



## **Denefield School**

### **Behaviour and Discipline Policy**

Approved by Standards on	14 October 2020
Date of next review	October 2021
Review cycle	Annual
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Headteacher
Location of policy	Website



## Behaviour and Discipline Policy

### Status:

Statutory

### Aim

At Denefield School we are committed to providing a safe environment free from disruption where students are ready to learn and are enabled to achieve their potential. We set high standards and actively promote good behaviour and discipline. We value all of our school community and aim to promote and develop the school's CHARACTER values. We expect all of our students to demonstrate self-discipline, self-regulation, respect and pride in their school. We aim to apply rewards and sanctions fairly and consistently.

### Purpose

This policy applies to all of the school's students, staff, Trustees, parents and carers, and visitors. It sets out our approach to promoting good behaviour and discipline.

If incidents happen off the school site, or out-of-school hours, or when the student is not in school uniform, or on social media, the school still reserves the right to act, where the incident concerns members of the school community, or where the school's good name is being brought into disrepute.

### 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:

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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.

### 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

- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - 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)

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

### **Roles and responsibilities:**

The Trust Board will:

- monitor, review and evaluate the Behaviour and Discipline Policy through annual reports to the standards committee;
- monitor data on exclusions by protected characteristics through termly reports to the standards committee;
- conduct climate check visits to understand the culture of the school; and
- convene a Trustees' disciplinary meeting if required.

The Headteacher will:

- implement the school's Behaviour and Discipline Policy within the school;
- promote self-discipline and proper regard for authority among students;
- insist on a respectful culture from all members of the school community;
- encourage good behaviour and respect for others,
- regulate the conduct of students through observation, reporting and monitoring systems;
- provide appropriate training for staff in behaviour management as necessary;
- review exclusions each term.

The Deputy Headteacher / Assistant Headteacher (Behaviour and Welfare)

- ensure systems are in place to enable staff to manage incidents of poor behaviour effectively;
- liaise with the Heads of House and Curriculum/Standards Leaders to establish appropriate and focussed intervention for persistent poor behaviour;
- liaise with the Assistant Head (Inclusion) regarding individuals of concern to explore any underlying SEND needs;
- monitor the effectiveness of department systems to secure a consistent approach across the school;
- review the on call report each term to identify key groups or individuals of concern;
- monitor House cyclical reports to identify key groups or individuals of concern;
- monitor subject behaviour reports to identify key groups or individuals of concern.

Heads of House will:

- maintain an overview of student conduct across their House;
- produce cyclical reports to identify successes and concerns of individuals and groups;
- ensure appropriate, focussed and timely intervention is put in place for key groups or individuals of concern;
- seek advice from the Assistant Head Inclusion regarding individuals of concern to explore any underlying SEND needs.

Curriculum/Standards Leaders will:

- ensure that programmes of study and the methodology used in each subject are well thought out and of a consistently high standard;
- secure high quality learning, teaching and engagement through the use of the Denefield Lesson on a Page approach to learning;
- mentor individual students across their areas and log concerns and follow up interventions;
- liaise with colleagues in their areas to secure good behaviour and progress;
- ensure the Behaviour and Discipline Policy is consistently applied within the curriculum/subject area;
- ensure the Behaviour Protocols are consistently applied within the curriculum/subject area.

The Assistant Head (Inclusion) will:

- establish an appropriate, focussed and timely intervention strategy for SEND students;
- participate in the review process for students with SEND;
- facilitate training for staff around interventions for SEND students;
- facilitate the implementation of reasonable adjustments where appropriate.

All staff will:

- implement the behaviour policy consistently
- model positive behaviour and and promote the CHARACTER values at all times;
- encourage students to behave appropriately and show respect for others;
- apply all rewards and sanctions fairly and consistently;
- use suggested strategies to support students.

Tutors will:

- encourage students to demonstrate the CHARACTER values;
- monitor and intervene with tutees through cyclical discussions regarding house points and negative points;
- make, and keep records of, contact with parents/carers to establish any patterns of concern.

