



Mayflower High School

BEHAVIOUR POLICY

2020

DOCUMENT CONTROL SHEET

| Policy | Amendment | Staff Member | Committee/Date | FGB Approved: | Review due: |
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| Behaviour Policy | As tracked changes | Brian Mason, Deputy Headteacher & James Smalley, Assistant Headteacher | Curriculum 24 September 2012 | 10 Dec 2012 | Autumn 2014 |
| Behaviour Policy | As tracked changes | Brian Mason, Deputy Headteacher & James Smalley, Assistant Headteacher | Curriculum 22 September 2014 | 15 Dec 2014 | Autumn 2016 |
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| Behaviour Policy | Minor amendments as tracked changes | Carol Kerrigan, Assistant Headteacher | Curriculum 25 September 2017 | 18 Dec 2017 | Autumn 2019 |
| Behaviour Policy | Amendments to pages 3, 4,8,9 | James Smalley, Assistant Headteacher | Curriculum 25 November 2019 | 30 March 2020 | Autumn 2021 |

MAYFLOWER HIGH SCHOOL

BEHAVIOUR POLICY

SCHOOL ETHOS AND AIMS OF THE POLICY

At Mayflower High School we aim:

- To create and sustain a caring, positive and stimulating learning environment
- To realise the maximum learning potential of all students, academically, socially, culturally and spiritually, and to celebrate their achievements
- To encourage self-esteem, respect for others and for the world in which we live
- To promote and develop an effective partnership with our community

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
- 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

Academies, including free schools, add:

- 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.

MORAL CODE

At Mayflower High School all members of the community are encouraged to show courtesy and respect towards each other and students are educated within a moral, spiritual and cultural context.

Staff and students have a clear sense of what is important, what will be valued and what will not be tolerated and everyone realises what kind of behaviour is expected of them and of others.

Opportunities exist to promote the values of self-discipline and self-respect, together with those of honesty, fairness, politeness and co-operation. Collective worship and assemblies provide an effective way to instill these virtues, as do the good example set by staff in teaching across all areas of the curriculum. Personal and Social Education, Citizenship and Religious Education, in particular, help students to develop feelings of empathy and concern for others and to develop their social skills. We feel that a student's self-esteem can be enhanced if they are able to recognise the effects of their behaviour and a number of strategies ensure that this occurs:

- Positive recognition of everyday acts of consideration.
- Students being actively encouraged to look after the interests of others.
- Tutor times and lesson times used to discuss moral, spiritual and cultural issues.
- Informing parents of commendable behaviour.
- Praising individuals or groups of students for their positive attitude and good conduct in specific situations.
- Encouraging students to represent the school, promoting a sense of ownership.

RULES OF CONDUCT

All members of the school community have a responsibility to behave in a certain way, in order that others may work, learn and interact effectively. The responsibilities of students, staff, parents and governors are all outlined. However, because students are the most visible ambassadors of the school, its reputation will be largely judged on their behaviour.

The school code of conduct is made clear to all students and along with the Home / School Agreement underpins and complements the following expectations.

STUDENT RESPONSIBILITIES ARE TO:

- behave appropriately, treating all other members of the school community with respect and courtesy;
- be supportive of the school's aims and comply with the school's code of conduct;
- listen and be receptive to any reasonable instruction or advice from members of staff or visitors to the school.
- attend school regularly and arrive punctually for school and lessons.
- concentrate and participate to the best of my ability in all lessons;
- write all homework in the Planner and do their best to complete it and hand it in on time.
- bring the correct equipment to school and wear full school uniform at all times.
- inform a member of staff if they have any concerns or worries which are likely to affect their learning.
- take care of the school environment and all furnishings and fittings;
- move around all areas of the school site in an orderly manner which does not place any individuals at risk.
- take all letters home to my parents and hand in any necessary documents to school;
- endeavour to attend Parents' Evenings with parents.

