

Behaviour Policy



Proverbs 18:15

An intelligent heart acquires knowledge and the ear of the wise seeks knowledge.

The Governors are committed to supporting the school in its endeavours and to ensuring that this policy is achieved in the light of its vision,

Derby Cathedral School is a community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core. Underpinning and permeating our community are fundamental Christian values, of which we are proud. In line with the teachings of the Church of England we ask;
“for individuals to be the best they can be”.

We ask that all stakeholders of Derby Cathedral School uphold this philosophy through
their ACTIONS,
their ASPIRATIONS,
and their ACHIEVEMENTS.

Through our curriculum, our enrichment opportunities, our pastoral House programme, our guidance and our role modelling, we aim to enable all members of our community to fulfill and exceed their potential.

Policy Status	Date	Chair of Governors	Review Date
Approved by LGB	17/10/2019		Autumn Term 20

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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 pupils 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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which 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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons which impacts upon the work of any students and or the teacher.
- Disruption in corridors or other areas of the school e.g. toilets or open space either between lessons, and at break and lunchtimes
- Non-compliance with the school policy and expectations regarding classwork or homework
- Poor attitude towards learning or a lack of respect for others and or the fabric of the school.
- Incorrect uniform without just reasoning.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules as detailed above
- Any form of bullying; this includes, but is not limited to verbal, physical, mental and cyber.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include, but are not exclusive to:
 - Knives or any item that could be used as a weapon
 - Alcohol
 - Illegal drugs
 - Items used to cause combustion i.e. matches and lighters
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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. It is important to note that bullying is not a one-off incident.

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. This may also involve the misuse of mobile phones e.g. sexting.

Derby Cathedral School has a separate Anti-Bullying Strategy.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy.

Prevention is better than cure:

Derby Cathedral School is committed to creating an environment where instances of poor behaviour are few and far between. Where protocols and expectations are in place which prevent the occurrence of such issues and thus the need for punitive measures. Such strategies include the following points;

School Uniform:

By insisting on a smart, practical, affordable and sustainable uniform being worn by all students, the school is removing an unnecessary element of competition. Parents and pupils face less pressure, as all students appear equal and the need to follow changing fashions is removed, along with the financial burden it accrues.

This extends to items of jewellery, footwear and indeed haircuts, which can all too often be used in a similarly competitive manner. Failure to comply with the predetermined uniform regulations (without just cause) will be deemed as a breach of the school rules.

Mobile phones:

The commonest crime committed against teenagers is “the theft of a mobile phone”. In order to minimise the potential for this to occur within the school, the use of mobile phones is controlled. By imposing such restrictions, the school also minimises the potential for cyber bullying as students are unable to use their devices during the school day; this includes break and lunchtimes.

The following mobile phones regulations are in place;

- On crossing the threshold into the school grounds all pupil mobile phones should be switched off.
- Mobile devices may be used under direct teacher supervision, where they are adding to the learning experience i.e. through the use of a specific app.
- Any device seen or heard during the school day, without prior permission having been given, will be confiscated, held in the main school office and returned to the individual at the end of the formal school day.
- Should a phone be confiscated for a second time, parents will be contacted and they will need to collect the phone in person when convenient.
- Serious misuse of a mobile phone, such as using it to film another student, will be dealt with in accordance with the schools Behaviour Policy. In all instances where a pupil has inappropriately used a mobile phone in school (or whilst journeying to and from the school), parents will be informed and a punishment issued.

Internet Access:

By controlling the use of mobile phones, access to the Internet in school is limited to the school network. Significant steps have been taken to ensure the school has a robust firewall to prevent students from accessing inappropriate sites. The network also blocks the main social media sites as these are often used as a platform for cyberbullying. This action clearly reduces the potential for such negative behaviours to occur. Derby Cathedral School operates an acceptable ICT Usage Policy which all students enrolled at the school will be expected to adhere to. This highlights issues such as proxy servers which the school regularly monitors to prevent potential cyberbullying.

