



Batley Girls' High School
Visual Arts College

Achievement • Respect • Transformation

Behaviour Policy

Batley Girls' High School – Visual Arts College

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Approved by: Local Governing Body

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Aims	3
Rationale and Definitions	3
Bullying	4
Roles and Responsibilities	5
The Local Governing Body	5
The Co-Heads	5
The Senior Leadership Team	5
Progress Leaders	5
Pastoral Managers	5
Isolation Room Staff	6
Curriculum Leaders	6
Subject Teachers	6
Group Tutors	6
All Responsible Adults in School	6
Parents	7
Student Code of Conduct	7
Rewards and Sanctions	7
List of rewards and sanctions	8
Off-site Behaviour	8
Malicious Allegations	8
Behaviour Management	9
Classroom Management	9
Search and Confiscation	10
Student Support	10
Student Transition	10
Training	10
Monitoring Arrangements	10
Links with Other Policies	10
Appendix 1	12
Appendix 2	13
Appendix 3	14

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) and compliant with:

- Education and Inspections Act 2006 (s.89)
- The Equality Act 2010
- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- Use of reasonable force in schools.
- Supporting Students with medical conditions at school.

Finally, this policy is based on the DfE guidance explaining that academies should publish their behaviour policy and anti-bullying policy online.

Rationale and Definitions

At Batley Girls' High School we have high expectations of behaviour. All adults in school have a responsibility to encourage and model respectful and positive behaviour. At BGHS we aim to ensure that all students can learn in a safe and secure environment. Teachers have the right to teach and students have the right to learn in a safe environment with clear boundaries and high expectations. When these expectations are not met we have an agreed set of procedures and sanctions which are fair and clear.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor/disrespectful attitude.
- Incorrect uniform.
- Repeated lateness to lessons.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying (see *Anti-Bullying and Harassment policy* for further details)

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting and aggression.
- Smoking.
- Racist, sexist, homophobic or other discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco products or e-cigarettes
 - 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 student).

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

<u>Type of bullying</u>	<u>Definition</u>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body is responsible for monitoring this policy's effectiveness and holding the Co-Heads to account for its implementation.

In addition and when requested by members of the Senior Leadership Team (SLT); representatives of the Local Governing Body will attend *Governor's Disciplinary Panel* meetings, to support students who persistently fail to meet behaviour expectations.

The Co-Heads

The Co-Heads are responsible for implementing this policy and ensuring it is reviewed and approved within the relevant timeframe.

The Co-Heads will:

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Delegate responsibility for monitoring how staff implement this policy and ensuring that rewards and sanctions are applied consistently, to appropriate members of the SLT and/or Middle Leaders.

The Senior Leadership Team

The SLT will:

- Support staff in responding to behaviour incidents.
- Ensure high expectations of behaviour have a high profile around school.
- Liaise with Progress Leaders to identify patterns and trends of persistent poor behaviour in year groups that they are linked to.
- Implement CPD/support for colleague where necessary.

Progress Leaders

For their year group(s) Progress Leaders are expected to:

- Ensure incidents are logged, dealt with promptly and that sanctions have been applied in a fair and consistent manner.
- Monitor and quality assure the work of the Pastoral Managers.
- Liaise with SLT link to authorise internal and fixed term exclusions (for further information on exclusions, please see our Exclusions policy).

Pastoral Managers

For their year group(s) Pastoral Managers are expected to:

- Monitor incidents, identify patterns and liaise closely with other colleagues and parents.

- Work closely with isolation room staff to ensure quick and effective action is taken to deal with incidents which warrant removal to the intervention room.
- Ensure that all investigations are full, fair and that students are listened to.
- Refer to Wellbeing/Child Protection staff promptly where required.
- Liaise with Progress Leader/SLT link in cases where an internal or fixed term exclusion may be required and in cases where further action is necessary.
- Set targets and monitor progress when students require a *Behaviour Report*.
- Liaise with Progress Leader/SLT link regarding patterns of persistent misbehaviour and/or serious misbehaviour.

Isolation Room Staff

Isolation Room staff are expected to:

- Contact Pastoral Managers and wellbeing staff to ensure that students are supported and that learning can be continued as soon as possible.
- Liaise with Pastoral Managers and teachers to ensure that students in internal exclusion have appropriate work to do and remain on task throughout their stay.
- Report any concerns raised during the period of isolation to Pastoral Managers.

Curriculum Leaders

Curriculum Leaders are expected to:

- Support colleagues who request advice, support, or further CPD, as well as those who are identified through analysis of behaviour data.
- Ensure that the curriculum offer is engaging and accessible to all, to minimise disruption due to a lack of engagement.
- Liaise closely with Progress Leaders, Pastoral Managers and other relevant colleagues (e.g. SENCO) to ensure that appropriate support and intervention is put in place to foster good behaviour.
- Ensure that behaviour incidents are logged promptly and in line with school guidance.

