



Behaviour Policy

Version 17.9

Contents

Document Control	1
Rationale.....	1
Christian Ethos.....	1
Purpose.....	1
Guidelines	1
Our school should be a place.....	1
At this school we value	2
Roles and responsibilities	2
Role of Governing Body.....	2
Head teacher	2
The Leadership Team.....	2
Assistant Head of Achievement.....	2
Site Manager.....	2
Directors of Key Stage	3
Heads of Achievement.....	3
Curriculum Areas	3
Inclusion Provision Meeting	3
Inclusion Team.....	3
Key Responsibilities	3
Use of rewards.....	4
What should be rewarded.....	5
Merit Marks and Achievement Awards.....	5
Awards.....	5
Use of Sanctions	6
Statement	6
Aims	6
Current practice.....	6
Social Inclusion Room (SIR).....	7
The power to search students.....	7
With consent	8
Without consent.....	8
Prohibited items include.....	8
Use of reasonable force.....	8



Allegations against a member of staff.....	8
Staff training	9
Related policies and links	9
Appendix A Code of Conduct.....	10
Appendix B Serious Incident Referral Form.....	Error! Bookmark not defined.
Appendix C Serious Incident Referral - required actions.....	Error! Bookmark not defined.



DOCUMENT CONTROL

Date	Version	Author	Notes
30.09.10	10.1	T Irving	Update of Policy
26.11.12	12.2	T Irving	Update of Policy
07.01.13	13.3	T Irving	Update of Policy
02.03.15	15.4	L Bolton	Policy Review
22.03.17	17.5	K Brookes	Update of Policy
27.09.17	17.9	K.Brookes	Update of Policy

RATIONALE

Dagenham Park C of E School should be a safe and structured environment in which teachers can teach and students can learn. Everybody is expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people at all times.

CHRISTIAN ETHOS

As a Voluntary controlled Church of England School, we are open to those of all faiths and none. We promote a Christian ethos of celebrating the uniqueness of every human being, developing students physically, mentally and spiritually whilst requiring sensitivity, tolerance and respect from all members of our community.

PURPOSE

The purpose of our policy is to:

- Promote a high standard of behaviour, self-discipline and an acceptance of responsibility for actions
- Fulfil the school duty of care to students and staff
- To provide a consistent approach to behaviour throughout the school, with parental/carer involvement and co-operation.
- To recognise, reward and encourage effort, achievement and positive behaviour.

GUIDELINES

This behaviour policy does not only relate to student behaviour on the school premises but any misbehaviour when a student is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Bringing the reputation of the school into disrepute
- Posing a threat to another student or a member of the public

Our school should be a place

- Where all students have equal rights to participate and learn
- Where staff can teach free from disruption
- Which is free from vandalism, where all feel safe and where buildings, equipment and belongings are cared for
- Where those who work or visit can be happy



At this school we value

- Telling the truth
- Respecting the rights and property of others
- Acting considerately towards others
- Taking care of each other
- Facing up to the consequences of our actions
- Self-discipline

ROLES AND RESPONSIBILITIES

The Behaviour Policy aims to promote an environment where everyone in the school community feels happy, safe and secure. As a community we accept that we have collective and individual responsibilities: that means school staff, students and parents/carers should work together to ensure that this happens. The school rules, the Code of Conduct and the Home/School Agreement provide a clear partnership between students, staff and parent/carers which is essential to support the development of student self-discipline and reflect the ethos of the school

ROLE OF GOVERNING BODY

The Governors have a duty to set the framework for the Schools policy. It ensures that this is communicated to students, parents/carers, that expectations are clear and does not discriminate. Governors will receive information annually about the number and nature of school exclusions as part of the school reporting cycle.

Head teacher

The Head teacher is responsible for:

- Promoting self-discipline and a proper regard for authority amongst students
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying
- For securing a standard of behaviour in line with the ethos and expectations of the school and that creates a positive learning environment
- Ensuring that the Behaviour policy, including any changes, is made available to parent/carers annually.

The Leadership Team

The school Leadership Team is responsible on a daily basis for ensuring all members of the school community are consistent in promoting high standards of behaviour, self-discipline, acceptance of responsibility for actions and a duty of care as outlined in the policy.

Assistant Head of Achievement

The Assistant Head of Achievement is responsible for the consistent implementation of the behaviour policy across the school. The Assistant Head of Achievement meets regularly with the Head Teacher to present cases of serious infringements of school behaviour policy. The Assistant Head of Achievement also meets with the Heads of Achievement and Directors of Key Stage on a fortnightly basis and is Chair of the weekly Inclusion Provision Meeting.

Site Manager

The Head teacher has designated on a daily basis a senior member of staff to act as 'Site Manager'. The 'Site Manager' actively monitors the school environment to ensure that any serious infringements of the Behaviour



Policy are addressed and resolved. The Site Manager will record the actions they have taken on the Serious Referral form and passed to the Head of Achievement to take action as required.

