

# William Brookes School

## Behaviour Policy

***We work hard and aim for excellence in all we do,  
showing kindness, friendship  
and respect to each other.***

Approved: Summer Term 2023

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## Introduction

This policy is derived from The 3-18 Education Trust model policy. Each school in the Trust has adapted relevant sections, which are specific to their setting, their context, their phases and their operational procedures.

This is therefore a Trust-based policy, contextualised for individual schools.

## Purpose

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to full reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect **all** members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

## Our Behaviour Principles

In all schools in The 3-18 Education Trust, we expect there to be:

- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;

- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;
- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

## **Roles and Responsibilities**

### **The role of school leaders**

The school leadership team in all trust school should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

Arbor is used by school leaders to analyse behaviour incidents and identify trends. The PSO and House Leader team are used to address behavioural issues and deliver the policy. Link Governor for behaviour holds regular visits to the school.

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

### **The role of pupils**

Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

### **The role of parents**

Parents have an important role in supporting each school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **Staff Induction and development**

New staff are enrolled in an induction package which includes an introductory session prior to joining the school, and also a more detailed session during the Autumn term on school sanctions and behavioural approaches. Directed time allocation is used to support new behaviour initiatives and support ongoing strategies. Where appropriate, the school invests in external speakers to discuss behaviour.

## **Behaviour Expectations and Pupils with SEND and/or Disability**

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

## **Responding to Good Behaviour**

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have in place rewards procedures and processes in place to reward good behaviour.

House Points are used as a rewards currency. The school holds a monthly rewards breakfast, the half termly cinema event, termly water fun and annual rewards trip to Alton Towers. Positive achievement awards (Bronze, Silver, Gold and Platinum) are allocated to students for achieving specified amounts of House Points. The Headteacher runs Headteachers commendations each week.

## **Responding to Misbehaviour**

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Acceptable forms of sanction will include: demerits, verbal reprimands, restorative conversations, reintegration, lunchtime and after-school detentions, suspensions and ultimately permanent exclusion from the school.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted restorative discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a suitable intervention programme
- going onto report
- a phone call with parents, and the Virtual School Head for looked after children;
- considering whether support for behaviour management being provided remains appropriate.

### **Specific Behaviour Issues**

Our approach to managing behaviour focuses upon 'connect before correct', which reinforces the importance of building positive working relationships between students and staff.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, in toilets, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning and school life
- Lateness
- Incorrect uniform and/ or lack of equipment

**Serious, unacceptable misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying or cyberbullying
- Gross defiance
- Refusal to comply with disciplinary sanctions
- Harassment
- Truancy
- Discrimination
- Swearing
- Rudeness
- Behaviour that poses a threat to health and safety
- Disruption on public transport
- Behaviour choices that bring the school into disrepute

- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comment; sexual jokes or taunting; physical behaviour like interfering with clothes; online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Use of mobile phone or related equipment (such as ear pods) without permission
- Theft
- Fighting
- Smoking and/or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These could include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and/or vapes, fireworks, pornographic images or 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 student)
- Any other illegal behaviour

Behaviour termed as misbehaviour may be escalated as serious misbehaviour depending on the severity and regularity of the behaviour breach/es.

### **Banned items**

- Matches/ lighters etc
- Drugs, vaping and smoking paraphernalia eg. Cigarettes, vapes, tobacco, cigarette papers, alcohol, solvents, any form of illegal drug, any other drug
- Weapons and other dangerous implements or substances (including replicas) eg Blades, guns (including BB guns), laser pens, pepper sprays, gas canisters, fireworks and chemicals
- Other items eg Liquid correction fluid (Tippex), chewing gum, caffeinated energy drinks, offensive materials eg pornographic images

### **Controlled substances**

William Brookes School has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and record details of the date and time of confiscation. The staff member will then pass the substance to the Head's PA to be stored in a secure location.

The incident will be reported to the police immediately and will then be dealt with in line with police protocol. The school will act in accordance with the police and a full incident report completed. Any further measures will be undertaken in line with the school's safeguarding policy.

Where controlled substance are found on school trips away from the school premises, the parents/ carers of the student, as well as the police, will be notified.

## **Detentions**

A detention is a commonly used sanction at WBS, used as a deterrent to future misbehaviour.

A detention is a valuable and commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to lunch. When used, it should be done so consistently and fairly by staff. This process should be well known to all students and staff. Teachers have authority to issue detention to students, including same-day detentions. A detention outside normal school hours will be lawful if it meets the conditions outlined in the DfE Behaviour in Schools Guidance document September 2022. Failure to attend a detention will result an escalation in the sanctioning process.

Where possible, we aim to notify parents/ carers of an after-school detention 24 hours in advance.

## **Community Service**

During a detention or during time in Reintegration, a student can be instructed to carry out tasks that focus on encouraging them to give back their time for the greater good of the school.