The school has a strong stance towards pupil access to social media sites, the majority of which carry a age restricting limit. The school will report any pupil to their parents should it be known that a pupil is accessing an age restricted site. Should the situation persist the school will reserve the right to report the situation to the police, social services and the social media company.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

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.

The following strategies will be deployed by the school, however this is not the definitive list, merely indicative;

- a) Regular assemblies / Collective Worship sessions which highlight behaviour concerns.
- b) Involving students in the delivery of themed assemblies to highlight such issues i.e. knife crime.
- c) Ensure school displays are reflective of the society we wish to create i.e. promote tolerance and deter knife crime.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- **Support the school in implementing the behaviour policy, including limiting access to social media should the individual be under age.**

6. Pupil code of conduct

A pupil Code of Conduct is issued to all students and parents / carers at Derby Cathedral School;

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Demonstrate positive behaviour towards learning, giving due respect to staff and peers.
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school. This includes the journey both to and from school on a daily basis.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise both verbal and written
- Merit stamps awarded by teachers for a range of options including verbal and written performances. Merit stamps are subsequently converted into House points.
- Each teacher will issue two merits per lesson per day.
- Pupils will be awarded certificates for the number of merits they secure. This includes recognition for 50, 100, 150, 200 and 200+ merits
- Letters / postcards / emails or phone calls home to parents (staff have a directed time allocation in order to undertake this task). The school has a supply of postcards available to staff, which can be used for communicating positive news to parents / carers.
- The school operates a Behaviour for Learning programme, recording a students' attitude to their studies 3 times per year.
- Special responsibilities/privileges are also available.
- The school rewards high levels of attendance currently with an Amazon voucher.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class for a short period of time (ideally no more than two minutes).
- Initial behaviour concerns will be recorded in a pupil's planner, by the class teacher, for the parent to see.
- Every incidence of behaviour that is recorded will be allocated between 1 and 3 negative points and recorded on Bromcom for monitoring and tracking.
- Sending the student to another class for a period of reflection / de-escalation.
- Expect work to be completed at home, or at break or lunchtime if insufficient was completed during the time provided.
- Detention at break or lunchtime, or after school (if necessary) 24 hours' notice will be given to parents / carers for any student who requires an after-school detention. These will run on designated evenings.
- If a pupil's behaviour is not satisfactory in the Buddy room, or they are sent to a Buddy room twice in the same day, they will spend 6 lessons in the isolation room, be placed on a Form tutor report and a meeting with parents will take place.
- Referring the pupil to a senior member of staff should the issue warrant it.
- Letters or phone calls home to parents. Initial contact will be made following a child receiving 10 negative behaviour points or a period of isolation.
- Meeting with parents / carers and any additionally necessary stakeholders. A meeting may be requested following a phone call as detailed above or when a child is placed on a report to their form tutor.
- A two week Form tutor report will be triggered by a period of time in isolation or when a pupil reaches 10 behaviour points. For a pupil on the SEND register this will be referred to the SENDCO. The parent should discuss and sign the report each evening and the form tutor should discuss and sign the report the following morning.
- Following a two week report period one of two outcomes may occur:
 - If the pupil's behaviour has reached a satisfactory standard then, in a meeting with the form tutor, they are required to sign a behaviour contract.
 - If the pupil's behaviour has not reached a satisfactory standard then a further meeting with parents is called with a member of SLT and the pupils may be placed on a SLT report card.
- Where a child's historic behaviour is unsatisfactory, the school retains the right to refuse them participation in (non-essential) school trips. This may be those related to activities week and which do not impact on the required learning for a specific curriculum area.

See appendix 4 for sample letters to parents about their child's behaviour.

We may use a designated Isolation room in response to serious or persistent breaches of this policy. Pupils may be sent to the Isolation room during lessons if they are disruptive and breach the accepted classroom code of practice, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention may, if authorised by SLT, also be sent to the Isolation room.

