



Policy Title	Behaviour Policy
Person(s) responsible for reviewing/updating the Policy	Deputy Headteacher Mr M Sutton
Approval Required By	Governing Body
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Comments:	

Scope (or Who is Governed by this Policy)	All stakeholders
Links to other Policies or Procedures or Documents <i>(including their location – physical or electronic)</i>	Anti-Bullying Policy Whistleblowing Policy Health and Safety Policy Safeguarding Policy
Policy document location	
Where this Policy is published	

This Policy has been considered in line with the Equality Policy and for implications on the work life balance of Staff.

# Millais School Behaviour Policy

## Contents

1. Introduction
2. Responsibilities
3. Procedures
4. Recording and Reporting
5. Bullying
6. Physical Intervention
7. Searching and Confiscation
8. Alcohol and Banned Substances
9. Supporting Staff
10. A Restorative Approach
11. Recognition and Reward
12. Truancy
13. Consequences and Sanctions
14. Raising Awareness

## Appendices

1. Code of Conduct
2. Behaviour Matrix

## **1. INTRODUCTION**

- 1.1 We have a duty under the School Standards and Framework Act 1998 to have in place a Behaviour Policy that is consistent throughout the school underpinned by our core school values.

We believe that we promote good behaviour by creating a school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and pro social behaviour is the norm. We believe pupils will achieve their full potential in a happy, caring, stimulating and ordered school environment.

- 1.2 This policy aims;

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote pro social behaviour by forging sound working relationships with everyone involved with the school community.
- To promote self-discipline and proper regard for authority among students.
- To prevent all forms of bullying among pupils by raising awareness of the impact of bullying on others and encouraging pro social behaviour and respect for others.

## **2. RESPONSIBILITIES**

### **2.1 Role of the Governing Body**

The Governing Body has:

- The duty to set the framework of the school's policy on student discipline after consultation with the parents and students of the school;
- Responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the Headteacher to ensure that school staff and students are aware of this policy;
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- The duty to support the Headteacher and school staff in maintaining high standards of pro social behaviour;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- recognises its' responsibility for ensuring it upholds a focus on equality and acts swiftly to counter any incidents of prejudice

### **2.2 Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school staff, students and parents are aware of and comply with this policy;

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;
- delegate responsibility for the implementation of this policy to the Member of SLT responsible for Behaviour
- ensure the health, safety and welfare of all young people in the school
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy

### 2.3 a) Role of the Member of SLT responsible for Behaviour

Member of SLT responsible for Behaviour will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- support the work of Directors of Year and Directors of Learning in developing effective systems of behaviour management
- keep up to date with new developments and resources
- review and monitor the implementation of this policy

### 2.3 b) Role of all SLT in respect of responsibility for behaviour

All members of SLT are responsible for:

- supporting the implementation of the policy
- monitoring school support systems;
- undertaking classroom monitoring;
- tracking pupils through IEPs and PSPs;
- creating and overseeing links with parents;
- coordinating the reintegration of pupils following exclusion
- attending relevant meetings to discuss vulnerable students and those at risk
- dealing with external agencies when necessary

### 2.4 Role of School Personnel

School personnel are expected to:

- implement all aspects of this policy
- encourage pro social behaviour and respect for others and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst students;
- deal appropriately with any unacceptable behaviour;
- discuss student behaviour and discipline regularly at meetings;

- provide well planned, engaging and challenging lessons which will contribute to maintaining an environment in which students can learn and engage without disruption;
- apply the school's behaviour protocols consistently
- attend periodic training on behaviour management as appropriate;
- ensure the health and safety of the students in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community

## 2.5 Role of Students

Students will:

- be aware of and comply with this policy
- contribute to the reviewing of this policy as appropriate
- be polite and well behaved at all times, showing consideration to others
- talk to others without shouting and use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher and follow them with question;
- ask for further help if they do not understand;
- treat others, their work, equipment and the school environment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Code of Conduct in the ELR
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

## 2.6 Role of Parents/Carers

Parents/Carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of pro social behaviour;
- support school rules and sanctions
- take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- attend meetings as appropriate to discuss the behaviour of their child
- respect and adhere to the school's Code of Conduct for Parents and Visitors

## 3. PROCEDURES

3.1 Staff should set clear expectations for the behaviour of all pupils both in lessons and around school.

3.2 Incidents of unacceptable behaviour will be dealt with as swiftly as possible. Each incident will

be dealt with in context and the school's Behaviour Matrix will be used as appropriate. (See appendix 2)

3.3 Staff, where possible, will deal with situations occurring under their supervision. In some cases the support of school leaders may be enlisted.

