

# Behaviour Policy

|                     |                |               |              |
|---------------------|----------------|---------------|--------------|
| Date of review      | September 2024 | Review period | Annually     |
| Date of next review | September 2025 | Author        | Mrs L Baty   |
| Type of policy      | Statutory      | Approval      | Head Teacher |

Our vision at Boldon School is to create a safe environment where students build resilience and thrive. Our students are encouraged to be motivated and aspirational in their learning, embedding strong values into their culture, whilst being respectful and tolerant. We strive for the highest standards when supporting our students' emotional and social wellbeing. By creating a welcoming environment, our students are inspired to become the best versions of themselves; this, ultimately, leads to improved standards of academic achievement, behaviour and social mobility.

Strategies employed by our school reflect our values and the latest evidence and research. Staff are regularly trained to ensure that the culture we aim to achieve is secured. The individual needs of students are taken into account through training and additional educational needs are considered when intervention, support and sanctions are put into place.

At Boldon we must:

*Develop Resilience*

*Possess Aspiration*

*Demonstrate Integrity*

*Embed Self-discovery*

*Display Empathy*



“At Boldon School, I will achieve excellence and develop into a self-confident, ambitious individual who is able to make wise life choices”

Restorative practices are imperative to help students learn. As children grow up it is natural to make mistakes and we believe it is our responsibility, together with parents and carers, to support students to learn from mistakes. These practices aim to resolve conflict, establish positive relationships and ensure mistakes are not repeated.

What happened?

What were you thinking/ feeling?

What needs to happen to put this right?

What will you do differently next time?

## **Rewarding Good Behaviours**

At Boldon we recognise that high standards of conduct, work and co-operation should be celebrated and rewarded. Where students meet staff's high expectations it is important to acknowledge this so as to boost self esteem and remind students of the standards that they can achieve. We have established clear curriculum and pastoral values to be celebrated and appreciated across the school in our RAISE awards.

RAISE awards are being successfully embedded both in lessons and outside of the classroom- Resilience, Aspiration, Integrity, Self Discovery & Empathy. Staff award students with these values for work produced, interactions and general conduct in lessons, going above and beyond on a daily basis. Pastoral, parents/ carers and students are alerted to these rewards on Class Charts.

Staff also nominate one student per week for Brilliance at Boldon demonstrating excellence in learning.

Our rewards system is organised in the following way:

- Staff are expected to regularly update parents and carers via ClassCharts and use postcards and phone calls home. Staff will communicate many of the good behaviours students have demonstrated during the school day, including work in lessons;
- Tutors monitor Class Charts points and congratulate students with the RAISE Leader board in every tutor classroom
- Year Leads monitor Class charts points and students receive certificates, recognition and celebration in assembly.
- Class Charts points are regularly reviewed and student performance is celebrated through the end of half term rewards days/ vouchers and celebrations

Class Charts will also record where students are rewarded by their tutor for Equipment Spot Checks– having the correct equipment in their packs as well as a full sized school bag- large enough to fit their PE kit and homework, Uniform Spot Checks- correct uniform and borrow if not, and completion of homework to deadline by classroom teachers.

The following processes aim to ensure a calm, safe and inclusive environment across the school and in lessons:

High standards of behaviour will be maintained in classrooms through teachers ensuring that they:

- Understand individual student needs through developing positive relationships and using relevant student information e.g. applying guidance and strategies from EHCP and SEND Passports.
- Rigorously apply classroom routines. All teachers are to meet and greet students as they enter the classroom. Students put equipment packs on desks and begin the starter task. Students are expected to raise their hand when they require attention or need help from the teacher. Teachers will ensure all students are silent when teacher explanations and new learning is taking place. Students will be recognised for their positive contribution during the lesson- demonstrating our RAISE values and be congratulated for these (input onto Class Charts). Teachers will dismiss students at the end of the lesson in a calm and orderly manner- requesting equipment packs to be carried to their next lesson. |Lateness to lesson will be recorded on Class Charts- students are to knock and wait until learning will be uninterrupted to enter.
- Poor behaviour and low level disruption in lessons will be addressed through a staged approach:

S1- **Formal Warning** (verbal warning by teacher and recorded on Class Charts)

S2- **Faculty Removal** (removed from lesson and placed within a different classroom in that subject area- with the Faculty Leader/ Coordinator- where possible))

S3- **BSC Removal** (removed to the internal Behaviour Support Centre until the end of the school day)

S4- **Isolated with a member of SLT** (failure to settle in BSC)

S5- **Suspension**

- If a student reaches the end of a staged approach or the behaviours is poor, a pastoral/ faculty leader or member of SLT will use their professional judgement to escalate this behaviour to the appropriate sanction.

