

Bridlington School

Behaviour Policy

(statutory)



Approved by: Pupil and Personnel Committee **Date:** 08/07/2021

Last reviewed on: 11/06/2020

Next review due by: 30/06/2022

Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. School Rules.....	3
4. Bullying	4
5. Roles and responsibilities	4
6. Rewards and sanctions.....	7

7. Behaviour management	9
8. Student Support	10
9. Student Transition	11
10. Training	12
11. Monitoring arrangements	12
12. Links with other policies	12
Appendix A: School Student and Parent Contract	13
Appendix B: Written statement of behaviour principles	14
Appendix C: Mobile Phone Policy	15
Appendix D: Uniform Policy	16

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 students 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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. School Rules



School Rules

1. Do as you are told by all staff first time, every time
2. Show respect and be polite to everyone (no touching, no swearing)
3. Wear your school uniform correctly at all times
4. Walk sensibly in corridors and around the school site
5. Arrive on time to lessons and tutor time, ready to learn
6. Ensure mobiles are switched off and in bags in the building
7. Complete all classwork and homework set to the best of your ability
8. At the end of the lesson stand in silence behind your chair and wait to be dismissed
9. Eat and drink in the canteen or outside the school building only, put litter in the bin
10. Stay in your designated social space at break and lunch

They hand on the



of life

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
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

Outstanding behaviour is essential to outstanding and inclusive teaching and learning. The task of promoting and maintaining outstanding behaviour and inclusion is the responsibility all staff in the school who are entitled to expect the support of parents/carers. The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which outstanding behaviour can be maintained so that successful teaching and learning can take place.

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the Student Parent Contract (Appendix A).

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix B).

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.

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 B). The Headteacher 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 The Deputy Headteacher

The Designated Deputy 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 behaviour policy to ensure rewards and sanctions are applied consistently.

5.4 Senior Staff

The senior staff team will provide daily duty, climate checks and provide hotspot support around school and in curriculum areas, Line Management of all teams in school include implementation of the behaviour policy.

5.5 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Recording behaviour incidents

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

5.6 Parents

Parents are expected to:

- Support the school in helping their child adhere to the Student and Parent Contract (Appendix A) and the school rules.
- Support the school's behaviour policy including sanctions
- To support and take an interest in your child's home learning, monitor 'Class Charts' and provide them a place to work at home.
- Moderate their child's use of social media especially if they are under 16.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of your child.
- Support school policies.

5.7 Students

Students are expected to:

- Adhere the Student and Parent Contract (Appendix A) and the school rules.
- Behave in an orderly and self-controlled way
- Complete all classwork and homework to the best of their ability
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- 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. Sanctions may be applied.
- Abide by the policy on mobile phone and use of electronic devices within school (Appendix C)
- Abide by the uniform policy (Appendix D).
- Report any and all issues to the pastoral team.

6. Rewards and sanctions

6.1 School Rewards



School Rewards

- Verbal Praise
- Messages home
- Class Charts Stamps
- Postcards
- Vouchers
- Praise Messages on Class Charts:
 - 500 praise from Tutor
 - 2000 praise from Deputy Headteacher
 - 1000 praise from Head of Year
 - 3000 praise from Headteacher
 - 1500 praise from Assistant Headteacher of Key Stage
 - 4000 praise from Governors
- Double points weeks
- Termly Year Group Celebration Assembly
- Annual Reward Trip
- Celebration of Achievement Evening



They hand on the



of life

6.2 School Sanctions

School Sanctions

Fast Track Behaviours	Permanent Exclusion	Sought by the Headteacher if the student's behaviour is so serious that they cannot remain in school in response to <ul style="list-style-type: none"> a serious breach of the school's behaviour policy in a one off incident; and because allowing them to remain in school would seriously harm the education or welfare of the student themselves and others in the school.
	Fixed Term External Exclusion	Given by the Headteacher if the behaviour is so serious as to merit the student being banned from school site for a fixed period of time. A student will return following a reintegration meeting
	Internal Exclusion	Given for: <ul style="list-style-type: none"> 9 written warnings Persistent truancy Persistent bullying / discrimination / abuse of other students Refusing to hand over planner Foul and abusive language directed at staff Possessing and circulating inappropriate images of other students Being under the influence or in possession of illegal substances Fighting if instigator (physical) Deliberate damage to property Dangerous behaviour / health and safety <p>Given by the Deputy Headteacher for a fixed period of time. The student will be excluded from the mainstream population including break and lunch times. The number of days will reflect the nature of the offence.</p>
	Detention	Given for: <ul style="list-style-type: none"> 8 written warnings in a week Truancy 20 minutes or more late in one day Fighting with equal blame Bullying of other student (first offence) Smoking Rude to staff Bolsterous behaviour
Intervention Room		A Layer to support staff and students towards the next steps
Call Out	Given if a fourth rule break takes place or fast track behaviour takes place. Student will be taken to the Intervention Room Given if student continues to use mobile phone in school building after being given a verbal warning to put it away Given if a student is not in correct uniform	
2nd Written Warning	Given if a third rule break takes place	
1st Written Warning	Given if a second rule break takes place	
Verbal Warning	Given directly after the first rule break	

