

Behaviour Policy



2021/22



Behaviour Policy

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Statutory

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*Cantell- An exceptional school experience:
Academic excellence | Exciting teaching & learning
Life-changing opportunities | A richly diverse community*

Aims

It is the school's aim that every member of the Cantell community feels valued and respected, and that each person is treated fairly and well.

The Cantell Cs (Courtesy, Co-operation, Commitment, Creativity and Challenge) are a set of core values that underpin all that we do.

The school behaviour policy is therefore designed to support these values in such a way that all members of the school can live and work together in a positive way. It aims to promote an environment where everyone is happy, safe and secure so that people can work together with the common purpose of helping everyone to learn. It is intended to:

- Encourage children to have high expectations of their own behaviour
- Foster independence and self-discipline so that each student learns to accept responsibility for his/her own behaviour
- Encourage positive, caring, attitudes towards everyone where achievements at all levels are acknowledged and valued
- Establish a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

It is important that all adults working in school encourage good behaviour throughout the school and act appropriately when unacceptable behaviour is observed.

- This policy reflects current legislation, accepted best practice and complies with the government guidance set out in:
- Exclusion from maintained schools, academies and pupil referral units in England (September 2017)
- Changes to the school suspension and exclusion process during the coronavirus outbreak (March 2021 to cover period between 25 September 2020 and 24 Septembers 2021)
- Behaviour and discipline in schools - Advice for Headteachers and school staff (January 2016)
- Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies (January 2018).
- Use of reasonable force - Advice for Headteachers, staff and governing bodies (July 2013)
- Checklist for school leaders to support full opening: behaviour and attendance (July 2020)

The Cantell Cs

Courtesy – Be respectful and kind

Co-operation – Pull together

Commitment – Make a positive contribution

Creativity – Think differently

Challenge – Push yourself

Restorative Approaches

A restorative approach provides an alternative to the belief that punishment alone will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

As a school, we seek to develop students as respectful and responsible, rather than compliant, learners, not just while they are attending, Cantell school but outside school and after they have left. A restorative approach assists the development of, and repair of, relationships between members of the Cantell community. The approach is respectful of the dignity of all concerned.

Roles and Responsibilities

In order for students to make exceptional progress at Cantell School, every member of the school community has a responsibility to behave responsibly.

Students' responsibilities are to:

- Work to the best of their abilities
- Remain focussed, attentive and committed in lessons and allow others to do the same
- Treat everyone with courtesy and respect
- Be punctual for the start of school and every lesson
- Follow the guidance and instructions provided by school staff in a respectful and timely manner
- Take care of property and the environment in and out of school
- Conduct themselves in a respectful and responsible way when representing the school in public (see Student Conduct Outside of School below)
- Be responsible community members, who play an active role in the safe and harmonious running of the school and wellbeing of the community.

Staff responsibilities are to:

- Foster a safe learning environment, in which all children can achieve
- Treat all children with respect and courtesy
- Maintain high expectations of good behaviour and provide clear and reasonable guidance and instructions
- Use rewards, rules and consequences clearly and consistently
- Raise children's self-esteem and develop their full potential
- Deal with any incidents promptly and inform parents when necessary
- Recognise that each child is an individual and to be aware of his/her needs

Parents' responsibilities are to:

- Make their children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Be aware of the school's behaviour expectations and to support the school in the implementation of this policy
- Alert the school as soon as there are any concerns

Positive Behaviour

At Cantell, we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, good behaviour and positive contributions to school life.

- Rewards are more effective than punishment in motivating students
- Praise and encouragement should far outweigh the frequency of reprimands and consequences.
- **What we do to encourage positive behaviour?**
 - Make clear our expectations of good behaviour and discourage unsociable behaviour by promoting courtesy and mutual respect
 - Encourage children to take responsibility for their own actions and behaviour
 - Praise good behaviour and effort
 - Prefects, and other Student Leaders, have specific responsibilities to role model excellent behaviour
 - Encourage children to make the right choices and consider the consequences of their actions
 - Hold assemblies that recognise those children with outstanding behaviour and attitudes to learning
- **What we do to reward positive attitudes?**
 - Immediate verbal praise or written comments on a student's work
 - The allocation of achievement points for making a positive contribution
 - Contact parents to let them know how their child has behaved well
 - Displaying students' work in the classroom to acknowledge their achievements
 - Praise during reward assemblies
 - Send postcards home
 - Regular Commitment to Learning (CTL) rewards and events for those students meeting and exceeding expectations

What we do if a student does not meet our expectations for behaviour in school?

