Behaviour Policy

(Statutory)

Reviewed/Approved by Trustees' Education Committee: 10/03/2022

Review Cycle: Every Three Years

Review Date: Spring Term 2025

Policy Statement

The Burgate School and Sixth Form is committed to creating an environment where every student enjoys their learning and feels valued for who they are.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. This underpins our school motto "Learning for Life"

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider at the Burgate School and Sixth Form to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summmarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems 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](#)

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- 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.

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Child Protection Policy
- SEND Policy
- Drugs, Alcohol & Substance Misuse Policy
- Suspensions and Permanent Exclusions Policy

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform or lack of equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Aggressive or violent behaviour including fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and smoking paraphernalia
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

We believe that all students have a right to attend school and learn in a safe environment.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with Keeping Children Safe in Education 2021 (KCSiE).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

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 or aggression
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

Bullying will not be tolerated because it is contrary to our school vision and our Burgate Expectations, as well as potentially having lasting consequences including physical harm and undermining of self-confidence. It is harmful to the person being bullied and to those who engage in bullying behaviour, and to those who support them. It can, in some cases, lead to lasting psychological damage and even suicide. Where bullying outside of school is impacting on a student's wellbeing and learning in school, the school will become involved in the investigation into the bullying and where appropriate draw on the support of external agencies, such as Early Help, PREVENT or the police.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Our prevention, identification and response to bullying

We will:

- Ensure all students are educated in an inclusive environment where there is an acceptance and tolerance of people with differences to themselves (for example: religion, ethnicity, disability, gender, transsexuality).
- Challenge the use of prejudice-based practice and language that does not uphold our expectations (Be safe, Be respectful, Be ready to learn).
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience, across the whole curriculum.
- Consider all opportunities for addressing bullying including through lessons, classroom and corridor displays, peer support and through the School Council.
- Train all staff to identify bullying and follow the school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Conduct an annual student survey to assess perceptions of bullying within the school.
- Ensure students know how to express worries and anxieties about bullying, through the pastoral team and the wellbeing@ email
- Ensure all students understand the school's zero tolerance approach to bullying and are clear about the role they play in preventing bullying, including when they find themselves as bystanders.
- Involve students in anti-bullying campaigns and projects in schools.
- Offer support to students who have been bullied, from peer mentoring to an Early Help referral, where appropriate.
- Work with students who have been bullying in order to address the problems they have.

Our commitment to working in partnership with parents

We will:
- Ensure that parents know whom to contact if they are worried about bullying.
- Ensure that parents understand we do not tolerate bullying.
- Reassure all parents that any information around bullying in school, outside of school or online will be taken seriously and investigated sensitively and thoroughly.
- Remind parents that old adages such as "say nothing or it will only make it worse", "stand up for yourself", or "it's just a bit of banter", or "boys being boys" is counterproductive and should be discouraged.
- Ensure parents know where to find independent advice about bullying, and where appropriate are signposted to the school's official complaints procedures.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

It is our belief that it is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying.

5. Roles and Responsibilities

5.1 The Trustees

The Trustees are responsible for reviewing this policy and monitoring the impact of the Burgate Expectations.

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Trustees are responsible for monitoring trends in behaviour and challenging the school's approach to addressing poor behaviours.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour 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 personalised approach to the specific behavioural needs of individual students
- Recording behavioural incidents (on SIMS and where appropriate using the behaviour incident log)
- The Leadership Team (LT) line manager will support staff in responding to behavioural incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Burgate Expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor or Head of Year in the first instance.

6. The Burgate Expectations:

All students at the Burgate School and Sixth Form are responsible for their own behaviour. They will always be expected to behave in line with the Burgate Expectations:

- Be safe
- Be respectful
- Be ready to learn

These expectations are clearly on display in all classrooms and in corridors.

At the Burgate School and Sixth Form we believe high quality behaviour for learning is underpinned by relationships, quality first teaching and positive recognition.