- A middle/ senior leader is on duty every lesson of the school day conducting a Climate for Learning Walk. These staff monitor the learning environment, visit lessons and proactively influence the school environment.
- Staff must use ClassCharts to record both positive and negative behaviours. This information is shared with all members of staff, parents and carers
- All staff are responsible for ensuring good behaviour within our school. This includes all teaching and support staff. Staff are expected to log any behaviour incident using ClassCharts. Where a situation is deemed very serious and requires further intervention or involves safeguarding then the incident should be recorded on CPOMS.

High standards of behaviour will be maintained in classrooms through students:

- Students are expected to be respectful to all staff at all times and address staff as 'Sir' or 'Miss'.
- Students must be punctual at all times. This includes arriving at school and lessons on time. Where a student is late and does not have an appropriate reason that can be validated, staff are expected to ensure that the lateness is recorded.
- Students are expected to wear the Boldon School Uniform. If for some reason they arrive without appropriate uniform they must visit the Uniform Store before morning line up to borrow the item and return at the end of the school day.
- Students must complete any set homework to the deadline and of their best quality. Independent learning and retrieval are key to progress and achieving the best academic outcomes.
- Students are expected to attend detentions. They are to arrive promptly at the end of the school day to rectify any behaviour issue and attend school the next day for a fresh start approach. The detention allows restorative conversations to take place.
- Students are expected to have all the standard equipment in their packs.

## **Managing Behaviour:**

**Typical features of poor behaviour that would result in our staged behaviour could include students:**

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being slow to start work or follow instructions.

- Showing a lack of respect for each other and staff.
- Name calling of other students
- Not bringing the correct equipment.
- Using mobile devices in school time (No mobile phones after 8.40am)

**S1- Formal Warning.** A verbal warning sanctioned by the member of staff. This is recorded on Class Charts. This issues no detention and is our first sanction for low level disruption affecting the learning of others.

**S2- Faculty Removal.** Students will be asked to leave the classroom to cause no further disruption to the learning of others and sent to the Faculty Leader/ Coordinator of the subject area they are in. Students should use this time to reset themselves, complete the work given and prepare to go to their next lesson. This is recorded on Class Charts with a notes section to give parents and pastoral team a brief context of the poor behaviour and issues a 30min detention (same day).

**S3- BSC.** The Behaviour Support Centre is an internal isolation base where students will be sent for a one off serious incident or an escalation from S2 where the student has failed to reset themselves and escalated the Faculty Removal. They will be in the BSC for the remainder of that day. This is recorded on Class Charts with a notes section to give parents and pastoral team a brief context of the poor behaviour and issues a 30min detention (same day).

Whilst in the BSC students are in isolation and are expected to communicate with the member of staff only. They will be given work packs covering the current curriculum. There is the opportunity to work within a quiet booth, individual table or group table for reflective work.

Students **MUST** hand in their mobile phone when entering the BSC and ensure all bags and coats are stored at the front.

**S4- SLT Isolation.** Students removed from the BSC will work with a member of SLT. They will be isolated for the remainder of the day and complete work. This is recorded on Class Charts with notes section and escalates their detention to 45mins.

**S5- Suspension.** This may result from gross defiance and failure to follow instructions from the S1-S4 incident or may be due to a severe form of poor behaviour escalating all above sanctions.

## **Behaviour Sanctions & Interventions**

A calm, safe and orderly school is essential in supporting student learning. Our responsibilities to students do not end at the school gate and students are expected to act appropriately in the community. Sanctions will be put in place for students where behaviour in the community e.g. on the school bus, local park or shops or walking to and from school, when wearing school uniform- or identifiable as a student to this school, does not meet expectations outlined in this policy.

The following interventions are typically used to support students:

Verbal warning  
Movement of seat in a lesson  
Pupil being asked to work in another area  
Contact with parent or carer by ClassCharts or telephone  
Break, lunchtime or after school detention  
Subject or Pastoral report  
Referral to BSC  
Pastoral Support Plan  
Internal Alternative Provision Aspire3 or Aspire4\*  
Off Site Direction  
Suspension \*\*  
Permanent Exclusion \*\*

\* Note that Boldon School has established two new internal alternative provisions to support our most challenging students to provide them with the behaviour tools required in mainstream school and reduce suspensions/ permanent exclusions

\*\* Note that the Suspension and Exclusion Policy outlines why this sanction could be deemed appropriate. The policy also outlines behaviours that are deemed to be inappropriate. Please note that this is not an exhaustive list of behaviours. There is a separate Suspension & Permanent Exclusion Policy.

