

# Belgrave School Behaviour Policy

## Ratification

Role	Name	Date
Proprietor	Pat Jones OBE	1 <sup>st</sup> March 2023
Head Teacher	Lynette Brown	1 <sup>st</sup> March 2023

## Aims

- To create a clear and positive framework for behaviour, in which all members of the school community can work alongside each other in purposeful harmony.
- To promote a happy, friendly and secure environment for all those who attend Belgrave School.
- To provide the right environment for children to learn and teachers to teach.
- We promote respect within the school community as a whole and all its individuals.
- To help the students develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings, and well-being of all others.
- To enable the students to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.
- To work with the students to attain the high standards that we expect from them in all aspects of life in school.

An Anti-Bullying Policy is outlined separately.

## School Values

**We believe it is important for all children and staff to remember our school ethos and:**

- Foster positive caring attitudes towards each other.
- Acknowledge that every individual is important, and their talents and abilities are valued and celebrated.
- Work hard to increase the self-esteem of all pupils.
- Listen to what others have to say and value their contributions.
- Respond to each other in a polite and thoughtful manner.

Belgrave School rejects the use of corporal punishment.

## Statement

Good behaviour is necessary for effective teaching and learning to take place and an outcome of education that our parents expect. Consequently, we regard good behaviour as being of the utmost importance: both the self-discipline of the individual and the corporate behaviour of the entire school.

A behaviour policy is not merely a list of regulations and sanctions but is also a statement of the school's values and beliefs, setting out expected standards of behaviour for teaching staff, students and parents indicating how each student can be helped and guided. Imposed discipline should be seen as being concerned with the training of students to behave in a socially acceptable fashion whilst in the care of teachers and others in the education process.

Generally, discipline should aim to be positive and therefore this behaviour policy is intended to promote student's self-discipline within a disciplined yet sympathetic environment. It also aims to use both reward and sanction to promote the best behaviour throughout the school.

## **Rights and Responsibilities**

### **Students**

- All students are expected to display the virtues of politeness, good manners, honesty, and tolerance.
- Students should recognise that some forms of behaviour are unacceptable. e.g. not hurting or harming others physically or emotionally.
- Students should instead show respect and be considerate towards others, including their work and property e.g. being supportive of one another in times of need, show tolerance towards one another, and be prepared to listen to others.
- They should also comply with the adults in the school, recognizing that in any group and in any learning situation the transfer of skills, knowledge and information requires that they show respect and co-operation.
- Within teaching rooms students should maintain reasonable volume levels in conversation, using acceptable conversation, appropriate to set tasks, be silent where required to be so, always work to the best of their ability, and behave in a way which will ensure their safety and the safety of others.
- Students should move around the school and its grounds safely and sensibly, caring for the school building, grounds, and the environment beyond.
- They should also dress appropriately and safely for all school activities remembering that they are always representatives of the school.

### **Parents**

- Standards of behaviour are well established in students before they come to school, but confusion could arise when the expectations of school are different from those of home.
- Belgrave School is a small community, but more intensive than home, individual needs can largely be accommodated but behaviour which might be tolerated at home, may not always be acceptable at school.
- Parents and teachers should be aware of this and act together to enable the whole school student conduct policy to work as successfully as possible.

- Parents play an extremely important role in shaping the attitudes that produce good behaviour at school, and we expect that, in accepting a place at Belgrave, parents undertake to support our aims and policies.
- A student's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society, therefore parental acceptance of the school's expectations and active co-operation with the staff is essential.
- Although parents are not in school with the student their influence is still greater than that of a class teacher, so we encourage an active working partnership with parents in order to promote good behaviour within school.
- Parents must be aware that the school will address any behavioural issues that arise on school premises or during school hours.
  - Parents must not seek to affect the behaviour of or discipline any child who is not their own. They should instead explain to the school any concerns they may have and then their involvement should not go any further.
- Parents have a duty to ensure that their child does not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.
- The co-operation of parents is sought in relation to maintaining high standards of student attendance, punctuality, personal appearance, caring for learning materials, particularly those which belong to the school, and which may be sent home, and the supervision of homework.