Good behaviour for learning is the active engagement in all aspects of school life, not just in the classroom. All students are encouraged to:

- Be stretched and challenged both academically and socially
- Apply resilience and a positive mindset so that they enjoy their learning
- Act in a way that is mindful to others around them, both in school and online.

7. Rewards and Sanctions:

7.1 Rewards:

All staff will use positive and visible recognition of the behaviours they want to see more of to reinforce expectations for all.

All staff will recognise students who go "Above and Beyond" our standards.

Success will be recognised through a range of approaches including:

- Positive verbal praise from a quiet word of personal praise to a whole class recognition
- Name on the "Above and Beyond" board
- House points
- Postcards home
- Phone calls home to parents
- Recognition boards
- Special responsibilities or privileges
- Recognition in celebration assemblies

7.2 Sanctions:

All staff will adopt a calm and measured approached to negative behaviour and will ensure all students are given the opportunity to regulate and improve their behaviour when applying the stepped interventions.

Where expectations of behaviour are not met, every teacher will follow this up with a stepped intervention and repair conversation.

The stepped interventions are as follows:

- **A Reminder:** this will be a gentle private message reminding the individual which expectation is not being met
- **A Drive By**: the reminder will be reinforced, and the student has a choice to do the right thing by modifying their behaviour
- **A Time out**: some students may opt for a two minute opportunity to stand outside the classroom or aside from the activity to recompose themselves and become ready to learn
- **A Restorative**: a clear and concise restorative conversation. This will allow the student to be heard as well as the staff member to support any issues as well as address the impacts of the students behaviour choices. This will be logged on SIMS which parents can view through the SIMS parent app.

Staff will always deliver sanctions calmly and with care.

Repair /Restorative Conversations

Repair conversations at the Burgate School and Sixth Form are a core part of maintaining the importance of good relationships between staff and students.

Staff will be responsible for leading their own repair conversations. Where appropriate Heads of Departments or Heads of Years will support these meetings.

In some cases, it may be necessary to monitor a student's behaviour more directly. Behaviour will always be monitored by teachers to show progress towards agreed targets. This will be done through

personalised reports or "Two stars and a wish". Students will report daily to a designated member of the pastoral team to receive praise for successful choices around their behaviours and to offer support in choosing for success.

Individual Behaviour Plans (IBP)

In some cases, where an individual needs specific support and advice to redress poor behaviour, the pastoral team will agree an Individual Behaviour Plan between school, parents and the student.

The purpose of an IBP is to:

- Identify the specific nature of the poor behaviour and the behaviour triggers
- Acknowledge any barriers to good learning behaviours (e.g. attendance/wellbeing/SEND)
- Develop and implement strategies to support good behaviour for learning
- Share with all relevant staff and external agencies where appropriate
- Monitor and review the progress and effectiveness of the IBP with parents and individual
- Discuss the consequences for the student if the Burgate Expectations are not being met and the positive outcomes for everyone when conduct improves

If the individual student does not achieve the required change in conduct agreed within the IBP, then the student will be escalated to a member of the Leadership Team and parents will be required to attend a formal meeting.

The individual student may be expected to positively contribute time back to the school as part of the restorative process. This may be in the form of a school detention or community service.

All students will be given every opportunity to achieve their agreed targets on the IBP, in accordance with the Burgate Expectations.

In the event of the agreed actions and expectations not being met then the restorative steps will move to the final stage. This could include a meeting with the individual student, the parent, the Head of Year, a member of the Leadership Team, the Headteacher and/or a Trustee.

Every effort will always be made to encourage and support a change in behaviour, however, where the situation becomes evidently more challenging the school will work with the individual student and the parent to ensure the best interests of the child are at the forefront of any significant decisions regarding the student's future.

If a student makes a negative choice around their behaviour that is extreme and/or persistent then there are a series of actions that the school can take. These can, where deemed appropriate for the individual, include managed moves to other schools, referrals to outside agencies, a reduction in timetable or alternative education provision. These measures will be taken to prevent further sanctions such as suspension or permanent exclusion for the student from school.

The decision to suspend a student or permanently exclude, can only be made by the headteacher, or deputy headteacher, acting on behalf of the headteacher. A permanent exclusion will be taken as a last resort.