### **Students with SEND:**

Boldon School is a highly inclusive environment where all students are supported through provision of an ambitious curriculum and bespoke support. This policy applies to all students but it is important to note that staff have a responsibility to ensure appropriate adaptations are in place for students with additional educational needs. This does not mean lowering expectations, however pupil behaviour will be considered in relation to any additional needs. When a pupil is identified as having additional needs, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Students can access an alternative isolation sanction at S3 BSC where they access The Hub as an appropriate adaptation.

### **Behaviour Tracker & Aspire- Internal Alternative Provision**

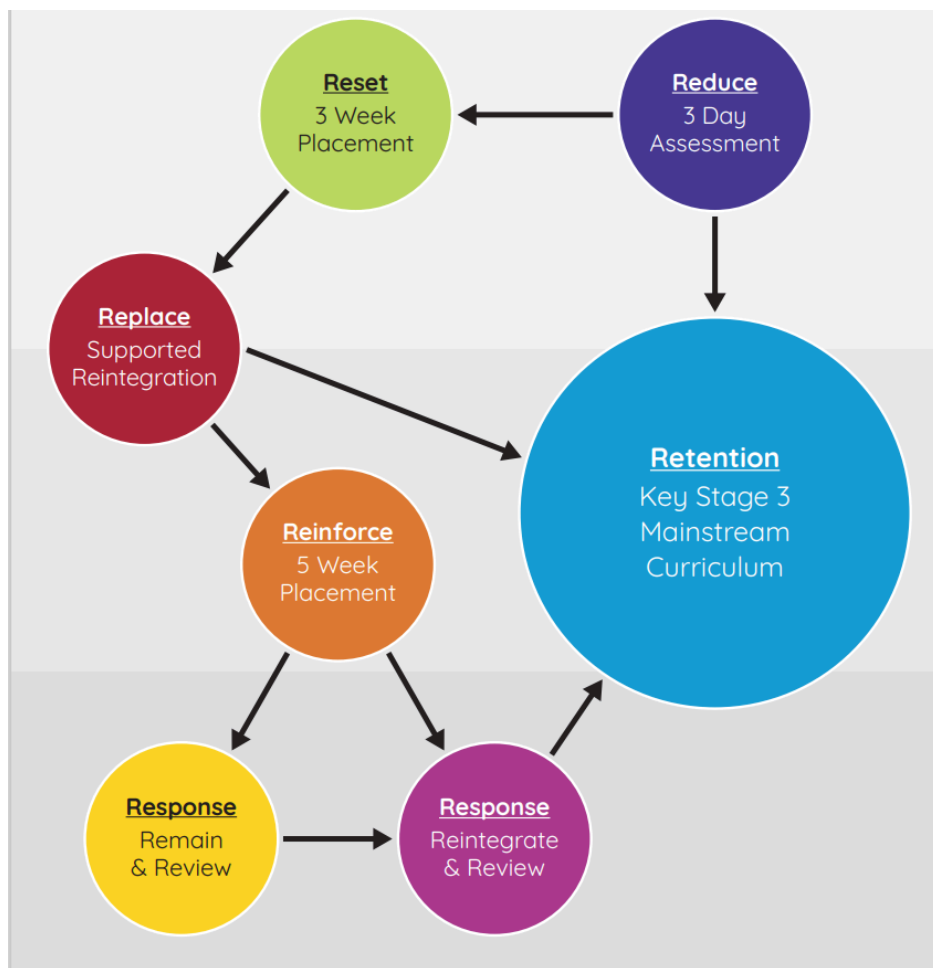
Those students who regularly display poor behaviour will be tracked and logged by the pastoral team in a consistent and comparable behaviour tracker used within all year groups.

This will determine a transparent and fluent approach to further interventions required to help promote positive behaviour changes and reviews with both parents and students.

Some of the interventions will include report cards, discussions with year leads, parental telephone contact, parental/ student meetings, referrals to external agencies, managed moves, behaviour contracts and assessments/ interventions with our **internal alternative provision 'Aspire'**.