### **Staff**

- Good teaching practice and positive teacher/student relationships are major contributors to good school discipline.
- Teachers should be aware that they are continuously acting as role models and thus always set a good example to students in their care.
- Teachers should try to emphasise a sense of order and quality through the building, its decoration and displays of work. In so doing we aim to raise the student's self-esteem by creating an attractive environment of which they can be proud. We believe this also promotes a sense of responsibility towards the care of the property and objects with which the students come into contact. We encourage the students to take pride in their appearance, which helps to reflect our aims and achieve a high standard of discipline.
- Teachers will set sensible levels of expectations for student's academic and social abilities and help students work towards meeting these expectations, so that they may experience satisfaction and a sense of achievement.
- Teachers should actively listen to and show respect for the views of students and parents and consistently enforce rules about care and tidiness of the whole school.

- When speaking to students, teachers should avoid shouting or losing their temper but instead maintain a calm, controlled approach to nurture student's growing maturity and self-esteem.
- Teachers should avoid writing negative comments on student's work, never resort to physical punishment or admonishment and only physically restrain a student when their own or other student's safety is at risk.
- Teachers should be able to justify their actions in the imposition of rules, rewards, sanctions, and punishments as it is important to be consistent and fair.
- In the interests of fairness staff members should exercise their professional judgement and employ the school's rules sensitively as they are dealing with students who have Education and Health Care Plans (EHCPs) with details of their specific learning difficulty. All staff members in each Key Stage should therefore be made aware of such students by the SENCO and Headteacher.
- Teachers should organise their classroom so that teaching and learning is effective, employing sensitive grouping of students so that the self-esteem of the less able is not damaged.
- Teachers should have clearly defined goals which are known to students to provide challenging, exciting and meaningful learning activities that are matched to the student's practical needs, providing motivation to achieve their full potential. If a member of staff is concerned about the behaviour the student's Learning Support Mentor is informed and the records the incident. Teachers should work with parents and establish a positive working relationship:
  - ❖ by listening, and responding to parental observations and views
  - ❖ by clearly explaining and justifying their action
  - ❖ by sharing information with them about their child's progress and behaviour at school
  - ❖ by agreeing with parents, appropriate action to meet a need
  - ❖ by supporting parents when there are specific difficulties
  - ❖ by advising parents and providing information regarding help which is available to them.

### **School Rules**

School rules exist to clarify the ideas of good and unacceptable behaviour within Belgrave School. They are based on the twin themes of consideration for others and safety. They are not intended to be absolute and can be amended or added to at the discretion of the school Headteacher.

The school rules apply while on school premises, school buses or any other place during school activities at or away from school, or off the school grounds. Students shall be given due process before a disciplinary action is taken.

**Rules regarding Conduct Disruption at School:** Students shall not cause disruption or obstruction to the normal operation of this school.

**Harassment/Bullying:** Students shall not harass other students, school employees, persons that are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic, or religious nature that are deemed offensive.

**Intimidation/Threats:** Students shall not, through verbal, written, technological or any other means, make statements that state that physical or emotional harm may come to another person or to an institution.

**Use of Obscene Language / Materials / Actions / Gestures:** Students shall not use obscene, vulgar or profane language, make inappropriate gestures/actions or possess vulgar materials.

**Attendance:** No student shall fail to comply with attendance rules including, but not limited to, truancy or tardiness from a specific class or school. No student shall leave school property or an assigned educational location once he or she has come under the supervision of school staff, prior to specified dismissal times, without official permission.

**Forgery:** Students shall not misrepresent a signature on any document.

**Damage of Property:** Students shall not cause or attempt to cause damage of school property, including buses and bus seats, or personal property. Students shall not touch or handle another person's property without their authorization. Students must pay for any damages they cause to school equipment, materials or facilities and may be subject to additional disciplinary action.

**Assault:** Students shall not act or threaten to act in such a way as to cause physical injury to other students, any school employee or other persons. Specific violations include but are not limited to: fighting/violence; serious bodily injury; threats of fighting, violence, or serious bodily injury; failure to obey instructions; insubordination.

