



Behaviour Policy

Written by	Adopted by Governing Body	Review Date
Jade Driscoll	Autumn Term 2023	Autumn Term 2024

Contents

1. Introduction	3
2. Aims of the Policy	3
3. Principles	4
4. School Ethos	4
5. Non-Negotiables	4
6. Behaviour Management System	5
7. Reasonable Adjustments	6
8. Suspensions	6
9. Suspensions & Sixth Day Provision	8
10. Reintegration Meeting	9
11. Repeat Suspensions	9
12. Permanent Exclusion	10
13. Screening, Searching and Confiscation	10
14. Confiscation	10
15. CCTV	11
16. Use of Reasonable Force	12
17. Discipline beyond the school gate	12
18. Suspensions and The Equality Act 2010	12
19. Exclusion Appeals	13

1. Introduction

The Department for Education (DfE) has stated that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy, along with the associated policies and the school’s monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the legal responsibility to have given due ‘regard to the guidance’ on:

- [Suspension and Permanent Exclusion Guidance, July 2022](#)
- [DfE Behaviour & Discipline in schools: Advice for Head Teachers and School Staff, July 2022](#)
- [KCSIE 2023](#)

The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour. ‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all students to succeed personally.’ ([Behaviour in Schools, Advice for Headteachers and school staff July 2022](#))

At Baysgarth School, we believe that behaviour is strongly linked to students’ motivation and academic achievement. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and rewards.

Some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules through positive choices and re-engage with learning.

2. Aims of the Policy

The aims of the behaviour system at Baysgarth School are:

- to place the focus on learning, allowing teachers to teach and students to make progress;
- to provide a consistent whole school approach to behaviour which is understood by students, staff and parents;
- to encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour which is to be inclusive of the whole school;
- to create a positive environment in teaching areas and around school where learning can be effective and staff and students feel safe and respected;
- to ensure students are responsible for their behaviour and choices;
- to create a culture where negative behaviour (particularly low-level disruptive behaviour) has consequences, and positive behaviour results in praise and rewards;
- to ensure a calm, orderly and focused learning environment.

All leaders within the school are relentless in their role to establish a positive learning climate. They are uncompromising in their expectations and challenge where appropriate colleagues, students and parents.

3. Principles

- Students are made aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning.
- Rewards will be attained by the majority of students and be shown to be given throughout Years 7 to 11.
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs e.g. technology, science, PE etc.
- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations.
- Sanctions are clear and escalated fairly and consistently by all staff where a student chooses a behaviour that is inappropriate.

4. School Ethos

Baysgarth School's core values are Respect, Resilience and Responsibility and this underpins all aspects of the school's work. The values that contribute to the 3Rs are promoted through all aspects of school life and are recognised through our behaviour and rewards systems along with our Expert Learner graduation framework.

Respect	Be respectful to all members of the school community through our actions and our use of language.
Resilience	Give 100% effort at all times viewing failure and challenging situations as an opportunity to learn and grow.
Responsibility	Taking responsibility for our own actions and encouraging others to take responsibility for their actions.

Baysgarth strongly believes that students who can consistently demonstrate these three core values will allow all students to go on to be successful in their future lives regardless of their academic ability.

5. Non-Negotiables

There are clear expectations for staff and students and these are communicated through the non-negotiables which are displayed in all classrooms for students.

The non-negotiables for classroom behaviour are:

- Wearing the full uniform correctly, at all times, and adhere to the rules on jewellery, makeup and nail varnish.

- Only use mobile phones when you have been given explicit permission to do so by a member of staff.
- Arrive for lessons ready to learn and fully equipped.
- Arrive to lesson on time.
- Demonstrate empathy, care, respect and positivity through the use of language and must accept that homophobic, racist and sexist comments will not be tolerated.