They hand on the

T

Teamwork

- trusting each other and working together



O

Opportunity

- excitement and hope for a brighter future



R

Respect

- for ourselves, others and our environment



C

Community

- forging strong cultural connections



H

Happiness

- honest about our health and wellbeing



of life

6.3 Off-site behaviour

Sanctions may be applied where a student 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.

6.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding in Education: Managing Allegations Policy for more information on responding to allegations of abuse.

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

7. Behaviour management

7.1 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 students to be engaged
- Display the school rules, rewards and sanctions posters in their classroom / office / work area
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Applying the rules, rewards and sanctions consistently

7.2 Physical Intervention

In some circumstances, staff may use reasonable force to restrain a student to **prevent** students committing a crime, causing injury or damage to themselves, other people or property or causing disorder.

Physical intervention should only be used in an emergency and when all other strategies have failed.

Refer to the policy for use of physical intervention with students.

7.3 Confiscation

Any prohibited items detailed in the searching screening and confiscation policy and found in student's possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) as set out in the school's searching, screening and confiscation policy

8. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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.

Interventions to support the development of social, emotional and behavioural skills:

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 students.

Student Support extends across a number of key staff including the Pastoral Deputy, Heads of Key Stage, SENCo, Pastoral Managers, CP and Safeguarding, Base support.

A coordinated approach to assess and support the specific individual needs is established with key named staff liaising with the appropriate partners both internally and externally.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child including work with Early Prevent Team, TAF, Risk Assessments, School Nurse and Counsellors, Youth and Family Support and EHASH. We will work with parents to create the plan and review it on a regular basis.

Also refer to the student mental health and wellbeing policy.

8.1 Pastoral Support Plans:

Students who display persistently challenging behaviour could be at risk of permanent exclusion. In these cases, the school will work with the student, parents/carers and, if appropriate, external support agencies to develop a PSP which:

- includes reasonable, achievable and agreed targets;
- demonstrates support to help the student achieve the targets;
- sets a reasonable time span to allow the student to work towards the targets;
- is reviewed appropriately.

8.2 School Alternative Learning Programmes:

The school provides alternative learning programmes for the small minority of students for whom the mainstream curriculum is not appropriate. This may include off-site learning opportunities. Any teaching and learning delivered by other educational providers is subject to the same quality assurance procedures as teaching and learning delivered in school. This includes the use of the Local Authority Hub for short term and Long Term Commissioned Places with specialised staffing and vocational settings.

8.3 Advice and Support from External Agencies:

Students with significant emotional and behavioural difficulties are referred to the Educational Psychologist and/or CAHMS for advice and support for the student, parents/carers and school staff. School Nurse and Counsellors are utilised in a similar way.

8.4 Managed Moves and Reciprocal Secondary School working:

Students at risk of permanent exclusion may be provided with the opportunity for a fresh start at another school (supported and managed by the schools and LA). After this initial period the placement is reviewed and a decision is taken as to whether the student transfers permanently to the new school or returns to Bridlington School. Short stay placements are also coordinated between local schools to support students to break cycles of challenging behaviour and allow them to settle and reflect on their behaviours. At times exclusion can be avoided through partnership programmes of support, utilising partner school's facilities and staffing.

8.5 Fixed-term Exclusion:

It will always be a case of professional judgement, based on the knowledge of the student, which decides at which point a student's conduct becomes seriously detrimental to others.

The Headteacher and the Governing Body must demonstrate, before excluding a student, that:

- all other alternatives have been exhausted: it is a last resort; and/or
- to keep the student at the school will be seriously detrimental to the safety or education of others.

8.6 Permanent Exclusion:

If, having fulfilled the above criteria, a student shows no real improvement, the failure of the PSP may be seen as grounds for seeking a permanent exclusion.

Permanent exclusion will also be considered in cases where a student's behaviour is seriously detrimental to the safety of staff and/or other students.

9. Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

10. Training

All staff receive training relating to all aspects of this behaviour policy throughout the academic year. New staff receive detailed INSET on Behaviour management which also forms part of staff continuing professional development.