**Disrespect:** No student shall fail to comply with any reasonable instructions or requests of teachers, principal or other authorized personnel during any period of time when he/she is properly under the authority of such school personnel. No student shall fail to provide information, or supply false information, when it is requested.

**Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity. The expulsion of students in violation of said policy is recommended. Firearms, objects that are indistinguishable from and/or represented as firearms, explosives and knives (any object with a blade and a handle) are considered dangerous weapons. Other instruments/devices may also be defined as dangerous weapons depending on their use or intended use. Should a student have knowledge of a weapon or dangerous instrument on school property, in a school vehicle or at a school-sponsored activity and not report it to school staff, the student may be held to the same disciplinary measures as that of the perpetrator.

**Narcotics, Alcoholic Beverages and Drugs:** Students shall not possess, use, transmit, conceal, make arrangements to sell or purchase, or use the aforementioned items. Look-alike drugs are included and will be dealt with accordingly.

**Theft:** Students shall respect the personal ownership rights of others. Students shall not take ownership of items of others. The Head of School may exercise the prerogative of reporting thefts to local authorities.

**Use of Electronic Devices:** Students are not permitted to use mobile phones or other personal electronic devices, without the express permission of the teachers, within any normal class time. This includes

travelling to and from PE, movement between classes in double sessions and walking between buildings (e.g. to attend assembly) and any other normal lesson time. Students may only use personal electronic devices during break and lunch time, or before and after school, unless a subject or form tutor offers express permission to do so. Any unauthorised use will result in the automatic confiscation of the device for the remainder of the school day and for longer periods in the case of repeat offences. Repeat violations will result in the invoking of the behaviour and exclusion policies. Permission to bring a device to school may also be revoked.

**Dress Code:** In Belgrave School students should wear clothing that shows respect for their peers. Clothing that is too revealing, or a lack of appropriate clothing (especially when the weather is hot) will not be permitted. Students inappropriately dressed thus will have their parents informed and be required to return home to collect a proper level of dress.

**Inappropriate Display of Affection:** Students shall refrain from displays of affection. Students are not to hold hands, hug, kiss or demonstrate other similar acts of affection. In unusual circumstances involving sorrow or extreme joy, hugging is natural and acceptable. Students should always pay attention to consent in the case of any physical contact.

**Unauthorised or Unsupervised Areas:** Students may not be in areas for which they have not been authorised or areas that are unsupervised.

**Technology Misuse/Abuse:** Computers/technology is provided for student use for teacher-assigned work in courses or programs at school.

## **Behaviour Management**

The maintenance of agreed standards of discipline and behaviour are integral to the school's ability to meet its aims. Therefore, the school will monitor both negative and positive behaviour carefully.

### *Negative Behaviour*

The maintenance of discipline, is a collective responsibility and will be effective when every teacher plays his/her part as a member of a team, inside and outside the classroom. The tracking and record keeping of behaviour is an important aspect of dealing with any issues and problems. In order to make this effective, the following management structure will be used:

1. Teacher/staff member decision as to the level of the offending:
  - Can it be dealt with on the spot?
  - Does it need to be documented on the tracking sheet? (Is it of a serious nature, or persistent?)
  - Does it require line management intervention?
  - Is it such that help is required urgently from either other staff members? (Every effort will be made to ensure that the Head or Deputy Head is available at all times to deal with a crisis requiring instant action.)
2. If the behaviour merits reporting - it is persistent (warnings have been given) or it is of a serious nature (see list below) - then please use CPOMS.
3. Low level concerns should be noted by the Learning Support Mentor.

4. The Head Teacher may then ask for intervention by the Proprietor should the problem merit it.  
CPOMS can also record background and relevant information at an appropriate stage by the Head Teacher.

### **Stages of Action in Response to Poor Behaviour in Class**

In order to achieve consistency, it is important that all staff follow the same procedure with classroom discipline. Outlined below are examples of unacceptable behaviour and sanctions which should be used. This is not a tariff, and each case should be dealt with according to its merits. However, there is an expectation that they will be applied fairly.