The non-negotiables for behaviour around the school, within the school grounds and when travelling to and from school are:

- To not enter any Out of Bounds areas of the school unless given explicit permission to do so by a member of staff.
- Wearing the full uniform correctly, at all times, and adhere to the rules on jewellery, makeup and nail varnish.
- Only use mobile phones when you have been given explicit permission to do so by a member of staff.
- Food and drink to only be consumed in the Dining Halls or Outside areas.
- Coats must be removed on entry to the building with blazers being worn at all times. The rule on blazers will be relaxed during periods of warm weather.
- Demonstrate empathy, care, respect and positivity through the use of language and must accept that homophobic, racist and sexist comments will not be tolerated.
- To not tamper with or touch any of the retractable cordons which outline out of bounds areas.

6. Behaviour Management System

The behaviour management system at Baysgarth School is designed to give students responsibility for their behaviour through the recognition of their choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour. This behaviour can impact negatively on the learning and progress of students in the lesson and prevent the teacher from teaching the class. The behaviour management system ensures that behaviour is addressed consistently across the school.

The behaviour management system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Where a student chooses not to follow an agreed expectation, consequences are clear and consistent and opportunities are given to students to modify their behaviour through positive choices. The behaviour management system within lessons and outside lessons is based on the same principle of a tiered escalation of consequences [see Appendix A]. Students are given a warning prior to the first sanction being applied. Reasonable adjustments will be made to applicable students with regards to the awarding of sanctions [see Appendix B for behaviour sanctions listing].

Consequences are never taken back and students have responsibility for the choices they make and therefore the consequences.

Students whose behaviour seriously breaches the expectations of the school or who have failed to comply with the consequences of their behaviour may face an isolation placement or a period of suspension.

7. Reasonable Adjustments

At Baysgarth school we understand the need for fairness and equality, however the individual circumstances of individual students might mean they need a reasonable adjustment for any sanction to be equitable.

Reasonable adjustments are made for SEND students, vulnerable students and students experiencing difficult and challenging circumstances in their home or school environment. At Baysgarth, staff will endeavour to make reasonable adjustments for these students, taking into account each individual's circumstances. The decision on a reasonable adjustment sits with the classroom teacher for classroom based sanctions and with the SENCO and Deputy Head Teacher for behaviours escalated or linked to behaviours outside of the classroom.

[See Appendix C for more information]

8. Suspensions

This government supports Head Teachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which students can learn and thrive.

To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.' ([Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, July 2022](#))

All decisions to suspend are only taken as a last resort or where the breach of school rules is of such severity that internal sanctions are deemed insufficient.

Suspension can be fixed term or permanent and must be sanctioned by the Head Teacher. There is no list of set behaviours for which a student can and cannot be excluded, and the decision to exclude lies with the Head Teacher. Head Teachers can only exclude a student for a disciplinary reason (e.g. because their behaviour violates the school's Behaviour Policy).

Examples of when a suspension will be considered:

- There is an assault (or attempted assault) on a member of staff or student
- A student is in possession of a weapon/prohibited substance
- There is extreme rudeness/verbal abuse towards a member of staff
- Failure to comply with a reasonable request from a senior member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is persistent defiance/disruption
- There is repeated refusal to accept sanctions (isolation referral)
- Serious and unacceptable behaviour causing distress to staff
- Breaches of health and safety including causing the fire alarm to be set off by smoking or vaping on the school site or by maliciously activating the alarm
- Wilful damage to property
- Homophobic bullying or homophobic motivated abuse
- Racist bullying and racially motivated abuse.
- Sexual misconduct (Including sexual harassment)
- Theft

- Making a false allegation against a member of staff
- Physical assault or fighting
- Other serious breaches of school rules

A student dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded. In these situations, the Police will be informed immediately and asked to attend the school.

A student who maliciously sets off the fire alarm, knowing that public examinations are taking place, can expect to be permanently excluded.

Students may spend time in isolation whilst an incident is fully investigated and to ensure that a suspension or a permanent exclusion does not take place until the facts have been considered by the Head Teacher.

Students will be given opportunity to provide statement(s) and any subsequent decision to exclude will apply the standard of proof on, 'the balance of probabilities', i.e. if it is more probable than not that the student did what he or she is alleged to have done.' ([Part 3 - Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, July 2022](#))

Parents will be informed of any suspension by telephone and a letter will be sent in the post. On the student's return to school, as part of the reintegration into school, students will be expected to participate in suspension seminars and/or any other behaviour intervention that is recommended.