The Headteacher may seek an internal review by a trustees' behaviour review panel to determine if the school has taken all possible steps to support the individual student with their behaviour in order to prevent further exclusions.

7.3 Off-site behaviour

The Rewards and Sanctions also apply to behaviour off-site when representing the school, such as on a school trip, when wearing school uniform and on the bus to and from school.

7.4 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 seek appropriate sanctions in accordance with this policy.

Please refer to our **safeguarding policy** for more information on responding to allegations of abuse.

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

8. Behaviour management

All staff will be expected to use consistent language and a consistent approach in line with the Burgate Restorative Blueprint (BRB) (see appendix).

Staff should be aware that students can exhibit poor behaviour choices that are not necessarily deliberate or intentional, but that the effect on the recipient could still constitute a negative behaviour. For example, unintentional bullying is still a form of bullying if the recipient feels bullied

Positive reinforcement will be demonstrated through routine procedures for reinforcing, encouraging and celebrating good behaviour.

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 students to engage in their learning
- Display the Burgate Expectations
- Develop a positive relationship through following the BRB
- Enable success through our behaviour management strategies:
    - o Meet and Greet
    - o Structure for Silence
    - o End and Send

8.2 Restrictive Physical Intervention

In some circumstances, staff may use reasonable force to intervene to prevent a student:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of restrictive physical intervention 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 used as a form of punishment
- Be recorded and reported to parents (on the Behaviour Incident Log)

8.3 Confiscation:

Any prohibited items (as listed in Section 3) found in students' possession will be confiscated. These items will not be returned to the student directly.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with the Head of Year, Leadership Team and parents, as appropriate.

Searching and screening students is conducted in line with the DfE's last guidance on *Searching, Screening and Confiscation.*

8.4 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 individual student.

The school's special educational needs co-ordinator (SENCO) 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 be also sought from specialist teachers, the educational psychologist, medical practitioners and/or other professionals, to identify or support specific needs.

When acute needs of behaviour are identified in a student, we create an Individual Educational Plan (IEP) or IBP to support the student. This plan will be created with the student and parents, and where appropriate in liaison with external agencies, and will be reviewed regularly.

9. Student Transition

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s). In additional, staff may hold transition meetings, to ensure sharing of good practice.

