

Benjamin Britten School



Behaviour and Discipline Policy Policy No.2

Benjamin Britten School bases its approach to matters of behaviour and discipline on the principles that have been written by its Trustees and that have been shared consulted on and shared with staff, students, partner primaries, neighbours to the school and local employers as well as the local authority. These are stated below:

The Trustees' Statement of Principles

This statement has been drawn up under the Education and Inspections Act 2006 (s.88), having due regard to statutory guidance by the Department for Education (DfE) and after consultation with the Headmaster, other members of the School community, students and parents/carers.

1. Background

The objective of these principles is to help provide a safe and structured environment in which teachers can teach and students can learn, in order to fulfill the Trustees' general responsibilities or duties to:

- *promote good behaviour and discipline;*
- *promote high standards of educational achievement at the School;*
- *promote the well-being of students, their protection and community cohesion;*
- *ensure that vulnerable students receive behavioural support;*
- *eliminate discrimination and promote equal opportunities for all groups of students;*
- *ensure the health and welfare of staff; and*
- *support the teachers in the management and improvement of students' behaviour;*
- *promote safe conduct in the use of the internet*

2. The School's ethos and moral code

These principles reflect the school's ethos and moral code, which are:

'Benjamin Britten retains a traditional but friendly ethos combining high academic standards and rich extra-curricular opportunities with a caring approach to young people.

*The school's motto *Discamus ut Serviamus* suggests our core values and ethos. The children both 'learn and serve'. The school will aim to provide a superb academic education which is rounded out by opportunities to give to and become ever more a part of our Community'.*

3. The School's Policy on Behaviour and Discipline

This statement is one, not of practice, but of principles, which the Headmaster must observe when developing the school's behaviour policy. The policy must include the School Rules and any particular measures agreed by Trustees and within their remit.

4. The Principles

The school's behaviour policy must make clear the respective rights and responsibilities of all members of the school community, including parents/carers.

In addition to this statement the Trustees advise members of staff, participating in the development of school policies or otherwise, about the existence and extent of their legal powers, to ensure that they are confident that the Trustees will support them in the exercise of those powers.

5 Aspects of the Behaviour Policy

In accordance with the advice of the DfE, the Behaviour Policy, whether set out in the behaviour policy statement itself or in other school policy statements, must also include:

a. the authority to screen and search students;

- b. power to use reasonable force for restraint or control or make other physical contact;*
- c. power to discipline beyond the school gate;*
- d. pastoral care for school staff accused of misconduct; and*
- e. when a multi-agency assessment should be considered for students who display continuous disruptive behaviour.*

All of the above must have due regard to and reflect the Trustees' duty under the Education Act 2002 (s.175) to ensure the safeguarding and promotion of the welfare of children and their general duty to eliminate discrimination under the Equality Act 2010.

The Head must also have regard for the law and statutory guidance issued by the DfE from time to time.

6. Enforcement of the Behaviour Policy

In particular, it is important that the Behaviour Policy, including any relevant policy statements, should be:

- a. publicised to staff, parents/carers and students at least once a year or continuously and accessibly on the school's website and at its reception;*
- b. fairly, justly and consistently enforced across the School by a system of penalties and rewards;*
- c. clear as to the standard of behaviour expected of students; and*
- d. clear as to teacher' powers to discipline, both on and off the school site;*

The school, by means of the Home-School Agreement or otherwise, should inform parents/carers and obtain their acceptance of its expectation, where possible, that they should encourage their children to show respect all school staff and to each other and support the authority of the school to discipline their children.

The Policy

Expectations

We expect all of our **students** to:

- Put others first
- Respect their teachers
- Respect other students
- Take a pride in their work
- Wear correct school uniform with pride
- Listen carefully to their teachers and fellow students
- Avoid using words or actions to hurt or threaten others emotionally or physically in or on the way to and from school or via the Internet
- Get to lessons punctually
- Arrive at lessons with the correct books and equipment
- Listen carefully when their teachers speak
- Listen carefully when others comment in class
- Remain on the set task at all times
- Participate positively and willingly in lessons
- Complete work set and hand it in on time
- Represent the school well when outside school
- Follow instructions given by a member of staff.
- Comply with these rules during the journey to and from school, school visits, fixtures or any other off-site activity undertaken under the direction of the school.
- Desist from wearing smart watches or using mobile phones during the school day but to focus on learning instead.