During the period of suspension, the student must not be allowed out into the community during school hours.

Students serving a suspension must complete work set by the school.

Key Stage 3 and Key Stage 4 Students - work to be completed during suspension

Students can access work via our independent learning classrooms. These classrooms will be shared with your child if they are suspended for a period of time. Each subject has uploaded a series of lessons/activities which your child can complete. These activities are in line with content that your child is currently learning in lessons and will either serve as a retrieval opportunity or will introduce them to new content.

In order to support parents with some structure for any period of suspension, it is suggested that students complete work in line with their timetabled lessons. We also suggest using the Pomodoro structure below which will help break up a student's learning for the day and will help them to stay focused.

The Pomodoro Technique

1 2 3 4 5

Decide on the task to be done.

Set the timer to **25 minutes**.

Work on the task until the timer rings.

Take a short 5 minute **break**.

Take a 15-30 minute **break**.

repeat 4 times

If a student does not have access to the internet, the school can loan out textbooks/revision guides. Instructions on their use can be found via the independent learning classroom.

Other home learning activities for suspended students

KS3 Students

All students can also access additional home learning via SparxMaths, Educake, BBC Bitesize and SENECA

KS4 Students

All students should also check their subject Google Classrooms for any additional home learning/coursework that has been set. In addition, your child can access course content via GCSEPod, SparxMaths AND SENECA Learning.

9. Suspensions and Sixth Day Provision

A student can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to suspend a student will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's Behaviour Policy, including persistent disruptive behaviour.

In the majority of situations, suspensions will be between one and five days - work will be set by the school during this period.

Students who are excluded for a period of six days or longer will be provided with alternative educational provision, which will normally be off-site. For Children in Care, an Alternative Provision will be provided from the first day of the suspension.

Students may be required to engage in a phased reintegration and will access support through the Inclusion Team.

10. Reintegration Meeting

A reintegration interview will be arranged with the parent/carer during or following the expiry of any suspension. The aim of the reintegration interview is to assist the reintegration of the student and promote the improvement of his or her behaviour.

The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for the improvement of their child's behaviour.

Reintegration meetings will follow a predetermined agenda:

- Discussion of the reflection activity
- Demonstration from the student that they show remorse for their actions and are clear on how these could have been avoided and will be avoided in the future if a similar situation occurs
- Production of a Reintegration plan - co-constructed by school/parent/child

11. Repeat Suspensions

A student who receives multiple suspensions is at risk of permanent exclusion from school. Multiple suspensions means the student is disengaged from the opportunities that the school brings and is not accessing education. This level of disruption will also be impacting on the education of other students and therefore is treated with the utmost seriousness.

Students who have had multiple fixed term suspensions will be invited, along with their parents, to a Student Disciplinary Panel. School Governors will be present at this meeting, along with school representatives from the Inclusion team. The purpose of these meetings is to hear detailed behaviour analysis and to assess the extent to which parental partnership is effective and that the necessary levels of support are in place for the student. Each meeting sets out an agreed set of actions which will be reviewed at least once within the school year.

Where it becomes clear that suspensions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour.

Examples of these strategies are:

- Referral to the Educational Behavioural Psychology Support Team;
- Referral to Educational welfare;
- Referral to Education Inclusion team;
- Movement to a specialist behavioural unit or an Alternative Provision (Headway)
- Behaviour plans (PSPs)
- Early Help Assessment
- Referral to Social Care
- Counselling
- Suspension intervention programme
- With Me in Mind Referral
- Think for the Future Intervention
- Police intervention session
- Referral to Child Adolescent Mental Health Service (CAMHS)
- Headway Outreach Support
- Reduced timetable
- Managed move to another school through the Fair Access Panel

The school will work in partnership with parents to inform them of the strategies they feel will support the individual student and their unique circumstances. Not all of the above strategies will be employed and each case is assessed individually.

The Governors do have the power to direct a student off-site for education to improve his or her behaviour and in the event that the best course of action is a referral to AP/Headway or managed move, parents will be involved in the transition.