Class teachers will:

- encourage students to demonstrate the CHARACTER values during lessons;
- apply the Behaviour and Discipline Policy and behaviour protocols fairly and consistently;
- plan ambitious, knowledge-rich and engaging lessons, based on the Denefield Lesson on a Page approach to teaching;
- keep records of success and concern and any follow up with parents/carers to establish any patterns;
- consult with the Assistant Head Inclusion around persistent and serious incidents in relation to SEND students.

Students will:

- have good attendance;
- come to school on time each day and be punctual to all lessons;
- demonstrate the CHARACTER values;

- show respect for the school and wider community, their uniform, their learning and their environment;
- follow the instructions of staff, without question, to ensure the highest standards of learning for all;
- bring the equipment and resources they need every day and look after them properly;
- work hard and complete all their classwork and any extended learning as well as they can;
- read the written feedback from teachers on their completed work and respond to the suggestions for improvement;
- seek support and advice if and when needed;
- take responsibility for their own behaviour and demonstrate self-discipline and self-regulation.

Parents/carers will:

- support the authority and discipline of the school;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behaviour concerns with staff when necessary;
- treat all staff, students, parents/carers and visitors fairly, equally and with dignity and respect.

### **Student Code of Conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Follow staff instructions without question
- 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

### **Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Achievement Points
- Letters, phone calls or post cards home to parents
- Special awards, prizes, responsibilities or privileges

The school uses a staged response to behavior in lessons

Stage 1 – Verbal reminder

Stage 2 – Final reminder

Stage 3 – removal from class to work in the school's Reflection Room

Other breaches of the behavior and discipline policy could result in:

- Detention before or after school, or at break or lunch time
- Isolation to work with a member of the Senior Leadership Team, Head of House, or other member of staff
- Putting students on subject or house report
- Behaviour Contract or Behaviour Support Plans

- Fixed Term Exclusion
- Permanent Exclusion

The school takes a therapeutic approach to improving student behaviour; following the application of sanctions support is provided by the subject teacher, head of house or other member of staff as appropriate.

### **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 bus on the way to or from school.

### **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.

### **Behaviour Management**

Teaching staff and support staff are responsible for setting the tone and context for positive behavior within the classroom. They will:

- Follow the Denefield Lesson on a Page approach to teaching
- Provide clear and specific instructions to students regarding behaviour expectations
- Build positive relationships with students, including giving every student a fresh start and finding reasons to praise, reward and smile
- Refer to student passports and behavior support plans where appropriate
- Use effective behaviour management techniques and the stage process before considering removal from the classroom
- Follow up with contact with parents and carers and/or repair meetings where appropriate

### **Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Further details can be found in Denefield's Use of Reasonable Force policy

### **Confiscation**

Any prohibited items 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](#) and the school's Search and Confiscation Policy.

### **Disability and Equality**

Where the misbehaviour of students is related to special educational needs and disability (SEND), the Headteacher will make reasonable adjustments to enable those students to be included within the school community.

These will include:

- ensuring that staff have had training in the nature of SEND, and how they should treat students with SEND;
- ensuring that staff are aware of any student with such SEND;
- ensuring that help is sought from external agencies to enable the school to make reasonable adjustments, where appropriate;
- ensuring that school resources are committed to assist in making reasonable adjustments where students may be deemed to be disadvantaged as a result of their protected characteristic; and
- making reasonable adjustments to school organisation or of the timetable of particular students.
- Seeking support from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

### **Pupil transition**

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 or from other schools.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process

Behaviour management also forms part of continuing professional development.

### **Arrangements for monitoring and evaluation**

This policy will be reviewed regularly and will be updated in response to new guidance and/or legislation as necessary.

Termly reports are provided to the standards committee to enable the Trust Board to monitor data on exclusions by protected characteristics.

The Headteacher reports termly to the Trust Board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

### **Who/what was consulted**

The Senior Leadership Team

The House Team  
School Council

**Links to**

Anti-bullying Policy  
Attendance Policy  
Curriculum Policy  
e-Safety and Data Protection Policy  
Drugs Policy  
Equality Policy  
Exclusions Policy  
Safeguarding, Child Protection Policy  
Special Educational Needs Policy  
Teaching and learning Policy  
Search and Confiscation Policy  
Use of Reasonable force Policy