Subject Teachers

Subject teachers are expected to:

- Know their students and their learning needs.
- Ensure lessons are planned to meet the needs of individual students.
- Use rewards and sanctions, where appropriate, to support good behaviour.
- Deal promptly, fairly and consistently with behaviour issues.
- Seek support and advice when in-class strategies are not working.
- Ensure appropriate work is supplied to students who are working out of lesson.

Group Tutors

Group Tutors are expected to:

- Make sure that students have opportunities to reflect on their behaviour and are supported to make positive changes where necessary.
- Communicate concerns to Pastoral Managers promptly and in writing using agreed procedures.

All Responsible Adults in School

All responsible adults are expected to:

- Model good behaviour and respect at all times.
- Treat others with respect and dignity at all times.
- Challenge misbehaviour in a calm and proactive manner.
- Report instances of misbehaviour and serious misbehaviour using Bromcom (staff who do not have Bromcom logins are to report instances to their Line Manager, or to the relevant Pastoral Manager).
- Follow the agreed procedures for dealing with misbehaviour in school.
- Give students a genuine fresh start and value restorative practice.

Parents

Parents are expected to:

- Support their child in adhering to: the schools' ethos; values and student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Ensure that their daughter completes sanctions that are deemed appropriate by school.
- Provide up to date contact details to enable quick and effective communication between home and school.

Student Code of Conduct

Respect is at the heart of all that we do. We know that every learner, with their different talents, skills and ambitions, has the potential to excel and we work in partnership with all our young women to help them to realise their dreams and ambitions.

Students are expected to:

- Attend school regularly and be ready to learn (*see Attendance policy*).
- Show respect and courtesy in school at all times.
- Accept and follow agreed rules to create a safe learning environment in our school.
- Accept sanctions when given.
- Aspire to be a good role model for other students and an ambassador for our school.
- Always respect your learning and the learning of others.
- Behave in an orderly and self-controlled way.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Bring basic equipment to school, as outlined in the Student Planner.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Rewards and Sanctions

At Batley Girls' High School we are committed to providing our students with exceptional learning experiences. Educational success is dependent on students being allowed to learn and teachers being

allowed to teach. To support this, students who meet school expectations will be rewarded and sanctions will be put in place for students who disrupt their learning and/or the learning of others.

List of rewards and sanctions

Positive behaviour will be rewarded in line with the Rewards Policy for the corresponding academic year (see *Rewards policy*).

Rewards will include:

- Verbal praise.
- Merits, Endeavour Awards and Praise Postcards.
- Letters or phone calls home to parents.

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

- A verbal reprimand.
- Sending the student out of the class, often to work in another classroom.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Supervised social times.
- Referring the student to a senior member of staff.
- Monitoring of behaviour through the use of a subject area report.
- Letters or telephone calls to parents.
- A period of behaviour monitoring through the use of a whole school behaviour report.
- Internal or Fixed Term exclusions (internal exclusions can be arranged at other schools).
- Referral to Governors Disciplinary Panel.
- Permanent exclusion.

We may use the *Isolation Room* in response to serious or persistent breaches of this policy. Students may be sent to the *Isolation Room* during lessons, or social times, if they are disruptive and they will be expected to complete the same work as they would in class. Students may also be placed in the *Isolation Room* to write statements, or whilst investigations are being made.

The *Isolation Room* is staffed by associate staff who have received appropriate training, as well as teaching staff where possible.

Off-site Behaviour

Sanctions may be applied where a student 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.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Co-Heads will discipline the student in accordance with this policy.

Please refer to our *Managing Allegations Against Staff* policy for more information on responding to allegations of abuse.

The Co-Heads will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

At Batley Girls' High School we believe that strong classroom management is vital in our efforts to create safe, respectful and engaging learning experiences. We understand that there will be times when students fail to follow the student code of conduct, but we believe that they should be given opportunities to modify their behaviour wherever possible. Sanctions are usually reserved for times when misbehaviour is repeated, persistent, or of a serious nature.

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 students to be engaged.
- Display the *Behaviour Basics* (see appendix 3) in their classroom and/or other agreed class rules.
- Develop a positive relationship with students, which may include:
 - greeting students 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 and following the school rewards policy
- Use warnings to inform students of expectations and consequences for non-compliance.
- Seek the support of colleagues in their Curriculum Area, or who are in the vicinity, when facing challenging behaviour.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible (where possible this will be carried out by a member of staff who has received *TeamTeach* restraint training)
- 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

Search and Confiscation

There may be times when prohibited items may need to be searched for. In line with advice from the Department for Education (DfE) ([Searching, screening and confiscation at school](#)) staff can search **without consent** for “any item banned by the school rules which has been identified in the rules as an item which may be searched for”,

Any prohibited items found in a students’ possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school’s Special Education Needs Coordinator (SENCO) will evaluate a student 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 student, 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.