These expectations are consistently reinforced to students.

All staff (teaching and non-teaching) are expected to adopt a caring, supportive attitude when speaking to all other members of the school community. Student information is made available to staff, in order that the appropriate action may be taken when dealing with individuals.

STAFF RESPONSIBILITIES ARE TO:

- expect high standards of behaviour and foster feelings of mutual respect and courtesy between all members of the school community;
- regularly publish and pursue the school's aims and rules;
- offer advice on how to behave appropriately.
- require and monitor full attendance and punctuality, both for registration times and in lessons;
- inform parents if attendance or punctuality is unacceptable.
- provide and monitor work and experiences which are both challenging and stimulating, catering for all levels of ability;
- mark and set appropriate homework.
- ensure students and parents know the expectations regarding equipment;
- monitor uniform standards and require that students bring the correct equipment to school.
- listen and respond appropriately to any parental or student concerns or worries;
- provide positive encouragement.
- provide a pleasant, safe environment which promotes effective learning.
- offer effective means of communication for the exchange of information and provide access to school policies and procedures;
- hold regular Parents' Evenings;
- report regularly on student progress;
- be sensitive and supportive to parental requests.

Parents/guardians have a vital role in fostering good behaviour. The school needs them to co-operate in matters of discipline and to reinforce the school's efforts at home.

PARENTAL RESPONSIBILITIES ARE TO:

- encourage their child to behave appropriately at all times and encourage him/her to treat all members of the school community with respect and courtesy;
- be supportive of the school's aims and rules and support the school if sanctions become necessary;
- be supportive and work with the school to encourage their child to be receptive to any advice or reasonable instruction.
- ensure their child attends punctually and regularly;
- recognise the need to keep absence to a minimum;
- inform the school about all absences on a daily basis.
- encourage their child to try his/her best and show an interest in their work;
- inspect the homework Planner and Show My Homework regularly and ensure their child attempts all set homework.
- ensure their child has the correct equipment for school and send him/her to school in the correct uniform.
- inform the school if I have any concerns or worries which may affect their child's learning.
- encourage their child to respect the school environment.
- read all school correspondence, replying appropriately when necessary;
- endeavour to attend Parents' Evenings with their child;
- try to establish and maintain positive relationships with the staff at the school.

GOVERNORS' RESPONSIBILITIES ARE TO:

- Agree a written Policy on Behaviour drawn up by the Headteacher, making themselves aware of the content of the document.
- Support the Headteacher in maintaining high standards of discipline.
- Offer advice and guidance on particular issues and, where appropriate, meet parents to discuss strategies to resolve behaviour related problems.

REWARDS AND SANCTIONS

The rules of conduct aim to promote high standards of behaviour, self-discipline and learning. Whenever possible, students will be praised and given recognition for their accomplishments through positive encouragement and rewards. If individuals fail to meet the required high standards, they can expect to be reprimanded.

The Mayflower High School SIMs Behaviour Management system allows the school to identify and reward high achievers and promote behaviour which enhances the learning experience.

It is important to note that our SIMs Behaviour Management system is used as the means to determine the suitability of students invited to participate in end of year trips and other privileges of the Year Group.

Rewarding when expectations are met or exceeded.

Mayflower school believes all students have to be given responsibility and trusted to respond in a positive way. The school is often congratulated on student behaviour, especially on trips and educational visits. Where student behaviour needs to be modified the school believes that sanctions alone will not always be successful. Some students need to realise that there are advantages to behaving well until it becomes part of their normal behaviour as they mature. The school has several reward systems, some of which are used to recognise students that have met or exceeded our expectations.