Staff identified by the Headteacher receive TEAM Teach Positive Handling training. This is renewed in accordance with the certification every 3 years.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Pupil and Personnel Governing Body Committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix B) will be reviewed and approved by the Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy
- Searching, Screening and Confiscating Policy
- Mental Health and Wellbeing Policy
- Policy for use of physical intervention with students
- Safeguarding in Education: Managing Allegations Policy

Appendix A: School Student and Parent Contract

Bridlington School Student and Parent Contract

Bridlington School Commitments

- ◆ Provide a safe, caring and stimulating environment for students.
- ◆ Ensure your child strives to achieve their potential as a valued member of the school community.
- ◆ Provide a broad and balanced curriculum to meet students individual needs.
- ◆ To keep parents and carers informed about the progress, well-being and achievement of students.
- ◆ To provide a wide range of extra-curricular and enriching activities.

The Parent and Carer's Commitment

- Support the school in helping their child adhere to the Student and Parent Contract (Appendix A) and the school rules.
- Support the school's behaviour policy including sanctions
- To support and take an interest in your child's home learning, monitor 'Class Charts' and provide them a place to work at home.
- Moderate their child's use of social media especially if they are under 16.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of your child.
- Support school policies.

The Student Commitment

- Keep your attendance above 96% and attend school on time every day.
- Behave in an orderly and self-controlled way
- Complete all classwork and homework to the best of their ability
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- 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. Sanctions may be applied.
- Abide by the policy on mobile phone and use of electronic devices within school
- Abide by the uniform policy
- Report any and all issues to the pastoral team.

Appendix B: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' 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 is reviewed and approved by the Governing Body every year.

Appendix C: Mobile Phone Policy

POLICY ON MOBILE PHONE / ELECTRONIC DEVICES WITHIN SCHOOL

For safeguarding reasons, mobile phones / electronic devices must never be used to take electronic recordings / videos or photographs of staff or students in school.

All wires / ear pieces must be kept in bags during lessons.

All mobile phones / electronic devices must be switched off and kept in bags during lessons, unless the teacher has given specific permission for use in an activity related to learning. This will be entirely at the discretion of the teacher and will not be open for discussion with students.

Any student using a mobile phone or electronic device in lessons will have a Call Out. The student will be isolated where their device will be confiscated until the end of the day.

Any student using a mobile phone or electronic device within school buildings, corridors, dining spaces will be asked to turn it off and put it away. Refusal to follow this instruction will lead to Call Out in the same way.

If a student refuses to hand over his / her mobile phone / electronic device, parents / carers will be contacted and asked to come into school to confiscate the item. The student will spend the rest of the day isolated.

Persistent offenders will be refused the privilege of bringing mobile phones / electronic devices into school.

Appendix D: Uniform Policy

SCHOOL UNIFORM POLICY FOR YEARS 7 TO 11 FROM SEPTEMBER 2021

Full Governors have adopted the following policy as the full uniform policy from September 2021 onwards.

In returning to school from the Covid-19 pandemic we relaxed the rules for academic year 2020 – 2021.

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work. The uniform policy from September 2021 is as follows.

Students in years 7 to 11 this year are required to wear the following school uniform:

- An appropriate face covering (we advise carrying a spare) if government guidance requires this.
- Polo Shirt: students will need a blue badge on their white polo shirt. *
- Jumper / Cardigan: Black Bridlington School sweatshirt / cardigan with a blue badge. *
No other jumper to be worn in school.

*** Please be aware that the purple badge is being phased out and replaced with the blue badge for students in Year 11.** *We will support any Year 11 parent / carer struggling to purchase a polo / jumper or cardigan with a blue badge.

- Trousers: Full length plain black school trousers (no badge required).
 - Students cannot wear: leggings, sports wear, stretch fabric, short / cropped trousers, jeans, chinos, trousers with coloured belts, gold or silver zips
- Shoes: Low heeled, plain black shoes (no coloured flashes, coloured soles or logos)

It is advisable that clothing is clearly marked with the student's name in case of loss.

PE kit:

We are also phasing out the Year 11 PE red polo shirt over this academic year.

Students will be expected to wear:

- Navy polo shirt with navy collar and red trim for year 7, 8, 9 and 10.
- Red polo shirt with navy trim for year 11.
- Navy blue or black shorts (not cycling)
- Navy blue or black tracksuit bottoms or sports leggings
- Long red socks
- Trainers
- Football boots (certain sports), Gum shield (certain sports), Shin pads (certain sports)
- Optional: Navy hoodie with school badge. Waterproof sports jacket with school badge.

We do not allow students to wear jewellery, except for one stud per ear for those with pierced ears. No other body piercings are allowed including clear bars and studs.

No accessories to nails including acrylics, varnishes, gels, jewels etc.

Hair should be clean and well-kept - extreme or unusual styles/unnatural colours are not acceptable.

Make-up should be subtle, if worn. Any student wearing excessive make-up will be asked to remove it.

The Headteacher will have the final decision on the definition of extreme/unusual/unnatural hair styles and make-up.