Site Manager's feedback to the Head teacher on a daily basis ensuring that any infringements of the policy are effectively resolved and providing the Head teacher with a global perspective of behaviours within the school.

Directors of Key Stage

Directors of Each Key Stage are responsible for the consistent implementation of the behaviour policy across the Key Stage. Director of Key Stage analyse the behaviour referral data within their Key Stage to monitor the Head of Achievement identification and intervention for students appearing as part of the behaviour referral process. They are also responsible for co-ordinating interventions and support for students within the behaviour referral process.

Heads of Achievement

Heads of Achievement are responsible for the consistent implementation of the behaviour policy across their Year group. Heads of Achievement regularly monitor the behaviour data to initiate appropriate interventions to respond to recorded instances of inappropriate behaviour within referral system. All Serious Incident referrals, except for referrals relating to E-Safety, are passed to the HoA either to action or to refer to The Director of Key Stage or the Assistant Head of Achievement, if previous interventions have not been effective. Heads of Achievement discuss the profile of behaviour with the Director of Key Stage for their respective Year group on a half termly basis outlining interventions and responses.

CURRICULUM AREAS

Subject Leaders are responsible for ensuring that the core values of the policy are systematically and consistently implemented on a daily basis within their discipline. Learning Area Leaders are responsible for monitoring how effectively the behaviour policy is being implemented within their Learning Area based on the behaviour referral data. Both Learning Area Leaders and Subject Leaders regularly analyse behaviour referrals within their respective areas ensuring that interventions, support and consequences are carried out in line with the whole behaviour referral framework.

INCLUSION PROVISION MEETING

The School Inclusion Provision Meeting takes place every four weeks, with KS3 and KS4 having their own meetings. The meeting is attended by The Directors of Key Stage, Heads of Achievement, SENCo, School Attendance Officer, CP Lead, Inclusion Co-ordinator, Assistant Head of Achievement and the Inclusion Team. All students identified as presenting behaviour concerns, "at risk of exclusion" and/or vulnerable are discussed. All cases are assigned a keyworker or case lead and intervention, support or required actions are monitored and reviewed.

INCLUSION TEAM

The Inclusion Team supports students identified by Heads of Achievement or the Assistant Head of Achievement who have not responded to their relevant HOAs or Directors of KS. Students requiring support are presented at the Inclusion Provision Meeting. The Inclusion Key Worker works closely with the Head of Achievement and partner agencies to support students. Interventions are tracked and updates provided at each Inclusion Provision Meeting.



KEY RESPONSIBILITIES

Student's responsibilities include:

- To follow the School Code of Conduct written in the School Planner
- To record homework and other relevant information in school diaries and to show diaries to parent/carers weekly
- To work to the best of their abilities and allow others to do the same
- To treat all others with respect
- To obey the instructions of all the school staff (teaching & support)
- To take care of property and the environment in and outside of school
- To co-operate with other students and adults
- To behave in a manner outside school which enhances our reputation
- Not to eat or chew in school

Staff responsibilities are:

- To ensure students record homework and order relevant information in school planners
- To treat all students fairly and with respect
- To provide a challenging and relevant curriculum that promotes effective learning and good behaviour
- To use rules and sanctions clearly and consistently
- To promote a culture of praise and reward that celebrates effort and success
- To teach positive behaviour for learning
- To be a good role model
- To foster good relationships with parents/carers and the wider community
- To arrive on time for lessons and at duty points
- To supervise and monitor student's behaviour in corridors and around school

Parent/Carer responsibilities are:

- To sign the Home/School Agreement when they accept a place at the school
- To read and sign school planners on a weekly basis
- To make their children aware of appropriate behaviour in all situations
- To encourage self-discipline
- To be aware of the school rules and expectations and support the school in implementing them
- To respond to the school's requests for meetings to discuss issues concerning their children
- To ensure that their children attend school, are punctual and have the correct equipment and uniform

USE OF REWARDS

Dagenham Park Church of England School recognises a key element in promoting good behaviour is setting know standards. Young people respond to systems that recognise their difficulties and strengths and rewards good behaviour. Our system of Merits and Awards of Achievement aims to:

- To raise student motivation and achievement through recognizing the positive
- To promote self-motivation
- To recognise and celebrate student achievement, academic, social and extra-curricular
- To promote a positive ethos
- To provide a systematic, coherent, agreed and understood system



- To encourage staff and students to set achievable, tangible targets and contribute to the development of individual action planning
- To promote good attendance and punctuality
- To contribute to the monitoring of student achievement
- To enable all students to receive recognition of their achievements

What should be rewarded

Rewards should be used to encourage acceptable behaviour as well as academic effort and success.