Student Transition

To ensure a smooth transition between year groups, students have a transition period with their new pastoral team. Transition meetings allow for discussion of key students and their specific needs.

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint (for relevant colleagues), as part of their induction process.

Behaviour management will also form part of continuing professional development, particularly where there is an emerging need, or in cases where staff have requested it.

Monitoring Arrangements

This behaviour policy will be reviewed by the Co-Heads and the Local Governing Body every 3 years. At each review, necessary changes will be made before the policy will be reapproved.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Anti Bullying policy

- Attendance policy
- Exclusions policy
- Managing Allegations against Staff policy
- Safeguarding policy
- Rewards Policy

Expectations of school behaviour are also set out in the 'Batley Girls High School Ethos and Charter'

<https://www.batleygirls.co.uk/about-us/bghs-ethosandcharter/>



Appendix 1

Behaviour expectations and consequences

QUICK GUIDE FOR STUDENTS	
Good engagement / behaviour / classwork / effort	Exceptional classwork / effort / ATL / assessment grade
You can expect to be rewarded in line with the Rewards Policy	You can expect to be rewarded in line with the Rewards Policy
Failure to complete homework	Failure to complete classwork
If you fail to complete homework on time an event will be recorded and you will be required to attend a teacher detention to hand in / complete the work.	If you fail to complete satisfactory classwork, an event will be recorded and you will be required to attend a teacher detention to hand in / complete the work.
You should record this in your planner	You should record this in your planner
If you fail to attend your detention this will result in you being placed on a Curriculum Area detention	If you fail to attend your detention this will result in you being placed on a Curriculum Area detention
Repeated behaviour mentioned above OR failing to attend CA detention	
If you fail to attend a Curriculum Detention, you will be placed on SLT detention at 3pm on Friday.	
Repeated patterns of poor behaviour will be reported to PM your.	
A decision will be made about possible intervention e.g. subject report, whole school report, parental contact/involvement, loss of social time, afterschool detention etc.	
Refusal to comply with instructions	
1. You will be reminded of what is expected of you and given the chance to change your behaviour.	
2. If you fail to change your behaviour you will be asked to 'cool off' by moving within the classroom or within the department.	
3. If you do not change your behaviour, you will be required to work in another classroom and another member of staff is likely to escort you to their room.	
4. On Call will remove students who do not follow the steps above and further sanction(s) will follow.	
<p style="text-align: center;">Uniform</p> <p>Your teacher will make you aware that they have noticed & will report to your PM.</p>	
<p style="text-align: center;">Mobile phones</p> <p>Your phone should be switched off!</p> <p>If your phone is seen it may be confiscated and kept by your PM until Fri 3pm.</p>	
<p style="text-align: center;">Late to lesson</p> <p>Unless you have a note from a teacher, lateness will be dealt with as follows: You will be marked as late and the number of minutes will be recorded. You will be expected to make up the time if your lateness interferes with your learning. All students who are seen in the corridors during lesson time should move next, if not you will be sent back to lesson.</p>	

if you fail to meet our expectations in a lesson, try to see the teacher before your next lesson to agree on how you can improve in the next lesson.

Appendix 2

Behaviour Around School



Respect OUR school - this is OUR school and we all want a nice environment to work in. Eating and drinking should only take place in designated areas and not in corridors. Use appropriate recycling bins wherever possible.

Enjoy yourself - everyone needs time away from work and lessons, but remember that corridors are not places to congregate with your friends. There are lots of places where you can relax with friends (e.g. social areas & outside spaces).

Shhhh! - when moving around the school building, remember to talk and not to shout. Mobile phones are allowed in school but should be switched off, so the only talking you do should be face to face.

Politeness - be polite to everyone and make sure that you speak to all people in a way in which you would like them to speak to you. Use appropriate language at all times.

Every adult should be listened to - all of the adults are here to support the students. You must listen to them and follow their instructions without fuss or comment.

Consideration - lots of learning takes place outside of normal lesson times. Always remember that your behaviour around school can disrupt the learning of others.

Try - everybody gets things wrong sometimes, but when you do, try to put things right as soon as possible.

If you are seen behaving in a way that a member of staff feels is inappropriate, you WILL be reminded of our expectations. If you do not respond positively then your name will be taken and further action (e.g. a pastoral detention/loss of social time) is likely to follow.

Appendix 3

Behaviour Basics

Punctuality and Readiness for Learning:

- 1) Be on time
- 2) Be ready to learn
- 3) Have the correct equipment

Behaviour & Attitude:

- 1) Be focussed throughout the lesson
- 2) Avoid becoming distracted
- 3) Listen to instructions and listen to others
- 4) Be respectful and polite at all times and to all people

Work & Deadlines (failure to complete work can result in an automatic teacher detention):

- 1) Complete all classwork within the time set
and to the best of your ability
- 2) Complete all homework within the time set
and to the best of your ability

