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## School Behaviour Policy

# Behaviour

### Policy on Behaviour and Discipline

## Principle

At FreshSteps we aim to maintain a disciplined, orderly and friendly atmosphere within which everyone in the centre treat one another with courtesy, tolerance and respect. We believe in the importance of encouraging students to behave in a caring, co-operative and self disciplined manner. Students are expected to develop a clear sense of rights and responsibilities. FreshSteps aims to be a centre of excellence for learning for students from many different ethnic and cultural groups. This policy intends to create a common framework so that all members of our school community regardless of difference can function in harmony.

## Purposes

1. To ensure that an atmosphere exists in which effective teaching and learning can take place.
2. To ensure that a sympathetic, tolerant, social environment exists and individuals treat each other with mutual respect.
3. To ensure that lapses from expected behaviour and standards are dealt with according to the following priorities:
  - To put right as far as possible any wrong done;
  - To help the student to accept responsibility for and change poor behaviour;
  - To enable students to be aware that they have responsibilities as well as rights.

### Accordingly, the school will:

1. Recognise and reward fairly and consistently good behaviour, high standards of work and effort, regular attendance and punctuality. (Please refer to Rewards Policy).
2. Maintain a positive and constructive student pledge ensuring:
  - o The values and attitudes expressed within it are made explicit annually to all pupils, staff and parents;
  - o The consequences of breaking the code are fully understood.
3. Provide a system of recording and reporting which places emphasis upon positive contributions to school and community life.
4. Provide a forum where the views and concerns of students, staff and parents can be expressed and acted upon where appropriate.
5. Require all users to treat the school site with care and respect.
6. Provide INSET for all staff to introduce them to the School Behaviour Policy and on classroom management as part of the professional development cycle. (SEE BEHAVIOUR CHART)
7. Use reflection sessions to consolidate pupil awareness of the school's Behaviour Policy.

## Evaluation

1. The Student's Magna Carta Pledge that's all students have signed, will be regularly reviewed by staff, students and parents, to ensure that it is a shared document.
2. The school will regularly review aspects of its work including its curriculum, and learning and teaching methods; the pastoral and support systems; sanction systems and procedures; the state of the buildings; positive recording and reporting systems since all of these make significant contributions to effective behaviour management.
3. **All staff will take responsibility for the standards of behaviour and discipline in the school and evaluate their own effectiveness in context of ongoing behaviour management ALL staff to have read the behaviour chart and have a copy in their classroom.**
4. **All staff are expected to have their own classroom behaviour and reward system**

## Expectations around FreshSteps

Teachers should strive to manage behaviour in a way that promotes positive attitudes. Good behaviour should be recognised and reinforced using a range of rewards. All teachers/tutors to have their own classroom reward system alongside the whole school reward system

All informal contact contributes to standards of behaviour. Manage behaviour by taking the initiative at every opportunity. Expect to:

- Greet students
- Start the dialogue
- Uphold the Student Pledge/Code of Conduct by challenging any inappropriate behaviour – **to ignore it is to condone it**
- Set high standards of speech, manner and dress
- Encourage students to move promptly and sensibly from one lesson to the next
- Not leave the Centre without permission
- See that students eat and drink only in designated areas.
- Teachers to ensure students are brought from one side of the building to the next.

## Expectations for staff

### Expectations during lesson:

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons invariably generate good behaviour and earn respect.

Every term – reinforce teachers/tutors classroom rules and refer to the displayed Classroom Expectations.

### At the beginning of lessons expect:

- To arrive before class and begin on time;
- Greet class at the door;
- Teachers/tutors should not remain in their seat during teaching of lessons
- Students to enter the room in an orderly manner;

- Students should sit as directed by the teacher;
- To take the register at the beginning of the lesson and challenge unacceptable lateness;
- Students to come fully equipped and prepared to participate fully in the lesson;
- To monitor appropriate dress and challenge non-compliance with the dress code.

## During lessons expect:

- Everyone to listen when you or anyone else is talking to the class;
- Students to understand what they are doing and why
- Students to raise their hand if they wish to contribute to the class discussions (unless instructed otherwise);
- To uphold the Student Pledge;
- To set well structured homework according to the homework time-table;
- Students not to eat, drink or chew gum;
- No student to leave the room without permission and a note in their planner or an out of lesson pass;
- Remain seated unless told otherwise.

