



Policy: Behaviour for Success Policy

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2. Introduction

2.1. Our Behaviour for Success policy is designed to promote outstanding behaviour in our classrooms and across the school. Behaviour for Success is the positive attitudes, conduct and approaches our pupils bring to their learning and socialising in and around the school. This allows all pupils to be safe, happy and successful and the policy is built on our values of Trust, Kindness and Determination so that pupils can be the best they can be every day.

2.2. Cirencester Deer Park School is a member of The Corinium Education Trust. In line with The Corinium Education Trust's overarching Behaviour Statement, everyone at Cirencester Deer Park school promotes:

- a culture of praise and encouragement in which all pupils can achieve;
- positive behaviour, self-discipline and proper regard for authority;
- self-esteem and positive relationships based on mutual respect;
- equality and fair treatment for all;
- rewards for good behaviour;
- safe learning environments, free from disruption, violence, discrimination, bullying and any form of harassment;
- positive relationships with parents and pupils to enable early intervention;
- a collaborative approach which involves pupils and other stakeholders in the implementation of our behaviour policies and associated procedures.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002`
- Health Act 2006
- Educations and Inspections Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DFE 'Behaviour and discipline in schools' 2016
- DFE 'Checklist for school leaders to support full opening: behaviour and attendance' 2020
- DFE 'Sexual violence and sexual harassment between children in schools and colleges' 2021
- DFE 'Mental health and behaviour in schools' 2018
- DFE 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- DFE 'Use of reasonable force' 2013
- DFE 'Searching, Screening and Confiscation' 2018
- DFE "Keeping Children Safe in Education" 2022

3.2. This policy should be read in relation to all other school and Trust policies and with specific reference to:

- The Corinium Education Trust's Behaviour Statement
- The Corinium Education Trust's Exclusions Policy
- The Anti-bullying Policy
- The Equality Policy
- The Safeguarding and Child Protection Policy
- The Special Educational Needs Policy
- The Relationships and Sex Education and Health Education Policy
- The IT Acceptable Use Policy
- The Home/School Agreement
- The Wellbeing & mental health policy?

4. Policy aims

4.1. The aims of this policy for Cirencester Deer Park School are:

- To promote good behaviour and discipline in and out of school through positive working relationships;
- To ensure the creation of a safe learning environment, free from disruption, violence, bullying or any form of harassment;
- To provide a consistent approach to behaviour management;
- To define what constitutes unacceptable behaviour, including bullying and discrimination;
- To outline how pupils are expected to behave;
- To support the ethos and culture of the school to allow all at Cirencester Deer Park School to be safe, happy and successful;
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- To outline the school's system of rewards and sanctions.

5. Definitions

5.1. **Misbehaviour** (low to medium level) may be defined as (this is a non-exhaustive list):

- Disruption

- Non-completion of class or homework
- Poor attitude
- Incorrect uniform

5.2. **Serious misbehaviour** may be defined as (this is a non-exhaustive list):

- Repeated breaches of the school rules
- Any form of bullying, including online
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sexual harassment, meaning conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of explicit content
- Vandalism
- Theft
- Fighting
- Physical assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Some examples of these are (this is a non-exhaustive list):
 - Knives / weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Smoking products and associated paraphernalia
 - E-cigarettes and vapes
 - 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)

6. Bullying

6.1. For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

6.2. Bullying is therefore:

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

6.3. All incidents of bullying will be recorded and reported on CPOMS (Child Protection Online Monitoring and Safeguarding system) the number and type of incidents are shared with the Local Governing Body on a termly basis.

6.4. For incidents of bullying the procedures within the school's Anti-Bullying Policy are followed.

7. Roles and responsibilities

7.1. The Local Governing Body

- 7.1.1. As a school within The Corinium Education Trust, Cirencester Deer Park School's local governing body has delegated responsibility for:
- The monitoring and implementation of our Behaviour for Success Policy and related procedures at the school. This includes the policy's effectiveness in addressing any SEMH (social, emotional and mental health difficulties)-related drivers of poor behaviour;
 - Ensuring that our Behaviour for Success Policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation;

7.2. The Headteacher

- 7.2.1. The Headteacher is responsible for reviewing, approving and promoting the implementation of this Behaviour for Success policy.
- 7.2.2. The Headteacher will ensure that the school environment, ethos and culture encourage 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.

7.3. Staff

- 7.3.1. Staff are responsible for:
- implementing the Behaviour for Success Policy;
 - Modelling positive behaviour;
 - Recording behaviour incidents.

