteacher can exclude a student if they misbehave in or outside school.

A decision to exclude (fixed term or permanent) a student from school may be taken

- a) in response to serious breaches of the school's behaviour policy or
- b) if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

Permanent exclusion may result from serious on-going behaviour problems. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These may include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault;
- c) Supplying an illegal substance; or the possession of an illegal substance
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

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 safeguarding policy for procedures for dealing with allegations of abuse against staff.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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

Develop a positive relationship with pupils, which will include:

- o Greeting pupils appropriately in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh

8.2 Physical restraint

All Academy staff members have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The use of force must be in line with DfE guidance. Records of any physical restraint must be made and kept in line with DfE guidance.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items.

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.

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 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. (Inclusion development time)

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every 2 years. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every 4 years

12. Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding and child protection policy

Anti-bullying policy

Mobile phone policy

Equality policy

Uniform policy

Appendix 1: written statement of behaviour principles and code of conduct

Everybody has the right to learn. This means arriving on time with everything you need for that lesson; beginning and ending the lesson in an orderly and polite way; listening carefully; following instructions; helping each other when required and being sensible at all times. **(Article 29 + 23)**

You are entitled to an opinion, but you should always try to understand other people's points of view. **(Article 14)**

For your safety, you should move sensibly and quietly about school. This means never running, barging or shouting. You should be ready to open doors, stand back to let people pass and help to carry things. In crowded areas please keep to the left. **(Article 6)**

For everybody's safety, you should speak politely (even if you feel-bad-tempered!) and use a low voice. **(Article 16)**

To stay healthy you should keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in the bin, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly other people's work. **(Article 24)**

Out of school, walking locally or with a school group, you must always remember that the school's reputation depends on how you behave. **(Article 31 & 36)**

Articles are taken from the United Nations Convention on the Rights of a Child (UNCRC). Information about children's rights can be found at www.unicef.org.uk

Written by the School Council 2014

Students are expected to:

- **Be polite**
- **Be punctual**
- **Be prepared for school and wear the correct uniform at all times**
- **Participate fully in lessons.**
- **Move quietly around the school**
- **Treat the school buildings and school property with respect**
- **Accept sanctions when given**
- **Refrain from behaving in a way that brings the school into disrepute, including when outside school**

Staff are expected to

- **Set an excellent example to pupils at all times**
- **Use Rewards, sanctions and reasonable force consistently and in line with the behaviour policy**
- **Help students take responsibility for their actions**
- **Inform families of behaviour incidents to foster good relationships between the school and pupils' home life**

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

This written statement of behaviour principles and code of conduct (written by the School Council) will be reviewed and approved by the Governing Body every 4 years

Behaviour Tariff – Positive Behaviour

| | Number of Points | DREAM reward reasons/categories Examples |
|---|------------------|---|
| Right Click on SIMS and add points. | 1 or 2 | <ul style="list-style-type: none"> • Following routines (perfect start/dismissal/equipment/homework) • Etiquette (opening doors/polite behaviour) • Perfect assembly routine • Excellent participation in class • Improving a piece of work/working independently |
| Written explanation in the achievement comment box on SIMS to explain why points have been given. | 5 | <ul style="list-style-type: none"> • Excellent piece of work/work & extension work started • Excellent piece of homework • Excellent conduct and respect shown during class/form • Independent/group work • Year 11 attend and contribute in extra lessons (one week) • Outstanding social time conduct (litter/support other students etc. • Star of the lesson/week and/or excellent role model/ improving self-confidence • Mastery of skills or tasks |
| | 10 or 15 | <p>Half a term's work of the following:</p> <ul style="list-style-type: none"> • Represent school: sport, drama, music • Enrichment activities e.g. inter-form/after school club • Guardian angels • Library monitors • Sustained attendance to extra lessons • Sustained quality of classwork and homework • Excellent assessment results |
| | 10 | • SMG/LPC DREAM Points (Sustained Outstanding Performance) |
| | 15 | • SLT DREAM Points (Sustained Outstanding Performance) |
| | 20 | • Head's DREAM Points (Sustained Outstanding performance) |
| | 15 | • One off event such as offering time to show visitors around school / ambassador roles |
| | 20 | Zero behaviour points at the end of a half term |
| | 20 | 96% attendance (automatically added by JF) |
| | 30 | 100% attendance (automatically added by JF) |
| | 30 | Attaining all '1's on interim reports |



Behaviour Tariff – Misbehaviour

| Misbehaviour | Category | Sanction | |
|--|----------|--|---|
| Student is not polite, punctual, prepared for school (including wearing correct uniform) or does not participate in lessons. | P point | 30 minute correction after school Parents notified by text home | |
| Student point blank refuses to follow an instruction or correct behaviour having been given the choice and chance to comply. | Defiance | 1st incident – 45 minute correction (after school) 2nd incident – 1 hour correction (after school) 3+ incidents = red line behaviour. | |
| Dangerous behaviour Assault Fighting Theft Smoking Sexual Misconduct Bullying Setting off fire alarm Racist Incident Exited from exam Damage to property Abusive or threatening behaviour Drug/Alcohol related incident | Red Line | Count | |
| | | 1 | 1 day inclusion centre |
| | | 2 | 2 days inclusion centre |
| | | 3 | 3 days inclusion centre |
| | | 4 | 1 day inclusion centre at another school |
| | | 5 | 2 days inclusion centre at another school |
| | | 6+ | Fixed term exclusion 1 -5 days |
| | | Consider Managed transfer | |
| Permanent exclusion may result from serious on-going behaviour problems. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence. | | | |

Approved by the Governing Body: 14th November 2017