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 a new 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 are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of the Continuing Professional Development (CPD). Staff are encouraged to log all their training on their performance management (PM) training log.
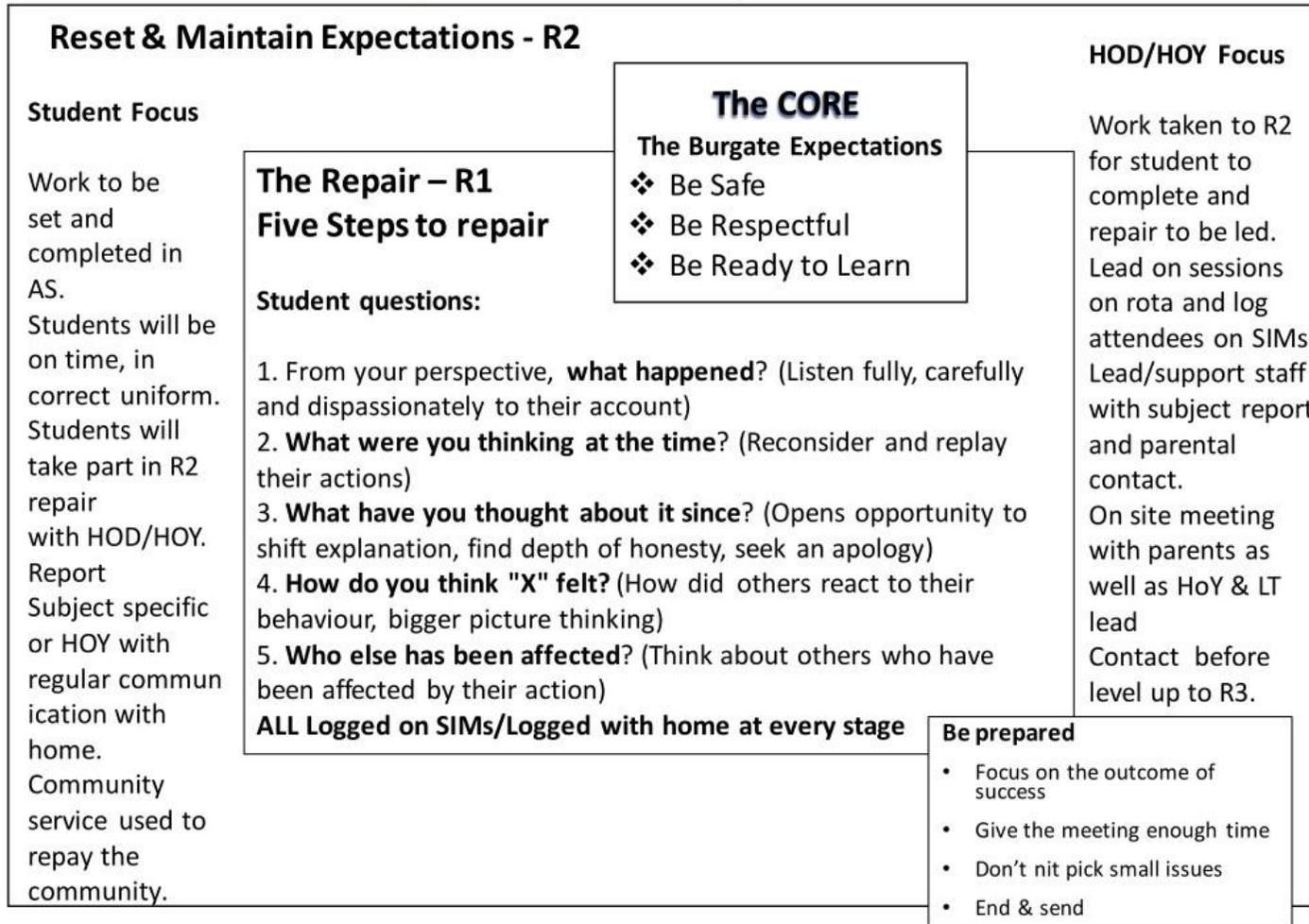
Policy Review
This policy will be reviewed every three years.
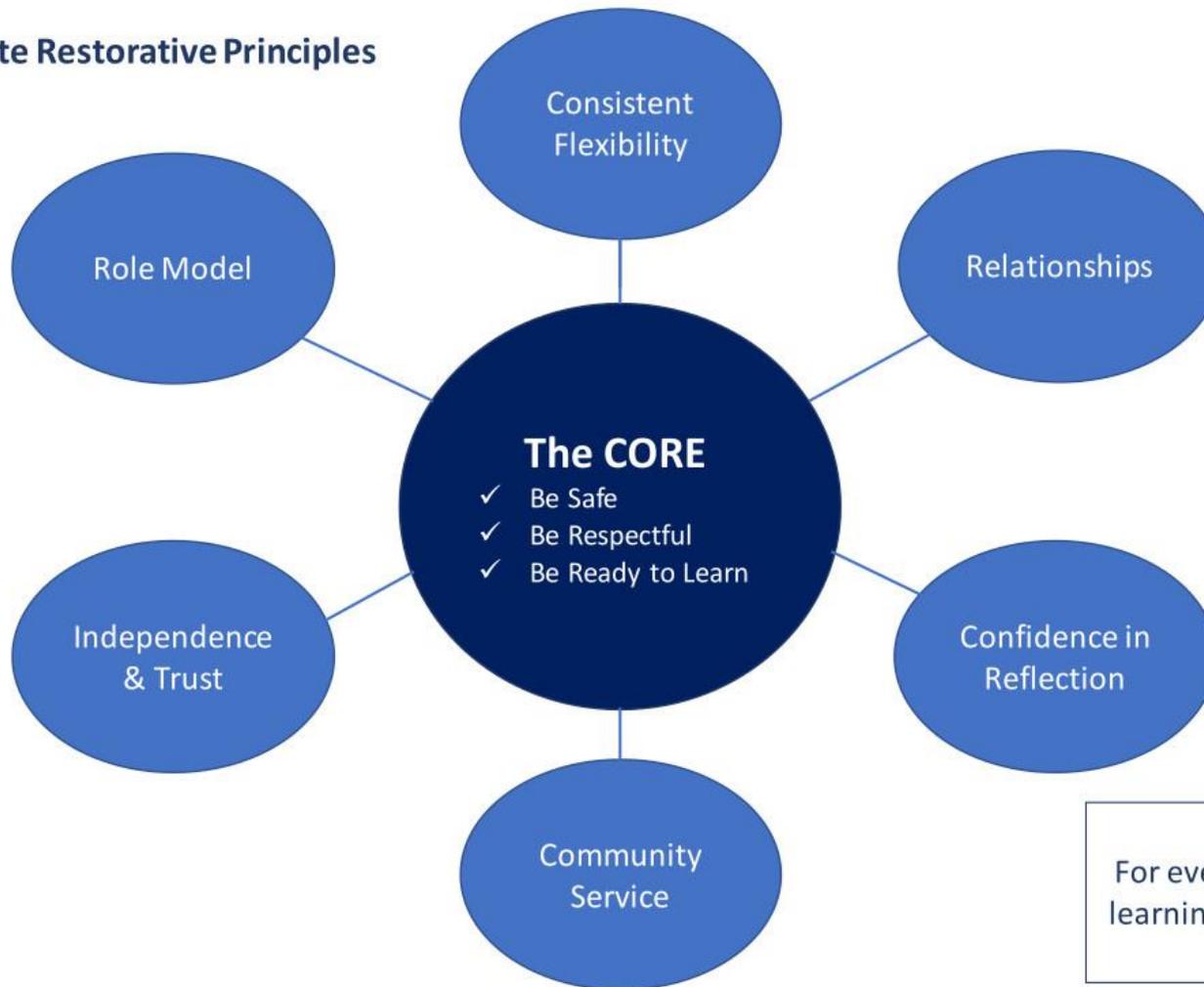
The Burgate Restorative Blueprint