Not meeting our expectations can include, but is not limited to:

- Disrupting the learning of others
- Not completing classwork or homework
- Not following staff instructions in a respectful and timely manner
- Physical abuse to staff or students
- Verbal abuse to staff or students
- Threatening behaviour to staff or students
- Damage to property
- Being in possession of a prohibited item (see searching, confiscation and screening section below for list of prohibited items)
- Theft
- Bullying including cyber bullying
- Racist/homophobic or otherwise hateful language and actions
- Sexual harassment or abuse to staff or students

If a student does not meet our expectations then we would:

- Raise the issue with the student using clear and consistent language
- Encourage the student to take responsibility for their own conduct and behaviour
- Allocate a behaviour point and log the incident on SIMS
- Set an appropriate sanction (see consequences below)
- Inform parents and look for parental support
- If a situation is not able to be resolved by the class teacher they will escalate the consequence to an appropriate member of staff – Faculty leader, Year Leader or to a member of the SLT
- Support students to restore positive relationships through ‘restorative approaches’
- If a student persistently fails to meet expectations further support would be given in conjunction with parents through:
 - Cantell Alternative Pathways or;
 - A respite or Managed Move to another school for a fresh start or;
 - A temporary placement at Southampton City Councils’ Pupil Referral Unit (PRU)

Consequences

At Cantell, we believe every action has a consequence: this may be positive or negative. If a student’s behaviour is unacceptable, a consequence may be put in place. Consequences are designed to promote positive behaviour and support students to establish how they can improve their behaviour.

A clear distinction needs to be made between minor and more serious behaviour incidents and a clear distinction in the sanction. Students need to be aware that the failure to rectify a particular behaviour trait can lead to an escalation of consequences.

Low level classroom disruption sanction guidance

1. Name on board and verbal warning with explanation to re-adjust behaviour
2. Second verbal warning and tick next to name explaining that they will be buddied to the year leader for a reflection period (Teacher logs BP and phone call home)
3. Reflected to year leader via an email to mediation. Year leader conversation (10 minutes time to reflect) with parents contacted by year leader. Year leader to set an appropriate sanction.

When logging behaviour points the teacher must access the Behaviour tab via their class register. On filling out the behaviour point they must select an appropriate type, write comments as to what happened and when contact home was made and with whom, select the subject the behaviour occurred in using the subject drop down box and recorded the action taken by the class teacher in the drop down box.

Repeated low level behaviour across lessons in a day

Any student who is reflected from two lessons during a day may be isolated with the year leader who will contact home. Once contact has been made, communication with the parent and student will take place.

As per guidance in the Behaviour and Discipline in Schools: advice for head teachers and school staff, Jan 2016, Cantell School employs a range of sanctions. These can include, but are not limited to:

- A verbal reprimand and or writing the student's name on a board in class.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks such as a letter of apology or a reflective review statement
- 10 minute timeout in a 'buddy' classroom to reflect on their behaviour.
- Loss of privileges – for instance the loss of a prized responsibility, representing the school in a sporting or other activity, or not being able to participate in a non-uniform day.
- Catch-ups including after school and at weekends.*
- School based community service or imposition of a task – such as picking up litter or weeding school grounds: tidying a classroom: helping clear up the dining hall after meal times: or removing graffiti.
- Regular reporting including early morning reporting: scheduled uniform and other behaviour checks: or being placed "on report" for behaviour monitoring.
- Removal from mainstream lessons to our school based Alternative Provision for students who repeatedly cause disruption or commit a serious breach of this policy.
- A Fixed Term Internal Exclusion (normally between 1 and 5 days)
- A Fixed Term External Exclusion (normally between 1 and 5 days).
- Permanent Exclusion

**It is the expectation that an issued Catch-Up is completed. After school Catch-Ups longer than 20 minutes will be communicated via letter, text, email or phone call, however, parental consent is not required. Failure to attend will result in a longer afterschool Catch-Up with the Extended Leadership team or the Senior Leadership Team on Wednesdays, Fridays or Mondays. Failure to attend these will result in a Headteachers' Catch-Up on Saturday mornings from 1030 to 1200 or on inset days.*

Bullying

We have a zero tolerance approach to all forms of bullying, including but not limited to the use of homophobic language, Racism and Sexual harassment. We expect all members of the Cantell community to treat each other with courtesy and respect and where behaviour falls short of this, a consequence is set in line with this policy. If the bullying does not cease, then the sanctions will be escalated. Students are educated in what is acceptable behaviour - either when dealing with others face-to-face or when online - and are supported to report bullying behaviour they have encountered or witnessed to an appropriate adult. (Please see the Anti-Bullying Policy)

Internal Exclusions

In most instances for more serious or persistent breaches of the behaviour policy, Cantell School will use formal Internal Exclusions, where students work outside of lessons on English, Maths and Science activities. Toilet breaks are allowed and lunch is ordered for students who don't have their own packed lunch. However, in more serious or repeated cases, an external exclusion will be issued.