Merits

There are many reasons for giving out merits and below is a list to help as a guide:

- Excellent piece of work
- Achieving a good standard in a test
- Answering questions in class
- Participating in class discussions
- Competitions within the lesson
- Extra effort in class
- Exceptional behaviour
- Being helpful within the class
- 5 good pieces of work
- Exceeding lesson objectives

These can be recorded in the student planner. The collection of merits will go towards a number of rewards :

- A student will receive a certificate and badge when they receive a certain number of merits: Bronze Badge 50, Silver Badge 75, Gold Badge 100, Platinum Badge 150 and Diamond Badge 200.
- Students receiving a badge will be presented in assembly

Letters/Postcards Home

Subject areas may send a letter or postcard home after a student has completed an excellent piece of work or for any other reason they see fit. To provide some form of consistency departments should look to send out these once every half term.

The Headteacher also awards special certificates to students for outstanding services to the school. Several other formal presentations are held throughout the year to celebrate student achievement, effort and success.

However many awards a child receives, quiet praise from a teacher, given in a warm, friendly manner, is often more effective than any piece of paper. Raising self image and recognising high effort are vital in cementing the relationship between staff and students and ensuring continuing development of the child as he or she passes through the school.

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.

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 environment that encourages pupils to be engaged
- Display the pupil classroom expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - 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
 - Using positive reinforcement

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.

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 special educational needs co-ordinator will evaluate 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.

Pupil transition

To ensure a smooth transition to the next year, year 10 students and their families are invited to attend a transition evening. New year 7 students and their families are invited to attend Induction Evenings.

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.

Training

Staff are provided with training on managing behaviour, as part of the induction process.

Behaviour management forms part of continuing professional development.

Sanctions and discipline procedures

Whenever a student misbehaves, the school will take corrective action as quickly as possible. Students expect to be punished and will be left in no doubt as to the reasons why they are being punished and how, through improvements in behaviour, they can avoid a recurrence.

Staff must aim to use preventive action and positive intervention whenever possible. Those who continue to experience problems with students may refer them on to colleagues by using the school's incident referral system. This may involve Heads of Faculty, Heads of Year/School, Assistant Headteachers, Deputy Headteacher, the Headteacher and Governors.

All staff are expected to use their professional judgment when using the sanctions available. The sanction used will depend upon the severity of the student's breach of conduct.

At all times staff are expected to remain calm, courteous and respectful when speaking to and dealing with students. Punishments which are humiliating or degrading must not be used.

Sanctions include:

Verbal warning or reprimand.

Extra work tasks, to be completed in school or at home.

Moving a student's position in class or isolating a student from the class. An isolated student will be supervised by another member of staff.

Interruption of break or lunchtime privileges.

Carrying out a useful task in school.

Informing parents if a student misbehaves.

Subject Detention.

Subject Report

Home Detention assignments.

School Detention.

Withholding privileges such as participation in school trips or events, where these do not form an essential part of the curriculum.

A behaviour monitoring card - issued by Heads of Year/School.

Internal exclusion - student is withdrawn from all lessons for a period of one or more days and is supervised at all times.

Fixed term exclusion.

Permanent exclusion.

Detentions:

Students may be detained at breaktime, lunchtime or after school.

For breaktime and lunchtime detentions, no prior notice to parents is required. Students must be allowed to have a reasonable break in order to use the toilet or to have their lunch.

For after school detentions, 24 hours' notice to parents will be provided..

For all detentions the following points should apply:

There is a good reason for setting the detention and the parent is informed of the reason, if requested.

A suitable task is set.

The detention is supervised.

All lunchtime and after school detentions must be reported to Heads of Year/School.

Students not responding to this form of punishment will be internally excluded.

Fixed term and permanent exclusions will only be issued following discussion between the Headteacher, Assistant Headteacher: Student Welfare & Standards and Heads of Year/School.

These sanctions will only be used if a student is continually failing to meet the school's expectations or for a serious breach of the rules.

Fixed term exclusion

- A student may be excluded for up to 45 days in a school year - he/she will be informed by the Headteacher.
- If a student is excluded for more than five consecutive days, the school will arrange alternative provision for the student.