The Isolation room is managed by teaching staff on rotation as part of the contracted contact hours.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or on the way to or from school (irrespective of the mode of transport). **It is worth noting that legally a pupil falls under the jurisdiction of the school from the moment they leave their home in a morning until they arrive home in an evening.**

7.3 Malicious allegations

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

Please refer to our Safeguarding Policy /Statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct. **Details of the Derby City LADO are contained within the Managing Allegations Policy.**

8. Behaviour management

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, refreshing environment that encourages pupils to be engaged
- Display the pupil code of conduct common to Derby Cathedral School, alongside any subject specific expectations i.e. within a science laboratory.
- Ensure the lessons are challenging, deliver the required areas of study / subject skills/ knowledge and are both pitched and paced appropriately for their target audience.
- Develop a positive relationship with pupils, which **WILL** include:
 - Greeting pupils at the entrance to the classroom at the start of lessons / registration / collective worship
 - Requesting pupils to enter the room and stand behind chairs as a strategy to maintain calm.
 - Ensuring an initial “starter” activity is available either on desks or is handed out, thus ensuring learning commences immediately.
 - Demonstrate impeccable consistency.
 - Establishing clear routines which includes enforcing all school rules.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption; this will include an appropriate seating plan for all classes. This will also include the ability to alter the seating plan should it be necessary.
 - Using positive reinforcement and rewards as agreed across the school.
 - Providing feedback to key personnel within school and utilising the time specifically allocated to communicate with parents / carers.

- Being at the door dismissing the pupil as the lessons ends punctually.

8.2 Physical restraint (please refer to the school policy detailing Physical Intervention / Restraint)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting either themselves or others physically.
- Damaging property belonging to themselves, the school or others.

Incidents of physical restraint 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 be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- Where possible students should be informed that they are about to be restrained.

Key staff will be trained in aspects of de-escalation and physical intervention.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The School recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's SENDCo (Mark Chapple) will review the needs of a pupil 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 pupil, 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.

9. Pupil transition

To ensure a smooth transition to the next year, where possible pupils will 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 pupil 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 pupils transferring to other schools.

10. Training

- Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Key staff will receive enhanced training with regards physical restraint and de-escalation techniques.

- The expectations of the Derby Cathedral School are shared with all staff.
- Behaviour / classroom management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and full governing board at minimum annually or sooner should needs dictate. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti- bullying policy
- School Trips policy
- Acceptable ICT Usage policy
- Code of Conduct (students)
- Physical Restraint

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by pupils and staff and is reviewed annually
- 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
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school will provide training for both new members of staff and those for whom it is deemed necessary. This is regardless of their position within the school.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Behaviour Consequences

Appendix B

Opportunity to improve

Non-verbal warning

Verbal warning

Name on the board

10 minute lunch detention

Tick next to name -1pt

Sent to buddy room

20 minute detention

Head of department informed -2pts

Sent to isolation for 6 lessons

Parents called for a meeting -3 pts

Appendix 3: behaviour log example. This will actually be recorded via the school MIS within 36 hours of an incident.

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear (insert name)

I regret to report that it is necessary to contact you regarding the unacceptable levels of behaviour recently being shown by (insert name).

Insert specific examples if required,

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

Should your child's behaviour fail to improve significantly, I will contact you again and suggest that we meet to discuss how we can work together in order to remove these current barriers to learning. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Insert name

Following my previous letter regarding the behaviour of _____, I am sorry to report that insufficient progress has been made and the expectations of the school are not being met.

I would appreciate it if you could arrange to meet me in order that we can discuss a way forward. I have tentatively booked an appointment as detailed below, however should this time prove inconvenient, please do not hesitate to contact the main school reception, where colleagues will be able to offer some alternative meetings slots.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear insert name,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to demonstrate a behaviour pattern which is unacceptable at Derby Cathedral School.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour. A provisional meeting has been arranged as detailed below, however if this is inconvenient, please contact the school at your earliest opportunity and alternative arrangements will be made. Without this necessary supportive step occurring the longer term education of _____ at Derby Cathedral School is at risk.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____