#### **4. RECORDING AND REPORTING**

4.1 Incidents of unacceptable behaviour will be recorded on Bromcom for future teacher reference.

4.2 If the behaviour is of a safeguarding nature it will be recorded on CPOMS

4.3 'Behaviour Points' will be recorded on Bromcom.

4.4 More serious offences, warranting higher sanctions, reprimands and additional support from home, will be reported by email or telephone to parents/carers.

4.5 If an incident has occurred during the school day that requires further investigation, it may be deemed appropriate to contact parents to notify them of the steps being taken and the process being followed.

4.6 To support any investigation, it is best practice to provide young people with a voice. To enable this, written or scribed statements will be taken from victims, perpetrators, and any witnesses.

4.7 Incidents of racist behaviour are recorded and reported to the LA each term. Further details to be found in the Racist Incidents Policy.

#### **5. BULLYING**

5.1 The school considers incidents of bullying to be unacceptable anti-social behaviour and as such these incidents are dealt with through the Anti Bullying Policy. Bullying may include physical, emotional or social bullying and includes homophobic, xenophobic and other forms of judgemental bullying based on ethnicity, religion or belief, disability, gender reassignment, race, sex or sexual orientation. Bullying can manifest itself in many ways and increasingly includes 'cyber bullying' through the use of technology or social media. Further details to be found in the Anti-Bullying Policy

#### **6. PHYSICAL INTERVENTION**

6.1 In line with non-statutory advice from the DfE, the school recognises the very occasional need to use physical restraint or intervention.

6.2 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder which may impact or threaten the safety of others.

6.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- 6.4 If a member of staff has been involved in an incident when they have intervened in a physical nature, they must immediately inform the Member of SLT responsible for Behaviour or another member of the SLT. They should record in detail the nature of the incident and the action taken, as well as the names of any witnesses.

## **7. SEARCHING AND CONFISCATION**

- 7.1 In line with guidance from the DfE (<https://www.gov.uk/government/publications/searchingscreening-and-confiscation>), the Headteacher, or any member of staff nominated by her, has the right to conduct a search of a student's bag and pockets if it is believed that the pupil may be in possession of the following prohibited items;
- knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and smoking related paraphernalia (including vapes and e-cigarettes)
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be used: i. to commit an offence  
ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
- 7.2 Permission will always be sought from the student before a search is undertaken.
- 7.3 If the pupil does not consent to the search, the school is within its rights to search the student against her/his will if there is reasonable suspicion that the student is in possession of a prohibited item.
- 7.4 Searches should always be carried out with a second member of staff present. One female member of staff should always be present during a search.
- 7.5 A search can be undertaken by a person of the opposite sex or without a witness if it is felt in the interests of the immediate safety of the child or others that the search be undertaken, and if there is no immediate alternative.
- 7.6 The school can seize any prohibited item as a result of a search, or however found, if they feel it is detrimental to school discipline.

## **8. ALCOHOL AND BANNED SUBSTANCES**

- 8.1 Banned substances include alcohol and any recreational drug or substance used to alter a person's mental or emotional state. These may include, for example, cannabis, cannabis based 'edibles', vapes containing cannabis products, 'laughing gas' or any other known drug or drugs substitute.
- 8.2 Students found in possession of, or using, any banned substance can expect to receive at the very least suspensions from school.

- 8.3 Students found to be supplying others with banned substances, either in school or the way to and from school, can expect to be excluded from the school. The school will take a zero tolerance policy on such actions.
- 8.4 In some circumstances, at the discretion of the Head or Deputy, and if a student appears to be under the influence of a banned substance, the school will ask for the students to complete a drug test. Parental consent will be sought beforehand.

## **9. SUPPORTING STAFF**

- 9.1 Staff can expect to be supported in dealing with unacceptable behaviour. CPD should be made available, and this may include sharing good practice, buddying up or seeking the advice of a senior colleague.
- 9.2 The school is committed to the development of staff and sharing good practice through its membership of the Schools' Pastoral Forum.

## **10. A RESTORATIVE APPROACH**

- 10.1 We will seek to build good relationships between students and between staff and students. A restorative approach involves conversations and reflection around an incident to consider how different choices may have led to better outcomes.
- 10.2 Whenever possible staff will endeavour to have a restorative conversation in replacement of or addition to a more formal sanction. This may depend on a number of factors including the nature of the incident and/or the willingness of the student to engage.

## **11. RECOGNITION AND REWARD**

- 11.1 The School is committed to recognising and rewarding not only positive, pro social behaviour but also sustained progress and improvement in any individual student's behaviour choices.
- 11.2 The school will look to reward and recognise students' achievements in relation to their behaviour in a variety of ways. The school is committed to minimising the use of material rewards and seeks to develop intrinsic rewards that lead to more sustainable changes in behaviour and that develop improved relationships within the school community.