- Parents will be informed by letter of the exclusion and any work arrangements (if necessary) and any reintegration programme or provision of extra support.
- A student and his/her parents or guardians must meet with a senior member of staff on his/her return to discuss future behaviour expectations.
- Parents may appeal against the decision to exclude for a fixed term of more than five consecutive days, in writing to the Governors.

Permanent exclusion

- The Headteacher will inform the student, together with his/her parents that he/she is to be permanently excluded.
- Within 15 days a meeting of the Governors' Student Related Group will be held to consider the exclusion. Representations will be invited from the Headteacher. Parents may appeal against the decision themselves or take a friend to speak for them.
- If the exclusion is not upheld the Governors may request the Headteacher to readmit the child.
- If the exclusion is upheld the Governors must inform the Local Education Authority immediately

Staff will quickly recognise when a student's behaviour is giving cause for concern and inform the parents at an early stage. An agreed pastoral support programme will be formulated, involving the school, parents, student and relevant external agencies in an effort to modify the behaviour. Different strategies will be used to avoid the situation deteriorating to give the child an opportunity to improve.

Outside agencies such as the Children's Support Service, Child and Family Counselling Service, Social Services, Educational Psychology Service and the Missing in Education & Child Employment Services (MECES) may be used to assist in this process.

The use of force to control or restrict a student

Rarely do teachers at Mayflower High School have to intervene physically to reinstate control or restrict a student. Parents need to be aware that the law allows all adults authorised by the Headteacher to have control of students to use such force as is reasonable to prevent a student:

- i) committing a criminal offence
- ii) injuring themselves or others
- iii) causing damage to property
- iv) engaging in any behaviour prejudicial to maintaining good order and discipline

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must be justifiable as being in the child's best interests.

NB A student absconding can only be restrained if they are putting themselves at significant risk by leaving school premises.

Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. Before deciding to intervene staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

How staff might intervene

When a physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportional to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
 - avoid causing pain or injury, avoid holding or putting pressure on joints;
 - try to adopt a calm, measured approach and maintain communication with the student at all times. In an emergency, staff must summon assistance by using a mobile phone or directing a student to the nearest classroom teacher or closest main office.
 - Details of the incident will be recorded by all adults involved immediately.
 - Any injuries suffered by those involved will be recorded in accordance with school procedures.
 - The Designated member of staff for child protection will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has caused or put a child at risk of significant harm the school's Child Protection procedures will be followed.
 - Parents/guardians will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding an incident.
- All teachers are authorised to use physical restraint if deemed necessary.

Below is a quick guide to sanctions. Parents must realise that these are only examples and each case is considered carefully and investigated thoroughly before a decision to apply a major sanction is made. There has to be a working relationship between the school and home. Parents who fail to support the school in its policies and practices create confusion for their child and put themselves in a position where they may have to review their choice of school for their child.

A quick guide to sanctions

| Type of inappropriate behaviour | Examples of strategies or sanctions |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Level 1 example: Not adhering to expectation in Attitude and Behaviour Matter or Code of | <ul style="list-style-type: none">• Break/lunch detentions• Verbal reprimand• Counselling |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct | |
| <p>Level 2 example: Persistently not adhering to Attitude and Behaviour Matter and Code of Conduct</p> | <ul style="list-style-type: none"> • After school detention • On Report to Head of Year • Meeting with parents |
| <p>Level 3 examples: Very obscene language/verbal aggression/physical violence/refusal to follow instructions/failure to accept sanctions for level 1 and level 2 offences</p> | <ul style="list-style-type: none"> • Physical violence and obscene language will not be tolerated for any reason and fixed term exclusions are generally used • School Detention • Community work |
| <p>Level 4 examples: Continuous physical bullying/assaulting a member of staff/behaviour which affects the health and safety of other students; The possession, use or supply of illegal and other unauthorised drugs.</p> | <ul style="list-style-type: none"> • Fixed term exclusion • Permanent exclusion |