We expect the **parents** of our students to:

- Be examples of speech, attitudes and behaviour that are respectful of others including members of staff and students
- Support the highest standards of behaviour in their own children and support the approach to discipline taken by the school
- Deal maturely with situations in which the family may have been affected by separation or divorce in recognition of the needs of their children, not using the education of their child as a means of dispute with the other parent
- Communicate calmly with staff over sensitive issues without over-reacting to situations and especially to those in regard to which they have only partial knowledge
- Ensure their children refrain from engaging in Internet behaviour that exposes themselves or others to any form of bullying and therefore, from Websites in which these behaviours are most common. The school recognises that this often requires moral strength on the part of parents but that no website is essential to the social well-being of students
- Ensure that they make every effort to ensure that their children attend school as often as possible when they are well enough and permitted to do so
- Support rewards and sanctions fully for example in attending awards and celebrations where practicable and supporting detentions and other sanctions set by the school so as not to undermine the school's authority
- Support their children by providing a steady home environment with good routines of sleep, homework and recreation as families
- Take a keen interest in their children's learning and future aspirations
- Keep the school well informed about issues that may affect their child e.g. illnesses, bereavement and other significant upsets

We expect our **staff** to:

- Be examples of speech, attitudes and behaviour that are respectful of others including members of staff, parents and students
- Support the approach to discipline taken by the whole school as detailed by the Headmaster to ensure a consistent approach
- Remain calm, avoid shouting in recognition of its limited value
- Listen carefully to students
- Record all behaviour issues as required by the Headmaster on school systems like the 'Sims System'
- Use specific praise liberally to acknowledge and encourage good behaviour both verbally and through school systems
- Take a keen interest in their students as individual people
- Follow the school's procedures for safeguarding

Rewards

In order to reward students for the high standards of behaviour that the school expects, students may receive:

- Verbal and written praise, for the students and their parents.
- Positive comments recorded on the school's information management system.
- Merits
- Recognition within the school and wider community through, for example, assemblies, certificates, celebration boards, commendation tea parties, celebration assemblies, newsletters and press releases.
- Their behaviour record will be taken into account when conferring upon them positions of responsibility (prefect, sports captain etc.).

Sanctions

The school will use sanctions to respond to unacceptable behaviour.

We will apply sanctions with fairness, consistency, flexibility and proportionality.

Where sanctions are used we will explain the reason for the sanction, what changes in behaviour are needed to avoid future sanctions, and that the sanctions are a response to the behaviour and not to the individual.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, any specific needs the student may have, their previous record of behaviour, the severity of the unacceptable behaviour and the likelihood of repetition, the extent to which the unacceptable behaviour may have affected others, where the unacceptable behaviour took place, and whether the student was a part of a group.

The following sanctions are available to the school but do not represent a staged approach of necessity and will be used in the order that an assessment of each individual suggests is best. For example, in some cases of particular need it may be necessary to move quickly to an external referral, in others to a permanent exclusion.

- Verbal or written reprimand
- Parental contact
- A negative comment recorded on the school's information management system.
- Removal to another location within the school.
- Teacher, Department, Head of Year or Senior Staff Detention
- Community service
- Loss of privileges including break, lunchtime, and school activities, events, visits and fixtures
- Confiscation of items, the possession or use of which, may contravene the school's rules
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Support Strategies

The school recognises its responsibilities to help our students to modify unacceptable behaviours and where appropriate and feasible provide an environment in which acceptable behaviours can develop. It also recognises the responsibility of students to help themselves and the crucial responsibility of parents to provide support too. Any support strategy will be most effective when it is based upon the agreement and cooperation of all those involved, not least the student, their parents or carers and the school staff.

Support strategies available to the school include:

- Progress report
- Behaviour contract
- Support programme from Student Inclusion staff
- Referral to the PRU is available although it is recognised that costs, including transport costs levied by local authorities may make this impracticable in some cases
- Alternative provision
- Referral to external support services
- Managed move
- Mentoring programme
- Common Assessment Framework

Physical Intervention

Physical intervention by a member of staff should only be used a last resort in order to prevent personal injury to the student or injury to others, to prevent serious damage to property, or in what may be reasonably regarded as exceptional circumstances.

Where physical intervention has been used to manage a student's behaviour, this must be reported to the Headmaster along with a written statement of the circumstances of the physical intervention, the names of those directly involved and of any witnesses.

Roles and Responsibilities

It is the school's responsibility to ensure that teaching, learning and socialising take place in an environment that is safe and secure for all of its members.

The Headmaster, or his appointed representative, is responsible for the implementation and management of this policy.

Staff, in turn, will be responsible for ensuring that the policy is adhered to on a day-to-day basis. Staff, have a duty to model the high standards of behaviour expected of our students and to maintain the quality of learning and social environment in which good behaviour thrives.

The Headmaster will establish the Behaviour Policy, and will review it on a regular basis. He will ensure that all parents, carers, staff and students have reasonable access to this policy. The Headmaster will monitor the effectiveness of this policy by an annual review of behaviour in school which includes student interviews, visits to classes, visits to social time areas and an examination of statistics related to behaviour. This will be followed by a written and verbal report to the Trustees. The Trustees will support the Headmaster and staff in maintaining the school's high standards of behaviour.

Parents and carers are expected to take responsibility for their child both on and off of the school premises. They will be expected to work positively with the school in developing and maintaining high standards of behaviour from their child. Our students are the ones who ultimately have the most to gain from high standards of behaviour in, and outside of, the school community, and it is themselves who bear the greatest responsibility in maintaining these standards through self-discipline, mutual support and a willingness to report any incidents which they feel compromise the safety, security, learning and enjoyment of their fellow students and themselves.