Restore - R3

Is a series of *leadership* led interventions with continued and detailed contact with parents.

This involves, reports, interventions, alternative timetabling onsite and trustees' disciplinary panel. It also involves managed moves, alternative provision and reduced provision.

Reset & Maintain Expectations - R2

Student Focus

Work to be set and completed in AS.
Students will be on time, in correct uniform.
Students will take part in R2 repair with HOD/HOY.
Report Subject specific or HOY with regular communication with home.
Community service used to repay the community.

The Repair – R1
Five Steps to repair

Student questions:

1. From your perspective, **what happened**? (Listen fully, carefully and dispassionately to their account)
2. **What were you thinking at the time**? (Reconsider and replay their actions)
3. **What have you thought about it since**? (Opens opportunity to shift explanation, find depth of honesty, seek an apology)
4. **How do you think "X" felt?** (How did others react to their behaviour, bigger picture thinking)
5. **Who else has been affected**? (Think about others who have been affected by their action)

ALL Logged on SIMs/Logged with home at every stage

The CORE
The Burgate Expectations
- ❖ Be Safe
- ❖ Be Respectful
- ❖ Be Ready to Learn

HOD/HOY Focus

Work taken to R2 for student to complete and repair to be led.
Lead on sessions on rota and log attendees on SIMs.
Lead/support staff with subject report and parental contact.
On site meeting with parents as well as HoY & LT lead
Contact before level up to R3.

Be prepared
- Focus on the outcome of success
- Give the meeting enough time
- Don't nit pick small issues
- End & send

Golden Thread
Flexible
Consistency

The Burgate Restorative Principles

The CORE
✓ Be Safe
✓ Be Respectful
✓ Be Ready to Learn

Consistent Flexibility

Relationships

Role Model

Independence & Trust

Confidence in Reflection

Community Service

Our Vision
For every student to enjoy their learning and feel valued for who they are.