The Behaviour Tracker has three main phases of intervention where Aspire3 (Key Stage 3) and Aspire4 (Key Stage 4) support and embed the interventions at each phase.

### Aspire3 & Aspire4 Supported Phases for Successful Reintegration into Mainstream



A student within Phase 1 of our behaviour tracker would receive an Aspire 3 day assessment to identify behaviour traits and how they can reduce poor behaviour and if required a 3 week reset placement.

A supported reintegration back to mainstream lessons using the strategies learnt to replace those aspects of poor behaviour.

A student who continues to display poor behaviour and in Phase 2 would be offered a 5 week reinforcement placement- more intensive interventions employed.

A student will be in Phase 3 of the behaviour tracker where their response to all interventions will be monitored

The Behaviour Tracker has 4 intervention phases. At Phase 4 a student and parent may sign a final behaviour contract, meet with The Head Teacher or small governance panel before Pex.

## Other Behaviours & Sanctions

### Prevention of Bullying and Child on Child Abuse



We do not tolerate bullying and child-on-child abuse both in person and on-line. The school aims to develop a culture where students understand that this behaviour is unacceptable and know what to do if it occurs. Preventative work is embedded in our Personal Development curriculum and reinforced through assemblies and tutorials.

Unfortunately bullying does sometimes occur in any school and it is therefore important that action is taken. A range of sanctions, as detailed in the Behaviour Sanctions section of this policy, are available to leaders. Any incidences of bullying or child-on-child abuse must be recorded on CPOMS and the Designated Safeguarding Lead will ensure any safeguarding concerns are addressed.

### **Movement around the School Site**

Students must:

Walk and not run in corridors and on yards.

Behave in a calm manner.

Keep to the left on corridors and staircases.

Line up quietly and wait for their teacher before lessons start.

Students must not enter classrooms without permission.

At morning and afternoon line ups- stand in single file, facing the front, alphabetically and wait for instruction

### **Food & Drinks**

All food must be eaten in the school bistro or designated break out areas. Litter must not be dropped and chewing gum is not allowed.. Energy and fizzy drinks are also not allowed as they impact upon pupil behaviour. Water can be consumed in lessons but food must only be consumed at break or lunchtime unless a pupil has a medical condition that necessitates eating at other times.

### **Mobile Phones**

We are a mobile phone 'free' school from 8.40am morning line ups. Students are permitted to use their phones at breakfast club prior to the school day. Students are to switch off phones as they lead out to line up. Mobile phones are not permitted during school hours. Mobile phones will be confiscated by staff and placed in school reception for the student to collect at the end of the school day.

### **Searching, Screening and Confiscation of items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The

law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff will confiscate:

Any items that lead to problems with the smooth running of the school

Any items that undermine the safety of students and staff on site

Any items that contribute to poor pupil behaviour

Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Power to search without consent for prohibited items includes:

knives or weapons

alcohol

illegal drugs and drug paraphernalia

stolen items

tobacco, cigarettes or smoking paraphernalia (including vapes or imitation cigarettes)

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 in the rules as an item which may be searched for

Weapons, knives, drugs, drug paraphernalia, extreme or child pornography must always be handed over to the police. This will include mobile devices if they have been used within a potential criminal / crime context. Mobile phones can be searched by staff and they will be returned to the parents if they are not needed by the police.

## **Reasonable Force**

The Headteacher and authorised school staff may use such force as is reasonable when conducting a search without consent for:

knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This will only apply when absolutely necessary and there are no other options available. DfE Use of Reasonable Force Advice

The Headteacher authorises the following staff to use reasonable force when conducting a search without consent.

- Deputy Headteachers
- Assistant Headteachers
- Pastoral Coordinators

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

It is made clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. All staff know the importance of challenging all inappropriate language and behaviour between students.

An assertive response to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### **Provisions & Staff in Behaviour Sanctions**

Pastoral Year Leaders: Joanne Florence/ Matthew McVay/ Tracey Moore/ Lois Benson/ Ashleigh-Jo Prince.

Pastoral Coordinators: Lois Davies/ Jessica Miller/ Alison McIvor-Cross.

BSC Internal Behaviour Support Centre: Kenya Roberts.

Aspire3 & Aspire4 Internal Alternative Provisions: Ingrid Moir.

VPP Beacon Centre Placements (Off Site Provider): Nicola Korn & Louise Baty.

Assistant Headteacher Behaviour & Attitudes: Louise Baty.