## At the end of lessons expect:

- Students to pack away only when instructed to do so;
- Students to put away equipment and arrange furniture neatly as directed. The classroom should be left in a clean and tidy condition;
- To dismiss students in a calm and orderly manner.

## Managing Misbehaviour

'Problems' are normal where young people are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.

- Do not react hastily.
- Avoid confrontation, especially in front of an audience.
- Establish the facts.
- Judge only when certain.
- Use sanctions consistently and in stepped response to misbehaviour.
- Follow the Behaviour Chart and make sure students are aware of what level they are at and the consequences.

Wherever possible, teachers should manage their classrooms in such a way as to avoid incidents occurring. This can be achieved by the careful planning of lessons and the anticipation of likely problems, e.g. if it is known that certain students do not work well sitting near each other they should be separated at the beginning of the lesson rather than wait for disruption to occur. Seating plans are a good idea. Try to mix students by ability and gender etc.

The most important aim when dealing with inappropriate behaviour during lessons should be to minimise disruption to learning. Minor irritating behaviour should not be allowed to build up to an incident or confrontation.

All students should be aware of our shared expectations of them in and out of lessons.

## Expectations for students

### The Student Pledge

I pledge to:

1. Be on time with the right equipment and in the correct uniform.
2. Give respect and gain respect.
3. Do what I can to help myself and others learn.
4. Look for opportunities rather than excuses.
5. Care for our school and make it a place of which we can be proud.
6. Be the best I can be at all times

#### Classroom Expectations

- I will arrive on time and welcome my teacher at every lesson.
- I will wait calmly for my teacher to begin the lesson.
- I will not eat, drink or chew in class.
- I will remove outdoor clothing while entering the classroom.
- I will be equipped (bag, diary, pen, pencil, school books) and ready for lesson.
- I will remain seated in my own place, unless asked to move.
- I will think before speaking.
- I will raise my hand and wait for permission to speak.
- I will write down my homework in my diary.
- I will not pack up until told to do so.
- I will wait quietly until I am dismissed.
- I will go straight to my next lesson when called by the teacher

#### General misbehaviour during lessons

This may include talking inappropriately; distracting others; calling out; lack of concentration; turning round.

First use of a 'look' followed by a comment (often a quiet word to the individual student is effective). If this fails, a clear warning should be given. The student should be explicitly told what aspect of their behaviour is unacceptable and an explanation of the consequences if the unacceptable behaviour is repeated. The threatened sanctions should be appropriate to the misbehaviour. If this is unsuccessful the member of staff must apply the sanction the student had been warned about. SEE [BEHAVIOUR CHART](#)

A school must by law, give at least 24 hours' written notice to the parent before the detention takes place (a message in the student diary can be used).

Appropriate sanctions that might be applied in particular circumstances are:

Distracting others/talking	Move student to another area of the class or to where they should be. Inform parents via a note in the Student Diary.
Continued shouting out or distracting others	Refer to BEHAVIOUR CHART. Send to another teacher's class room. This must be recorded on the student's behaviour conduct log. Inform the parent's via a note in the student's diary, or through our teacher2parent texting service

Sending outside the classroom should only be used as a temporary calming down action or as an opportunity to speak to the student alone. No student should be left to stand in the corridor.

Continual misbehaviour or lack of effort	Refer to the BEHAVIOUR CHART. Also impose a subject teacher's detention (30mins). Note to parents in the student's diary, or through our teacher2parent texting service. Copy of action to student's file
Behaviour does not improve despite the use of sanctions	Refer to BEHAVIOUR CHART and Place the student on a targeted subject report or general report. Meet with the parents.

Students who present with serious ongoing disruptive behaviour that could lead to exclusion

Strategies are then agreed for the way forward and a Support Plan is put in place.

#### Possible Permanent Exclusion

**The Teachers, tutors and mentors have a crucial role in monitoring behaviour and achievement across the school. They are instrumental in checking attendance, homework diaries and planners.**

Schools have been given legal backing to detain pupils after a school session on disciplinary grounds, without the consent of the parent.

It is very important for staff to keep a log of strategies used with students who persistently misbehave, including support and differentiation of tasks. All incidents and sanctions applied should be recorded in the student's record conduct log. A copy of all letters sent to parents must be placed on the student's file.

