

# St Bartholomew's School

## Positive Behaviour Policy

**Reviewed by the Governors' Education Committee, Summer 2022**

**Approved by the Full Governing Body, Summer 2022**

**To be reviewed Summer 2023**

### RATIONALE

The aim is that the behaviour of all members of our school community reflect our **BARTS Values**, where students and staff are **B**rave, **A**mbitious, **R**espectful, **T**rustworthy and **S**afe. All members of our community should model these values, resulting in an atmosphere conducive to learning.

We aim to develop good relationships, based on mutual respect. Our staff model the behaviour we want to see and our students must allow teachers to teach by behaving appropriately at school so that all students can reach their full potential. We encourage students to take responsibility for their behaviour, both in school and when in the wider community, and want them to feel supported as an integral part of our school community.

We hope to achieve these aims by:

- Clearly identifying the expectations that teachers and students have of each other, by having a strong emphasis on success through praise and reward in every lesson.
- Adopting a non-confrontational approach when problems arise and by applying our rules firmly and fairly in a consistent manner across the whole school.
- A commitment to the pastoral structure, enabling every student to engage with the process of teaching and learning.
- Ensuring that every student is known in depth, through monitoring and recording all aspects of a student's development.
- Providing leadership opportunities for our students to develop positive self-esteem, through which their full potential can be achieved.
- Developing a sense of social solidarity through tutor groups and the house system as a community in which students support each other.
- Identifying and supporting those students who experience learning, personal, social or behavioural problems.
- Ensuring that parents and carers are active partners with the school in promoting the progress and welfare of their child/children.
- Working with appropriate outside agencies, when necessary, to help students overcome their difficulties.

### IMPLEMENTATION

Our expectations around behaviour and conduct are reflected in our **BARTS Values**, mainly that members of our school community should be **R**espectful and behave in a way that is **S**afe. Our **Values** are displayed in every classroom and are referred to in assemblies, during tutor time and in lessons.

All members of the school community should:

- Have and show respect for each other, the environment and the process of learning.
- Move safely and quietly about the school.

- Attend school every day, arriving on time to registration and all lessons.
- Work to the best of their ability in lessons.
- Speak politely to everyone, including students, staff and visitors.
- Follow the instructions of staff at all times.
- Keep the school clean and tidy.
- Wear full school uniform with pride, and follow the dress code in the Sixth Form.
- Uphold and actively promote the school's good reputation in the wider community by demonstrating our **BARTS Values**.

## REWARDS

The school community aims to improve behaviour through praise and rewards, which includes:

- Verbal praise – privately and in public.
- Acknowledgement / praise outside the classroom.
- Positive communication home from Tutor, Subject Teacher, Head of Faculty/Department, Head of House, Sixth Form Team and Leadership Team.
- Written praise to the Tutor, House Head, Head of Faculty/Department, Sixth Form Team
- Display of students' work throughout the school.
- In Years 7-9, award of **BARTS Values** points.
- In Years 10-11, prize draw with vouchers for winners during Celebration Assemblies.
- A range of Faculty/Department specific rewards, including raffles, postcards of praise, etc.
- Bronze, Silver, Gold and Platinum awards, House and School Colours.
- Formal public recognition in House, Year and whole school assemblies.
- Congratulatory messages and inclusion of reports of events in Bartholonews and through other media outlets, including social media accounts.
- Competitions that award points towards the House Championship Shields and the House Cup.
- Celebrating excellent attendance.
- Participation in social occasions and the rich variety of sporting, club and after school activities provides the opportunity for developing the positive relationships we are seeking within our school community.
- Presentation evenings to award prizes and certificates also creates a positive atmosphere.
- Other school-based privileges.

## CLASSROOM MANAGEMENT

We encourage all members of staff to resolve behaviour issues in lessons using positive behaviour management strategies. These might include:

- Use of gesture, non-verbal cues and expression to correct poor behaviour.
- Explaining why the student needs to behave as required, with reference to our **BARTS Values**.
- Gentle, non-confrontational reminders.
- Use of a seating plan, with flexibility during the lesson to move a student to another position if needed.
- Sending the student to stand outside the classroom for a few minutes as a 'cooling off period'.
- Inviting a senior member of staff to the classroom to reinforce expectations.