Examples of Community Service tasks which a student may be asked to do whilst serving a detention can be found below. This list is intended to give an idea of the tasks but is not intended to be exhaustive. Litter picking; collecting recycling and cleaning. Safety will be paramount and risk assessment are in place for some activities.

## **The Use of Reasonable Force**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools 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 at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.



## **Screening and Searching**

All Trust schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

### **Searching**

Ensuring school staff and students feel safe and secure is vital to establishing a calm and supportive school. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare and the community feel safe.

Prohibited items include knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student). Other items may also include vapes and vaping materials, tobacco and cigarette papers; fireworks; and pornographic images.

All Trust's schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

### **Confiscation**

Section 91 Education and Inspections Act 2006 gives schools power to discipline students which enables a member of staff to confiscate, keep or dispose of student's property as a disciplinary measure where it is reasonable to do so. These items may include banned or prohibited items. These items may include items of jewellery which are not a part of the uniform policy, or electronic equipment, such as mobile phones, which are on view.

## **Removal From Classrooms**

Removal is where a pupil, for serious reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but it should still be meaningful for the pupils.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom to work in Reintegration.

Removal should be distinguished from the use of separation spaces (sometimes known as nurture rooms) for non-disciplinary reasons (e.g. where a pupil is taken out to regulate his or her emotions).

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

Our Reintegration room allows students to be isolated from mainstream school whilst allowing them to be supervised and learn via lesson materials. Students can be in Reintegration for part or whole days. Where a student has been placed in Reintegration for a full day, this will end at 15:10 and will include break and lunch times.

Should students misbehave whilst in Reintegration or conduct themselves in a way that does not suggest that they have taken the sanctions seriously, the school sanction will accelerate. This could be further time in Reintegration until students comply with behavioural expectations or a suspension.

Whilst in Reintegration, students are expected to work silently; complete the work set and invited to engage in any reflection or intervention programme. Students will be asked to hand their mobile phone in to Reintegration staff without challenge.

## **Behaviour Outside of School Premises**

According to '*Behaviour in Schools 2022*', schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

Williams Brookes is proud of its reputation within the community. Guidance laid out in the school code of conduct and promoted by the school's Olympic values apply both inside and outside of the school, within the wider community and especially when dressed in school uniform. Misbehaviour that has the potential to bring the school into disrepute may include behaviour within local shops, the bus or within the feeder towns. Complaints made by members of the public will be fully investigated and taken seriously.

When on the school bus, students should follow the instructions of the driver. Students should stay in their seats and wear a seat belt. Students should conduct themselves maturely and not be unnecessarily loud. Students should not use speakers or any other device that may distract the driver's concentration. Students should be polite and respectful of the bus drivers. Students should not behave in such a way that could be distracting to other road users. Banned items as outlined above, remain the same whilst on the bus. Any reports of misbehavior on the bus will result in a full enquiry and sanctions will apply, including transport bans and warning letters.

Any incidences of non-criminal behaviour and/or bullying which occurs off the school premises and/or online that is reported to us, will be thoroughly investigated and sanctioned where appropriate.

## **Preventing Recurrence of Misbehaviour**

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

All staff have access to Arbor. Directed time allocation is used on a weekly basis to share details of any students of concern and approaches that can be used. Arbor reports are shared with Form Tutors to highlight students of concern within a form group.

## **Supporting Students and Interventions**

William Brookes is an outward facing school that understands the vital role that external support can offer our students and school community. This support may range from counselling (eg BeeU); linking to the SEND team to identify learning barriers; in-house workshops to support emotional and behaviour development, such as (but not limited to) anger management, ELSA, bereavement counselling and mentoring programmes.

William Brookes also works closely with Inclusion Teams at Shropshire Council and Telford and Wrekin to put in place interventions for students who are struggling to meet the expectations of our behaviour policy.

Whilst we hold high expectations for all our students, there may be occasion when special consideration is given when sanctioning those students with Special Educational Needs. There are also occasions where reasonable adjustments are made to ensure that we provide an inclusive, non-discriminatory environment where the needs of the individual are acknowledged.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an Early Help assessment is required.

## **Anti-Bullying Statement**

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we are committed to ensuring that all members of the school

communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness. The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* The trust supports this definition, whether it is physical or emotional.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Pupils, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Please see the school website for the our anti-bullying policy.

## **Monitoring and evaluating school behaviour**

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.

## **Policy Monitoring and Review**

### **Monitoring**

The Chief Executive Officer and Deputy Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

### **Review**

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014 Searching, Screening and Confiscation, Advice for schools July 2022.
Policy Approved By	Trust Board
Date of Policy	Summer Term 2023

Review Period	Annually
Date of Next Review	Summer Term 2024