## Specific misbehaviour in class

### Sexist or racist comment (refer to behaviour chart) teacher's classroom rules

- Sexist and racists comments **must** be challenged as unacceptable/inappropriate – "I and others find it..."
- If appropriate to the context, staff may wish to discuss the comment with the rest of the group.
- If the student was being deliberately offensive they should be sent to another teacher's class. This must be recorded on the student's conduct log. Follow-up action may include a detention or letter/meeting with parents.
- All racist and sexist incidents **must** be reported to the Headteacher

### Swearing

- If swearing is directed offensively at any member of staff the student should be sent to the Remove Room.
- If swearing is directed offensively to another student, the comment should be challenged by the member of staff and appropriate action taken depending on the context. However, it is important that students are made aware that swearing is unacceptable.
- Accidental swearing should be commented on and shown to be inappropriate without creating an issue.

## Serious incidents of misbehaviour which will not be tolerated

This may include:

- Bringing a weapon into school. This includes knives, guns and other implements which may be used as a weapon. Knives will include all bladed implements, including pocket knives;
- Violence or threats of violence against staff or their property;
- Abusive language directed at a member of staff;
- Blatant defiance of a reasonable instruction;
- Fighting or threats of violence against other students or their property;
- Bullying, either physical or psychological;
- Dangerous behaviour;
- Theft;
- Vandalism;
- Misuse of drugs or alcohol;
- Inciting others to commit any of the above.

Staff should immediately report occurrences of the above incidents to the H/T. The following guidelines outline how a member of staff encountering such incidents should proceed:

## Student safety

- If possible, break up fighting without putting yourself at risk of injury. If necessary, send for help;
- Remove students involved from the scene of an incident and disperse on-lookers, remember to detain witnesses;
- Check for any physical harm and ensure injuries receive appropriate treatment;
- Place students in separate areas.

## Investigating the incident

- Keep the students isolated from each other;
- Ask the students to write statements using the school proformas (see appendix);
- Speak to witnesses and if necessary ask them to write statements.

## Action

- Discuss events with each student and counsel on behaviour;
- Promote reconciliation between students involved;
- If the incident happened during lessons refer incident to the mentor
- If the incident happened out of lessons refer to Headteacher;
- Complete an accident form if necessary;
- Notify parents as appropriate.

## Sanctions see behaviour chart/ teachers classroom rules

The sanctions and strategies used will depend on the context and any previous incidents the student may have been involved in:

- Community service, e.g. litter picking, cleaning;
- Charge for cost of replacement/repairing damaged property;
- Withdrawal of privileges;
- Behaviour report;
- Series of detentions;
- Internal detention (Remove Room)
- Meeting with parents;
- Withdrawal from lessons;
- Behaviour Support Plan;
- Fixed term exclusion;
- Permanent exclusion.

**Staff should try to avoid putting themselves in situations that might be misconstrued and used in a malicious way. Staff should avoid physical contact with students** and only use restraint when a student's behaviour is likely to cause injury to another student or themselves. Only reasonable force using recognised restraint techniques should be used in these extreme circumstances (training will be provided for staff).

**Staff should not use sanctions or make comments that are intended to humiliate or belittle students.**

## Use of force to restrain students

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a student from:

- Committing a criminal offence
- Injuring themselves
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff, other than teachers and volunteer helpers is also able to use force if necessary, in the above circumstances, provided they have been authorised by the Headteacher to have charge of students.

The Headteacher **MUST** be informed immediately of any incident involving the use of force. Parents will be contacted as early as possible to allow an opportunity to discuss the incident.

Any incident involving force must be recorded. Records should include the following information:

- The name(s) of the student(s) involved;
- When and where the incident took place;
- Why the use of force was deemed necessary;
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used;
- The student's response;
- The outcome of the incident;
- A description of any injuries suffered by the student or others and/or any property damage during the incident.

The school will provide training on the restraint of students annually.

This policy will be reviewed annually but will be published every 2 years.

FreshSteps Education Centre Behaviour Chart

## **'For every action there is a consequence'**

Occasionally a pupil may choose to behave inappropriately. In order to support the rights of other members of the school community these actions will have consequences.

Students are made aware of inappropriate behaviour and the consequences for their actions. A meeting is arranged with parents (Level 2+) all incidents are logged and monitored by the individual teacher and sent to office to be logged. The Headteacher reserve the right to use these consequences as they see fit, i.e. without following the order as stated below, depending on the severity of the behaviour.

### Behaviour Chart

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