Denefield School
Behaviour and Discipline Policy

Approved by Standards on	23 June 2021(Updated Jan 2022)
Date of next review	June 2022
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 enabled to achieve their potential. We set high standards and actively promote good behaviour and 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.

Scope
If incidents happen off the school site, or out-of-hours, or when the student is not in school uniform, or on social media, the school 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 (January 2015).
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 with the Department for Education and articles of association.

School rules and expectations

The school has two principal rules:

1. Always follow instructions
2. Never disrupt learning

Students will:

- Have good attendance;
- Be punctual to school and to lessons;
- Wear the correct uniform;
- Bring the equipment and resources they need every day and look after them properly;
- Ensure that mobile phones and other digital devices are turned off and out of sight from the moment students arrive at the school gates to the moment they leave the school gates;
- Follow the instructions of staff, to ensure the highest standards of learning for all;
- Behave in an orderly and controlled way, ensuring their own and other's safety;
- Accept sanctions given;
- Support the CHARACTER values (Confidence, Happiness, Articulacy, Resilience, Ambition, Courage, Tolerance, Empathy and Respect);
- Show respect to each other, school staff and the wider community, towards their uniform, learning and the environment;
- Work hard and complete all their classwork and any extended learning to their best of their ability;
- Act upon teacher's feedback and respond to suggestions for improvement;
- Seek support and advice if and when needed.

This list is not exhaustive, but indicates the general behaviours that students must engage in.

Students will not:

- Disrupt lessons, or cause disruption in corridors or other areas, during or outside of lesson time;
- Refuse to follow the instructions of a member of staff;
- Act in a defiant manner by ignoring or deliberately disobeying school rules or staff;
- Truant or refuse to attend lessons;
- Pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm;
- Act in a dangerous manner or put their or other people's safety in jeopardy;
- Pose a threat to any other members of the school community
- Swear at, towards or in the presence of another member of the community;
- Verbally or physically abuse another member of the community;
- Verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;
- Bully, harass or otherwise victimise a member of the community, whether verbally, physically or online;
- Engage in fighting, including pushing or shoving, or any form of physical assault;
- Threaten any member of the community;
- Wear incorrect uniform;

- Make malicious allegations against other students or staff;
- Throw any object for any reason;
- Smoke any substance;
- Possess any prohibited items, including:
    - Knives or weapons, including training knives or other visually threatening implements
    - Alcohol
    - Illegal drugs or drugs paraphernalia, including with intent to supply
    - Stolen items
    - Fireworks
    - Pornographic images
    - Any article which 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 student
    - Tabacco and cigarette papers, cigarettes, cigars, e-cigarettes or smoking paraphernalia
    - Laser pens
    - Fake ID
- Supply or intend to supply any prohibited item or substance in school;
- Maliciously activate the fire alarm;
- Engage in sexual behaviour or sexual assault, including upskirting, and that could cause humiliation, pain, fear or intimidation;
- Engage in vandalism or theft;
- Demand money with menaces.

This list is not exhaustive, but indicates the general behaviours students must not engage in.

Bullying

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

Roles and Responsibilities

The Trust Board will:

- monitor, review and evaluate the Behaviour and Discipline policy through reports to the Standards committee three times a year;
- monitor data on exclusions by protected characteristics through reports to the Standards committee three times a year;
- 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;
- 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 (Welfare and Personal Development) will:

- ensure systems are in place to enable staff to manage incidents of poor behaviour effectively;
- liaise with the Heads of House and Heads of Faculty to establish appropriate and focussed intervention for persistent poor behaviour;
- liaise with the SENDCO regarding individuals of concern to explore any underlying SEND needs**;**
- monitor the effectiveness of faculty systems to secure a consistent approach across the school;
- review behaviour data 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 SENDCO regarding individuals of concern to explore any underlying SEND needs.

Heads of Faculty will:

- ensure that the curriculum and pedagogy 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;
- 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 faculty area
- 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 SENDCO regarding individuals of concern to explore any underlying SEND needs.

The SENDCO 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:

- model positive behaviour and promote the CHARACTER values at all times;
- encourage students to behave appropriately and show respect for others;
- report behaviours of concern.

Tutors will:

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

Teaching and suppot staff:

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

- plan ambitious, knowledge-rich and engaging lessons, based on the Denefield Lesson on a Page approach to teaching;
- 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 behaviour 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;
- provide clear and explicit instructions regarding behaviour expectations;
- encourage students to demonstrate the CHARACTER values during lessons;
- apply behaviour protocols fairly and consistently;
- consult with the SENDCO regarding teaching strategies and specific needs for SEND students.

Parents/carers will:

- take an active interest in their child's work and progress and encourage their children to do their best at all times;
- 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.

Rewards, sanctions and support

Positive behaviour will be rewarded with:

- Praise and recognition in lessons;
- Achievement points;
- TOP (Today's Outstanding Pupil) awards;
- Letters, phone calls or post cards home to parents / carers;
- Special awards, prizes, responsibilities and privileges, including Sports Awards and CHARACTER awards;
- Other reward and celebratory occasions and events.