**Stage 1: Minor incidents.** Learning Support Mentors should note minor concerns. Minor incidents that could include:

- interrupting teaching and learning
- using inappropriate or abusive language
- using mobile phone during lesson
- not following adult's instructions
- incomplete classwork or homework
- attendance

### **Disciplinary Actions**

A violation of any rule may result in disciplinary action including, but not limited to:

- Verbal reprimand.
- Ask for an apology.
- Detention/loss of play time (10 or 20 minutes)
- Compensatory payment of damages
- Loss of privileges
- Assigned work related to the offense
- Referral to Learning Support Mentor
- Referral to Head Teacher
- Email to school office regarding absenteeism

**Stage 2: Persistent minor incidents or incidents of medium severity** These incidents must be recorded and dealt with by the Learning Support Mentors. Unacceptable behaviour in this category could include:

- persistency of minor incidents as above
- rudeness to staff and/or other students
- verbally aggressive behaviour to staff and/or other students.

The interventions applied by the Learning Support Mentor could include:

- meeting with student/verbal reprimand
- one or more longer detentions (20 minutes)
- mentoring
- letter of apology
- referral to SENCO made if problems persist despite the LSM's interventions.

The Learning Support Mentor, will consult with the relevant teachers and inform parents of concerns.

### **Stage 3: Persistent incidents of minor/medium severity and incidents of serious severity**

If problems persist, the Head Teacher and/or Proprietor will become involved where a student is causing concern. If the above procedures are adhered to, then this should happen at an early stage. The above Behaviour and Discipline Policy clearly sets out our expectations regarding the conduct of students. However, as indicated, there may exceptionally be instances where a student's behaviour merits the application of a suspension or even a permanent exclusion. Staff member witnessing incident of serious severity should record on CPOMS and make a referral to the Head Teacher. Any decision to suspend a student will never be taken lightly.

The types of incidents or situations which would merit an internal suspension (temporary exclusion) are:

- Sustained challenge to the authority of a member of staff
- Persistent defiance of the overall code of conduct
- Minor acts of vandalism
- Petty theft
- Repeated incidents of minor physical violence (eg playground fights)
- Any incident of online bullying or harassment
- Persistent verbal or physical bullying or harassment
- Inappropriate sexual behaviour

The types of incidents and situations which would merit external suspension are:

- Actual or threatened physical assault against pupils or adults
- Persistent bullying, harassment, or abuse, either physical, verbal or online
- Deliberate and serious damage to property
- Theft of a high value item or repeated incidences of petty theft
- A record of suspensions
- Sale or provision of drugs to other students



- Sale or provision of cigarettes or alcohol to other students under 16 years of age
- The possession of a dangerous weapon (gun/knife etc)
- Sexual abuse or assault

When such behaviour occurs, the student should be immediately sent to the Head Teacher. Appropriate actions will include some, or all of the following:

- email to parents/carers
- meeting with parents/carers
- mentoring
- internal suspension-students are isolated from the school community for up to three days and complete work set by staff in the Head Teacher's office. Students are not able to take their breaks with other students. Internal Suspensions are authorised by the Head Teacher. Parents are notified in writing with a copy held by the Head Teacher.
- external suspension– students are not allowed into school and work is set for students to complete at home. Re-entry to school is negotiated following a parental interview. External Suspensions are authorised and recorded by the Head Teacher.

Students will not be allowed to take part in day excursions, school trips or any other activities that are not part of specific subjects' curriculum (i.e. school parties, annual school trip, day excursions) if:

1. They have had detention with the subject teacher for misbehaviour three times during a term
2. They were internally suspended
3. They were externally suspended. If the student, or after internal/external suspension, during the following three months, improves their behaviour in such a way that they have not had any detention for misbehaviour, they will be allowed to attend the above-described activities.

#### **Stage 4: Permanent Exclusion.**

Should poor or unacceptable behaviour persist despite the implementations of appropriate strategies as outlined above, the Head Teacher may use the school's terms of enrolment to permanently exclude a student from the school.