7.4. Parents and Carers

- 7.4.1. Parents and carers are expected to:
- Take responsibility for the behaviour of their child(ren) inside and outside of school;
 - Support the school's expectations around pupil behaviour;
 - Inform the school of any changes in circumstances that may affect their child's behaviour;
 - Promptly discuss any behavioural concerns with the appropriate member of school staff;
 - Monitor and encourage positive and safe behaviours (including online behaviours);
 - Support and adhere to the home-school agreement;
 - Support the school with the implementation of sanctions

8. Pupil's behaviour and conduct

- 8.1. All pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedures and expectations. Pupils will also be encouraged to take responsibility for their school community making it both safe and enjoyable by reporting all undesirable behaviour.
- 8.1.1. Pupils are expected to:
- Behave in an orderly and self-controlled way;
 - Show respect to all members of staff and each other;
 - Make it possible for all pupils to learn;
 - Transition around the school in accordance with school expectations;
 - Treat the school buildings and school property with respect;
 - Wear the correct uniform at all times;

- Accept sanctions respectfully when applied;
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school;

In signing the home school agreement, all students accept that they are responsible for their own behaviour, and will adhere to the school's values, aims and ethos.

8.2. Rewards and sanctions

8.2.1. List of rewards (non-exhaustive):

- Praise;
- Communication home to families;
- Badges/behaviour points culminating in weekly/termly/yearly formal celebrations;
- Recognition and praise in assemblies;
- Special responsibilities and privileges;
- Reward trips.

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

- A verbal reprimand;
- Detentions;
- Sending the pupil to Supervised Learning and Reflection room (SLR). Pupils will be sent to the SLR room if they are continually disruptive, despite warnings and they will be expected to complete the same work as they would in class.
- Isolation;
- Referring the pupil to a senior member of staff;
- Letters or phone calls home to parents and carers;
- Agreeing to and following a Behaviour Contract;
- Suspension;
- Permanent exclusion.

9. Zero-tolerance approach to sexual harassment and sexual violence

9.1. The school's zero tolerance approach is informed by the Safeguarding and Child Protection Policy. The school will ensure that all incidents of sexual harassment and all violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how trivial they feel it might be.

9.2. The school's response will be:

- Proportionate
- Considered
- Supportive
- Actions decided on a case-by-case basis

9.3. Sanctions for of sexual harassment and violence may include:

- Isolation
- Suspension
- Permanent exclusion

9.4. The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out a risk assessment, where appropriate, to help determine whether to:

- Manage the incident internally;
- Refer to early help;
- Refer to children's social care;
- Report to the police.

10. Off-site behaviour

- 10.1. Sanctions may be applied where a pupil has misbehaved off site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school organised or school related activity (e.g. school trips);
 - Travelling to or from school;
 - Wearing school uniform;
 - In any other way identifiable as a pupil of our school.
- 10.2. Sanctions may also be applied where pupil has misbehaved off site at anytime, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school;
 - Poses a threat to another pupil or member of the public;
 - Could adversely affect the reputation of the school.

11. Malicious allegations

- 11.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 11.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 11.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children social care may be appropriate.
- 11.4. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

12. Behaviour management

12.1. Classroom management

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

They will:

- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Non-verbal communication of expectations;
 - Highlighting, recognising and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Consistent use of behaviour procedures;
 - Using positive reinforcement.

12.2. Physical restraint

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

- Causing disorder;
- harming themselves or others;
- damaging property.

As per section 16 staff will be provided with regular training on how and when to restrain a pupil.

12.2.2. Incidents of physical restraint must:

- Only be used as a last resort and in line with guidance and training;
- 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.

13. Search, screening and confiscation

13.1. Any prohibited items (listed in section 5.2) found in a pupil's possession will be confiscated. These items will not be returned to pupils.

13.2. We will also confiscate any item which is harmful or detrimental to the School's culture and ethos. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. This includes items such as sweets, fizzy drinks, fidget spinners etc. Pupils should only bring items to school that are essential for learning or agreed with the appropriate member of staff.

13.3. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14. Pupil support

14.1. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, reasonable adjustments may be made to cater to the needs of the pupils.

14.2. The school's SEND, Pastoral and Inclusion teams may evaluate pupils who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

14.3. Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/ or others, to identify or seek advice to support specific needs.

14.4. When acute needs are identified in a pupil, we may liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

15. Safeguarding

15.1. The school recognises that changes in behaviour may be an indicator that the pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy.

16. Training

16.1. Our staff are provided with regular training on managing behaviour, including the proper use of restraint and the proper restraint techniques. Behaviour management is a

regular part of continuing professional development, and forms part of our formal Behaviour Curriculum.

17. Monitoring arrangements

- 17.1. This Behaviour for Success policy will be reviewed annually. At each review, the policy will be approved by the headteacher and the local governing body.

Document History

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