External Exclusions

In very serious cases, and in accordance with 'Exclusion from maintained schools, academies and pupil referral units in England (September 2017),' it may be necessary for the Headteacher to exclude a child. The exclusion will either be for a set period (temporary), or permanently, with parent's right of representation to the Governing Body. The Headteacher will only exclude students as a last resort, after an internal investigation and the decision will never be taken lightly.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

All external exclusions are reported to the local authority and behaviours that could result in an exclusion include but are not limited to:

- Persistent disruptive behaviour
- Repeatedly not following staff instructions
- Not complying with an Internal Exclusion (the student will still be expected to complete the internal exclusion on their return before returning to lessons)
- Physical abuse to staff or students
- Verbal abuse or threatening behaviour to staff or students
- Damage to property
- Being in possession of a prohibited item (see Searching, Confiscation and Screening section below for list of prohibited items)
- Theft
- Bullying including cyber bullying
- Racist abuse
- Sexual misconduct or harassment
- Homophobia, transphobia or any prejudice based on sexual orientation or identity
- Undermining the safe and efficient running of the school

A re-integration meeting will be held after every external exclusion, where it is compulsory for a parent or person with parental responsibility, to attend. A review of the exclusion and a discussion of additional support that may be required for the student to successful return to school will be had. Minutes of this meeting will be kept with the exclusion paperwork and used for future reference.

As with all sanctions at Cantell School, a child's personal circumstances and possible SEN status will be considered before any sanction is applied. Additional support will be put in place for those children most at risk of exclusion.

Permanent Exclusion

In response to a serious breach or persistent breaches of this policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, head teacher may decide to permanently exclude the student. This would only be done after a thorough internal investigation where, as per any exclusion, the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' and where there is no reasonable alternative.

Student Conduct Outside of School

Students are expected to conduct themselves responsibly outside of Cantell School and meet school expectations for good behaviour at all times. The school is very keen to promote responsible behaviour outside of school and will recognise and/or reward students in school for their achievements outside of school. Parents are encouraged to contact their child's Head of Year when these achievements occur so we can celebrate these achievements. The school will also praise and reward students when we receive positive feedback from the local community.

Should an incident of poor behaviour be observed or reported to the school however, it may be appropriate for the school to sanction the student. This is likely to be the case if the behaviour meets any of the criteria above or has a negative impact on the running of the school, threatens to or causes harm (physical or otherwise) to any member of the community, or adversely affects the reputation of the school.

In Accordance with 'Behaviour and discipline in schools advice for Headteachers and school staff, January 2016', the school may discipline students for:

misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Searching, Screening and Confiscation

In line with Searching, Screening and Confiscation (January 2018) there may be occasions when it is necessary to search a student or their possessions, when there are reasonable grounds for suspecting that the student may have a prohibited item. The student does not have to give their consent. The school will confiscate student property if it is felt the property is inappropriate for school. Property will either be returned to the student at a later date, returned to parents or disposed of, following discussion with either the parent or student. If the property is illegal in anyway, then the police will be involved.

Prohibited items include: knives or weapons, alcohol, illegal drugs or 'legal highs', stolen items, tobacco and cigarette papers, other smoking related paraphernalia, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or distress to, or damage to the property of, any person (including the pupil).

In accordance with this policy, the school reserves the right to employ the most severe school sanctions listed above for any student found to be in possession of a prohibited item.

Use of Reasonable Force

In line with Use of Reasonable Force (June 2013), it may be appropriate for any member of staff to use reasonable force to prevent students from hurting themselves or others, from damaging school property, or from causing disorder. Should such a course of action be required, staff would take into account any disability or Special Educational Need of the student.

Students making malicious allegations against staff

Any allegation of misconduct by staff is taken seriously and investigated thoroughly, as prescribed in our safeguarding policy. In accordance with this behaviour policy, the school reserves the right to employ the most severe school sanctions listed above for any student found, after investigation, to have made a malicious allegation against a member of staff.