The school uses a staged response to negative behaviour:
Behaviour in lessons
Stage 1 – Verbal Reminder;
Stage 2* – Final Reminder;
Stage 3 – Removal from lesson to work in isolation in the school's inclusion room for the lesson, accompanied by after school detention.
* The school is trialling the removal of the stage 2 final reminder, to see whether student behaviour improves if there is simply a verbal reminder followed by removal from the lesson.

Serious breaches of the Behaviour and Discipline Policy can also result in:
Stage 4 – Internal exclusion: removal from lessons for an extended period of time to work in isolation in the school's Inclusion Room;
Stage 5 – Fixed term external exclusion;
Stage 6 – Permanent exclusion.
Other responses to poor behaviour are used, as appropriate, including before or after school detentions, break or lunch time detentions, or restorative actions including compulsory community service.
Mobile phones and other digital devices will be confiscated if seen or heard, and will be returned to a parent or carer at the end of the day.
The school takes a therapeutic approach to supporting students' behaviour, and students are encouraged to reflect upon, and make amends for, mistakes they have made. In addition, the following methods are also used to support students:

- Report, and praise reports, to tutor, head of house, or senior member of staff;
- Behaviour contracts or behaviour support plans;

- Mentoring, coaching or counselling with a member of school staff or external agencies such as the Youth Service.

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 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;
- making reasonable adjustments to school organisation or of the timetable of particular students and
- Seeking support from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

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.

Reports are provided to the Standards committee three times a year 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
- Behaviour on a Page (Appendix 1)
- Code of Conduct for parents/carers and visitors
- Curriculum Policy

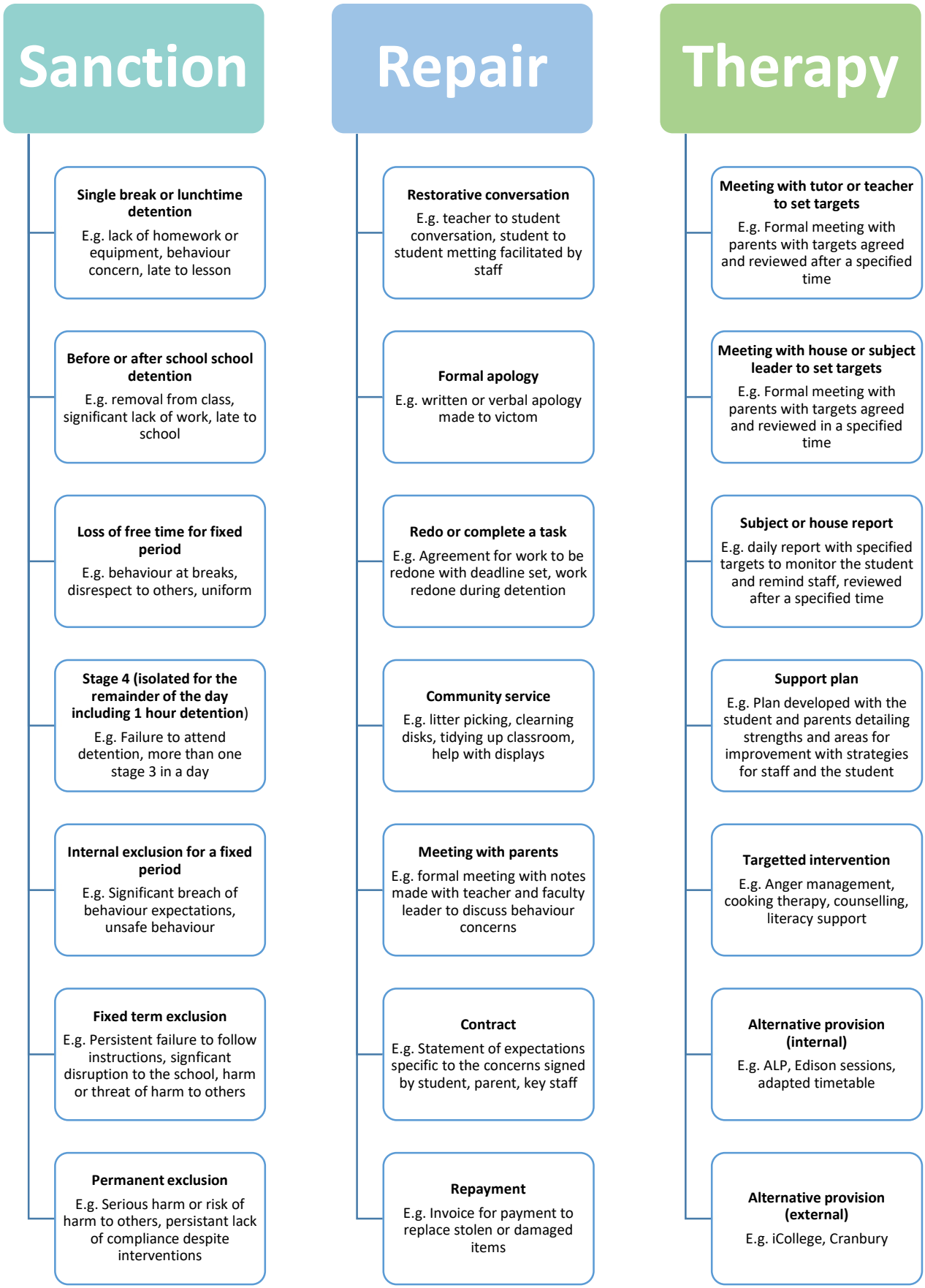
- e-Safety and Data Protection Policy
- Drugs Policy
- Equality Policy
- Exclusions Policy
- Respect and Responsibility Charter
- Safeguarding, Child Protection Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Search and Confiscation Policy
- Use of Reasonable force Policy