If positive behaviour management strategies fail to correct poor behaviour or conduct, staff will use a more formal series of warnings to prevent disruption of learning. Staff should resume positive behaviour management strategies between each warning and before the removal. This system is used consistently and fairly across the school and comprises the following:

- **1<sup>st</sup> Warning** – name on the board (if appropriate) with clear reasons why and future expectations set.
- **Final Warning** – a more formal conversation to confirm expectations, with the aim to prevent the student being removed from the classroom.
- **Removal** – sent to finish their class work in another member of staff's lesson.

If a student is removed from a lesson, a letter is sent home and the student is expected to have a short restorative meeting with the member of staff during their free time. If a student is removed from any lesson three or more times in a half-term, they will face further sanctions. If a student is uncooperative when being removed from a lesson, the student may face further sanctions.

### INVESTIGATING SERIOUS INCIDENTS

A serious incident in school is defined as one where the actions of a student has caused, or has the potential of causing, harm to others. This might include, but is not limited to:

- Assault
- Bullying
- Bringing prohibited items into school
- Sexual harassment
- Verbal abuse
- Incidents which are racist or homophobic in nature

We encourage students to report incidents to a member of staff, their House Office or by using the 'tell someone' button, which is available on all computers across the school.

All allegations are taken seriously and investigated. Students and staff are asked to write statements, including naming others who could also write statements so that we gather as much information as possible. The investigation may also involve using other evidence, like CCTV footage, to inform any further action.

Decisions are made using the civil burden of proof, 'on the balance of probabilities'. This means that, when reviewing all the evidence we have, it is more likely than not that the allegation is true or false.

Allegations found to be false or malicious will be investigated further and dealt with in line with this policy, with a combination of sanction and support where appropriate.

We refer to the National Police Chiefs' Council (NPCC) 'When to call the police' guidance when considering the appropriateness of involving the police.

We are committed to supporting victims, perpetrators and alleged perpetrators of harmful behaviours, involving external agencies like Social Services where appropriate, in line with our Safeguarding and Child Protection Policy.

A record is kept of all investigations and 'serious incident data' is regularly reviewed by the Leadership Team and Governors.

## SANCTIONS

There are occasions when sanctions are implemented in order to reinforce the need for good behaviour. These will be imposed in a reasonable and proportionate way given the circumstances of the case. In all situations, the school staff will deal with incidents in a manner and style appropriate to the level of misbehaviour, involving more senior staff as appropriate. Sanctions include:

- Withdrawal of a privilege, including, but not limited to, participation in house events, representing the school as part of a team or attendance on a trip.
- A student working in the room of a colleague for a lesson, as agreed by previous arrangement.
- Losing free time during break or Activity Time, which includes 'Faculty Detentions'.
- A formal school detention after school, which includes 'After School Detentions' for either 20 minutes (Green) or 40 minutes (Red) or 'Headteacher Detentions' for 60 minutes (Green) or 80 minutes (Red). An accumulation of detentions, or failure to attend a detention, will result in an escalation of that detention on another day.
- Isolation – working under the supervision of a senior member of staff in Sixth Form lessons or outside offices.
- A2E (Alternative to Exclusion) – a parent or carer meeting followed by an extended day of isolation, working under the supervision of a senior member of staff
- Exclusions – which are either for a fixed period of time or can be permanent.

Staff can enforce sanctions at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. This extends to certain circumstances when a student's misbehaviour occurs outside of school, not under the supervision of a teacher, if poor behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

Following an investigation led by a senior member of staff, the school may enforce any of these sanctions against students who are found to have made malicious accusations against a member of staff.

## PROHIBITED ITEMS

Section 550ZA of the **Education Act 1996** and the **Schools (Specification and Disposal of Articles) Regulations 2012** give teachers the power to search students without consent for a number of 'prohibited items'. For the purpose of this policy, these include:

- Knives and weapons.
- Laser pens.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, vape pens and liquid.
- Fireworks.
- Pornographic images.
- Aerosol spray.

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

A search will be carried out by at least two members of staff, ideally one of the same-sex as the student, and parents or carers will be contacted if a prohibited item is found.