## **12. TRUANCY**

- 12.1 Truancy will be defined in three categories. Truancy from school, Leaving the school site and Truancy from Lessons.
- 12.2 Truancy from school occurs when a child does not come in at the start of the day and their Parent believes they are in school. This will be flagged by attendance and once detected the parent will be asked to bring the child into school. If a child presents an additional safeguarding risk to themselves, the police will be called, and the child will be reported as missing.

12.3 If a child leaves the school site during the day, then a parent will be informed as soon as possible. Actions under 12.2 apply.

12.4 The school operates a patrol system during lesson time. If a child is known to be in school and does not turn up for lesson, teachers will mark them as absent and send an email to [missingstudents@millais.org.uk](mailto:missingstudents@millais.org.uk) . The teacher on patrol, with the support of SSLs and Attendance and Pastoral staff, will do a sweep of the building to locate the student.

12.5 Sanctions for truancy will vary in line with the reason for the truancy, the circumstances and the number of times the child has truanted previously.

### **13. SANCTIONS**

13.1 A range of sanctions have been identified and will be implemented to deter and provide consequences for unacceptable behaviour.

13.2 Low level incidents, such as disrupting the learning of others, will begin with a verbal warning and may lead to the awarding of a 'behaviour warning' which will be logged.

13.3 More serious incidents may lead to a 30 minute after school detention. Parents will be informed by email and students will be required to complete a piece of work that reflects upon their behaviour. Where possible, restorative conversations will also happen during this time.

13.4 If a child is in school and fails to attend their detention, a longer 60 minute detention will be set for a Friday after school.

13.4 Parents have a responsibility to support the sanctions given by the school.

13.5 In extreme circumstances the school may decide to internally seclude a pupil or suspend them from school for a fixed term or permanently exclude them.

13.6 Following a suspension, students must attend a reintegration meeting with the Headteacher or other designated member of the Senior Leadership Team accompanied by a parent or carer before returning to school.

13.7 In the event of a permanent exclusion the Governors' Disciplinary Panel will meet to hear the case and either uphold or overturn the decision.

13.8 A list of behaviours and a stepped approach to sanctions can be found in Appendix 2 'Behaviour Matrix'

## **14. RAISING AWARENESS**

14.1 We will raise awareness of this policy via:

- The School Website
- Students' ELRs
- Assemblies
- The Tutor Handbook
- Meetings with parents such as introductory, transition and parent-teacher consultations and school events
- Meetings with school staff
- Communications with home such as newsletters
- Headteacher Reports to the Governing Body
- Information displays

## **Code of Conduct**

**We want everyone at Millais to be part of our stimulating and positive community. To achieve this we need to come together and all...**

- Be safe and well
- Enjoy good mental & physical health
- Enjoy school and achieve our best
- Make a positive contribution to the Millais community
- Reflect on our actions and celebrate our successes • Communicate with honesty, tolerance and respect

### **Around school you should...**

- Wear your uniform with pride
- Show consideration of others and always communicate in a co-operative and polite manner
- Actively seek out opportunities to be kind to others
- Respect all property
- Where possible walk on the left and hold doors open for others
- Keep the environment clean, tidy and litter free (chewing gum is not permitted)
- Never engage in anti-social behaviour such as bullying, fighting, smoking or vaping
- Never risk being permanently excluded because you possess any dangerous items or an offensive weapon or are involved in handling/taking/supplying any drugs including alcohol

### **In lessons including tutor time we would love you to...**

- Exceed the minimum expectations displayed in each classroom
  - Behave in a way which does not disrupt the learning of others
  - Take pride in your work
  - Participate fully with enthusiasm, cooperation and a can-do attitude
  - Work hard, expect to make mistakes, expect to learn from them
  - Listen attentively, record homework accurately and ask for help if you need it
- Outside school or on the way home please, please, please...
- Remember that when you are in uniform you are representing the school - the way you behave and the code of conduct still applies
  - Never act in a way which puts your safety or that of others in jeopardy
  - Not have headphones, earphones or AirPods in when riding your bicycle to school or crossing roads on foot

### **Keeping you and others safe...**

- If you are concerned about the health, safety or wellbeing of yourself or another student, let a member of staff know immediately

When using the Internet/school network/any handheld device...

- Observe all rules as detailed in the relevant Acceptable Use Policy (AUP)
- Never allow anyone else to know or use your passwords
- Act in a safe, responsible/non-offensive way always
- Understand that all aspects of your use will be monitored and recorded
- Be aware that inappropriate use may result in loss of access as well as disciplinary action
- Report any misuse immediately to a Member of Staff

Appendix 2 - **Behaviour Matrix**

Please refer to the policies page at [www.millais.org.uk](http://www.millais.org.uk) to view the Behaviour Matrix.