Appendices

- Steps for Behaviour
- Behaviour on a page
- Addendum to the behaviour and discipline policy: sexism and sexual harassment

Steps for behaviour

June 2021



Behaviour on a page

Our students will

1. Follow staff instructions
2. Not interrupt learning

Our staff will

1. Meet and greet our students
2. Use the stages to ensure learning and safety
3. Give their first attention to good conduct
4. Not argue, but give a reminder, 'This is how we do it here'

CHARACTER values

Confidence
Happiness
Articulacy
Resilience
Ambition
Courage
Tolerance
Empathy
Respect

Stages for good conduct

Stage 1	**Verbal reminder**
Stage 2	**Final reminder**
Stage 3	**Removal from the lesson**

- Students are collected from their classroom and complete their work in a different venue.
- Students who are removed will complete a one-hour detention with their teacher.
- Students who are removed from more than one lesson in a day will remain out all day and complete an extra hour before or after school.

Respect at social times

Staff on duty will recognise and reward good conduct during social times and in corridors.

This is not how we do it here:

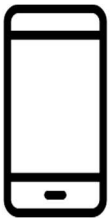
- Lazy or direct swearing
- Play fighting
- Being in unsupervised areas
- Unfair or dangerous play
- Disrespectful language

At Denefield we care

1. We care about our students
2. We care about our staff
3. We care about learning

We are a mobile-free school

Phones are switched off and in bags from the moment students enter the school gates to the moment they leave the site. Headphones cannot be visible at any time. Phones will be confiscated and collected by parents if they are seen by staff.



Addendum to the behaviour and discipline policy: sexism and sexual harassment

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Sexist comments in school	Students will not verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;	We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. **Sexist comments** are those which discriminate based on sex, particularly against women. **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and students are encouraged to call out and/or report this behaviour. If students make these comments, we will: • Ask them to apologise to anyone the comment was directed at • Support and educate them to improve their behaviour • Monitor their behaviour for any recurrence • Escalate the sanction if the student refuses to apologise in the first instance.	This clarifies and demonstrates our zero-tolerance approach by making the following things clearer: • What the unacceptable behaviour involves • What we want the culture in our school to be • How we will respond to this behaviour • How we will support the victim(s) and alleged perpetrator(s) Our Success for Life curriculum will cover what healthy and respectful behaviour towards one another looks like.

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Sexual harassment	Students will not bully, harass or otherwise victimise a member of the community, whether verbally, physically or online.	All members of our school community have a right be free from sexual harassment or victimisation. Examples of **sexual harassment** are sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. Staff and students should immediately call out this behaviour and report it. In response to this behaviour we will: • ask the student(s) to apologise to the victim • Support and educate them to improve their behaviour • Log the behaviour on CPOMS and inform parents / carers • Monitor their behaviour for any recurrence • Further sanctions may be given and these will be pproportionate, considered, supportive and decided on a case-by-case basis Sanctions may be, proportionate to the incident: • A verbal warning • A letter or phone call to parents • Detention • Community service • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion.	

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Peer on peer abuse	Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm; - Act in a dangerous manner or put their or other people's safety in jeopardy; - Pose a threat to any other members of the school community - Swear at, towards or in the presence of another member of the community; - Verbally or physically abuse another member of the community; - Verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation; - Bully, harass or otherwise victimise a member of the community, whether verbally, physically or online;	**Peer on peer abuse** is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying); • abuse in intimate personal relationships between peers; • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); When incidents of this type are reported or discovered, we will: • Confiscate the student's phone for collection by a parent / carer • Supervise the student(s) while they delete the image(s) from their phone, unless requested for police evidence • Inform the police, or encourage the parents / carer or student to report the incident to the police • Support and educate them to improve their behaviour • Log the behaviour on CPOMS and inform parents / carers • Monitor their behaviour for any recurrence	

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
		• Further sanctions may be given and these will be pproportionate, considered, supportive and decided on a case-by-case basis Sanctions may be, proportionate to the incident: • A verbal warning • A letter or phone call to parents • Detention • Community service • A period of internal exclusion (length dependent on incident) Fixed-term (length dependent on incident) or permanent exclusion	
Sexting and upskirting	Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm; engage in sexual behaviour or sexual assault, including upskirting, and that could cause humiliation, pain, fear or intimidation	**Sexting** is defined as consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as youth produced sexual imagery. **Upskirting** typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Our response to incidents of this nature are the same as for other forms of peer on peer abuse (see the row above).	