## **Procedures**

When an incident or series of incidents come to light the initial investigation will be by the Head Teacher. In certain extreme cases a decision will be taken as to the need to involve outside authorities. Where applicable, all students involved in or witness to an incident will be given the opportunity to tell their story. In some situations, students may be kept apart to ensure they do not collaborate on what their story should be. A written record may be kept of these interviews.

If the Head Teacher decides that a student has behaved in such a way that it would lead to a suspension or an exclusion the parents will be notified and invited in for a meeting where the school's decision will be explained, and they will have an opportunity to offer any extenuating information. If deemed appropriate, the student may be present for all or part of the meeting. Suspension will vary in length depending on the severity and frequency of the incident for which it is being imposed. If a student has been suspended three times the headteacher will need to be satisfied that they are capable of reintegrating back into the school community. They will be allowed back into school on the understanding that it is clear to both the student and their parents/carers that this is their final chance. In all cases of suspension or exclusion a formal letter will be sent to the parents outlining the reason for the suspension/exclusion and the dates, where applicable. Following an incident involving serious violence or the possession of a weapon or drugs, the student will be kept in isolation and the parents contacted to come and collect them pending a more complete investigation of the incident. In celebrating positive behaviour, Belgrave is an achievement focused school. As such our students are offered and encouraged to participate in many different competitions, and take advantage of a variety of opportunities, to find this success.

**Aims:** Our shared aims are to:

- Encourage students to take responsibility for their own learning and behaviour.
- Show respect for others and our school environment.
- Make learning accessible, effective and enjoyable so that students value their education and want to learn throughout their lives.
- Build the confidence of all our students by helping them develop their strengths and by celebrating individual achievement.
- Help students to value, support and participate in a variety of school activities and in the wider community.
- Promote a strong link between home and school.
- Provide each individual student with the skills, knowledge and understanding which allow the widest possible choice for the next step in their lives.

**Code of Behaviour:** Belgrave students agree to:

- Act with courtesy, consideration and respect to all.
- Co-operate to enable effective teaching and learning to take place.
- Behave responsibly in such a way as to ensure the health and safety of people and property at Belgrave.
- Take pride in our appearance and in our school environment.

## **Daily Recognition and the Rewards System**

In order to keep a balanced record of every student's behaviour within the school, teachers are asked to record what they perceive to be commendable and positive behaviour with Learning Support Mentors. These records can be used at regular assemblies for the presentation of awards and also by Learning Support Mentors when commenting on their students during the writing of reports to parents. The school aims to encourage students to reach the highest standard of which they are capable. The school recognises that:

- Praising students' efforts and successes has a strong motivational effect.
- Motivated students are unlikely to present behavioural problems.
- The praise must be genuine and well deserved. Indiscriminate praise rapidly becomes devalued and ultimately worthless.
- The criteria for giving praise especially in the form of merits, commendations, certificates, letters and prizes will be consistently applied.
- Students' achievements in all areas of school life including sport, art, music and extra-curricular activities are equally celebrated.

## **Rewards**

Rewards can be given in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social, etc. are openly recognised and valued by the whole community, students, staff, and parents alike.
- Help students accept praise in an appropriate manner.
- Encourage self-esteem in individual students.
- Recognise and reward effort as well as achievement.
- Raise the aspirations of all students.
- Provide written evidence of success for inclusion in other documents such as reports.

## **Praise**

Praise can be given in many ways and as often as possible through:

- A quiet word or encouraging smile.
- A written comment on students' work, either in general terms, e.g. "well done", or in a more detailed way, picking out specific points or ideas
- A written comment via email, sent from the school, for the LSM/class teacher and parent to read.
- A visit to another member of staff, which may include the Head Teacher or Class Teacher.
- A public word of praise in front of a group, a year or the whole school.

- Displaying the students' work in the classroom, corridor, reception and hall.
- Public acknowledgement by presentation at an assembly or by giving some special responsibility.
- Commendations may be awarded to students for effort, achievement and attendance.

It will be normal practice to verbally reward students for good work and behaviour. Belgrave takes behaviour very seriously and will always work to ensure that behaviour at the school is of the highest possible standard. Parents and students are expected to adhere to this policy and parents to support us in implementing it.

Policy Review

This policy is reviewed annually.

PJ 2023