12. Permanent Exclusion

In the rare event that a student's behaviour is not improving and is posing a risk to the education of other students, the decision to permanently exclude a student may be made. A permanent exclusion can be for persistent disruptive behaviour, where the school has reasonably tried all strategies within its power to address the poor behaviour.

It can also be used for singular, significant events. Examples are:

- Dealing in prohibited substances
- Brandishing an offensive weapon
- Maliciously setting off the fire alarm, knowing that public examinations are taking place
- Serious sexual assault

This is not an exhaustive list and any permanent exclusions are made by the Head Teacher using their discretion.

13. Screening, Searching and Confiscation

Please refer to the DfE Guidance 'Screening, Searching and Confiscation. Advice for Head Teachers, staff and Governing Bodies'.

In addition to the practice identified in the DfE Guidance, Baysgarth School also bans the following items and as a result are able to search students for them:

- Lighters, matches, lighter fluids
- Firecrackers
- Lasers
- Cigarettes, tobacco
- Electronic cigarettes
- Aerosols (including, but not limited to, deodorant and hairspray)

Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Head Teacher's opinion, will cause disruption to the school or be detrimental to any member of the school community will also be searched for and confiscated. This is at the Head Teacher's discretion.

14. Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of on call staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Head Teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

If the following items are confiscated the school will dispose of it:

- Alcohol
- Tobacco
- Cigarettes
- Cigarette papers
- Lighters
- Vaping devices
- Substances that are not controlled such as 'Legal Highs'
- Aerosols
- Fireworks
- Pornographic images (Images found on electronic devices or mobile phones will be deleted unless it is deemed necessary to retain them and pass to the Police)

If the following items are confiscated, the Police are contacted immediately:

- Controlled substances
- Stolen items (these may be returned to the owner at the Head Teachers discretion)
- Weapons
- Items that are evidence of a serious offence
- Pornographic images that constitute a specified offence (e.g. extreme or child related)

15. CCTV

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

CCTV will be used as part of decision making with regards to serious incidents. This is done only by nominated, senior staff.

16. Use of Reasonable Force

Please refer to the DfE Guidance '[Use of reasonable force: Advice for Head Teachers, Staff and Governing Bodies](#)' and the school's Physical Intervention Policy.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

17. Discipline Beyond the School Gate

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. ([Behaviour in Schools Advice for headteachers and school staff, July 2022](#))

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents, which pose a threat to a member of the public or a student, to the police as soon as possible.

The school works closely with the local policing team and encourages parents and other members of the community to report suspected instances of criminal activity, and antisocial behaviour involving school students to the police immediately.

In the event of anti-social or criminal behaviour occurring on site, outside of school hours and not when students are under the direction of a school member of staff, the school will immediately report the incident to the police.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site will be applied. Records of recent behaviour may be used to determine a student's eligibility for school visits.

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, a suspension or a permanent exclusion.

Students are encouraged to wear their uniform correctly when travelling to and from the school, demonstrating the 3R values at all times and avoiding any behaviour that could adversely affect the reputation of the school.

18. Suspensions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination the school will not treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification.

To prevent discrimination the school will not fail to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with students who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the Behaviour Policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of suspension.

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not have made a difference to the particular case). The 2008 Guidance on 'comparator' states: "The comparison should be with a student who is not disabled and who has behaved in the same way" (paragraph 77 and Caselaw LB Lewisham v Malcolm (2008)).

The 'less favourable duty' does not mean that disabled students have an excuse for disruptive or anti-social behaviour. The DDA states that: 'Where a child has a disability which causes 'behavioural difficulties', a school will be required to consider what adjustments they might make in order to manage behaviour rather than simply use suspension as a tool.'

19. Exclusion Appeals

Fixed term suspension and permanent exclusion letters include details of all appeal procedures. All Permanent Exclusions are considered by an Independent Appeal Panel, SEND (SEN & Disability Tribunal) can consider claims of disability discrimination.

Appendix

[Appendix A: Process for Classroom Based Tiered Sanctions](#)

[Appendix B - Behaviour Sanctions Listing](#)

[Appendix C Reasonable adjustments](#)