### **STUDENT SUPPORT**

Each teacher should be clear about the prior attainment and individual needs of each student and should be particularly aware of those with:

- Education, Health and Care Plans (EHCP) / Individual Student Achievement Plans (ISAPs) for students with special educational needs or disabilities.
- Personal Education Plans (PEPs) for students who are looked after by the Local Authority.
- Pastoral Support Programmes (PSPs) for students who are at risk of exclusion.
- Student-focussed risk assessments or Health Care Plans for students with complex medical needs.

Some of the ways in which we might support students, particularly those with complex needs, include:

- Issuing a “Time-Out Card” which students can use to spend a short amount of time with a designated member of staff to ‘cool-off’.
- Restorative meetings between students and staff or students and other students.
- Sharing good practice between staff during meetings and via email, with a focus on strategies to support individuals.
- Referrals to our Behaviour and Inclusion Officer, Safeguarding and Inclusion Officer, Personalised Learning Team or other key staff in school.
- Referrals to outside agencies for support and guidance, for example the Educational Psychologist, Education Welfare Officer, Therapeutic Thinking Team, etc.
- Half-termly reviews of behaviour data to inform intervention.
- Regular communication with parents and carers, via email, telephone, letter and meetings in school.
- Issuing a ‘Monitoring Card’ by the Head of Faculty/Department, House Head, tutor or other senior member of staff, with targets set and reviewed.
- Regularly reviewing EHCPs, ISAPs, PEPs, PSPs (see above) and other key documents.
- ‘Post-Exclusion Meetings’, which take place after a fixed term exclusion, aimed at preventing further exclusions.
- Reducing a student’s timetable to give them the best possible chance of success.

### **EVALUATION**

- Tutors will be expected to monitor the behaviour of students in their Tutor group and to keep the Head of House, or other senior members of staff, informed of any potential problems.
- Subject teachers will monitor the behaviour of individuals closely in their classes and keep the Head of Faculty/Department informed when problems arise.
- Heads of House will liaise closely with Heads of Faculty/Department when a student is posing behavioural problems in a classroom over time.
- The Leadership Team, in consultation with BIG (Behaviour Improvement Group) will lead the evaluation of this policy at the start of the Autumn Term.

- BIG will continue to provide a vehicle to lead further work on implementing this policy, and identifying specific needs and strategies to address further improvements in the overall behaviour of students.
- A full report will go to the Summer Term meetings of the Governors' Education Committee, and subsequently that of the Full Governing Body.

Measures of the effectiveness of the policy will be taken through the analysis of:

- Rewards and report data.
- Analysis of school detentions data.
- Final warning and removal data.
- Isolation, A2E and Exclusions data.
- The bi-annual Kirkland Rowell Survey of all stakeholders.
- Other staff, student and parent/carer voice opportunities.

### **GUIDANCE AND OTHER RELEVANT POLICIES**

The following guidance and policies work alongside our 'Positive Behaviour Policy' to help us achieve the aims of this policy and our wider school aims:

- The most up to date government guidance on behaviour in schools can be found here: **Behaviour and discipline in schools – DFE - January 2016** (<https://bit.ly/391SZYA>).
- The school takes a firm stand on offences affecting individuals, including bullying. Please see our **Anti-Bullying Policy** for more information.
- Persistent breaches of our **Uniform Policy** will result in intervention, consistent with this **Positive Behaviour Policy**.
- If an incident warrants a serious sanction, decisions around exclusions will be made in-line with our **Exclusion Policy** and associated government guidance.
- Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom: **Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies, July 2013** (<https://bit.ly/3jcMoz6>). Further details of our school approach can be found in our **Physical Intervention Policy**.
- All lessons should be well-planned in accordance with the guidance given in the **Teaching and Learning Policy**.
- When enforcing any of the details of this policy, account will be taken of the range of individual student needs in determining the appropriate use of sanctions in accordance with the **Equality Act 2010**.

### **DATA PROTECTION**

The School respects your right to privacy and has put in place adequate policies and safeguards to protect your information and comply with the General Data Protection Regulations (GDPR) 2018 and the School's Data Protection Policy. Full details of how we use your information can be found on the Staff Privacy Notice on the School's website. If you require more information, please contact the Data Protection Officer, Email: DPO@stbarts.co.uk.

***This policy was agreed by Governors at a meeting of the Full Governing Body on 13<sup>th</sup> July, 2022.***