To be a motivating factor and for the rewards to have currency in the eyes of student there should be clear, but wide varying criteria which would be worthy of reward e.g.

- Full attendance for term
- Evidence that a particular skill or quality has been achieved or is improving
- Evidence that a particular whole school, year or department target has been met
- Prolonged or particular effort
- Prolonged or particular achievement in classwork/homework
- Assisting in school or out of school activities
- Representing the school in some capacity

Merit Marks and Achievement Awards

Merit Marks may be awarded by any member of staff at any time.

Merits are to be awarded for good effort or achievement in individual pieces of classwork, homework or any other individual school activity.

As examples, Merit marks may therefore be awarded for:

- A good example of classwork or homework
- A good result in a class test
- A contribution to a school magazine
- A contribution to an assembly
- Representing the form in an inter form competition

The main criteria is that the student has successfully met a challenge, either curricular or extra-curricular

Merit marks should be awarded by writing 'Merit mark' in the Students exercise book or on the piece of work concerned. An entry should be made in the merit marks section of the student's homework planner, noting the date, what it was awarded for and signed by the teacher.

Each individual subject area should have clear criteria for the awarding of merit marks detailed in the Quality Assurance folder. Staff should give merit marks regularly and often as an immediate way of recognising student achievements.

Awards

At the end of each half year, each student's merit marks are added up and the appropriate Award is given, as follows:



10 merit marks = a commendation

25 merit marks = a Bronze Award

50 merit marks = a Silver Award

75 merit marks = a Gold Award

100 merit marks = a Platinum Award

125 merit marks = a Head teacher's Award (book voucher)

These merit marks are cumulative throughout the year, enabling students to move from level of award to another during the half terms. At the end of half term, form tutors will complete the pro-forma given to them, detailing the level of award each student in their form group has reached. These awards are then prepared and are distributed in assemblies after the half term or end of term holiday.

USE OF SANCTIONS

Statement

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the School Code of Conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students.

The fundamental principles underlying the sanctions structure are:

1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher
2. The decision to punish a student and the punishment itself must be made on the school premises or while the student is under the charge of a member of staff; and
3. It must take into account of any legislation relating to disability, DSEN, race and other equality and human rights and it must be reasonable in all the circumstances.
4. A punishment must be proportionate. In determining whether a punishment is reasonable, it must take account of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Aims

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.

Current practice

School operates a two tier system; tier one for Low Level behaviour and tier two for serious behaviour incidents. (See Appendix C for Guidance.)



1. Low level disruption

Low Level behaviours are dealt with predominantly by subject areas. The first response is an individual staff sanction which moves on to Subject Leader, Learning Area Leader and finally Head of Achievement (see below). Records of actions and outcomes for the response to low level behaviour should be recorded by the subject teacher and Subject Leaders.

2. Serious Incidents

The process starts with a referral to the Head of Achievement and moves through to the Director of Key Stage, the Assistant Head of Achievement and finally the Head Teacher and Chair of Governors. Although the system is incremental and is designed to prevent the escalation of behaviour, depending on the nature and severity of the incident, following discussion with the Head of Achievement and the Head Teacher, a student can be entered at any stage.

Heads of Achievement will attempt to call home by the end of the school day to inform parent/carers of any Serious Referral Incident referral they have received. Further investigation may be required in a number of cases.

Recognised Behaviour Documentation

- Serious Incident Referral form (Yellow)
- Voluntary Student Account
- Recording and Responding to Bullying form
- Report Cards
- Detention Records
- Parental Meeting Records

Social Inclusion Room (SIR)

The Social Inclusion Room is an in-school sanction that is authorised by the Assistant Head of Achievement or a member of the School Leadership Team. Students are placed in the SIR for a range of behaviours, usually following a Serious Incident Referral.

Whilst in the SIR student's complete work set but are isolated from their peers with separate break and lunch times and the SIR day ends at 4pm. Parent/carers are contacted to inform them of the decision to place a student in the SIR.

SIR data is analysed regularly by Heads of Achievement, Directors of Key Stage and the Assistant Head of Achievement for the purposes of monitoring behaviour patterns and repeat offenders within year groups. The Social Inclusion Room Manager feeds back to Heads of Achievement discussing any students who have raised concerns whilst in the SIR, either for inappropriate behaviours, lack of compliance or emerging vulnerabilities.

All students within the SIR should complete Behaviour Reflection forms, which are to be filed with their original referrals.

The power to search students

In line with the DfE guidance 2011 the following applies

<http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-andconfiscation>



With consent

Students can be searched *with* their consent for any item. The Head Teacher and the Site Manager only may do this in the presence of a witness.

Without consent

The Head Teacher and staff authorised by the Head Teacher (members of the Leadership Team only in the presence of a witness) have the power to search students or their possessions *without* their or their parent/carers consent for any item they suspect the student has which is banned under the school prohibited items list in order to safeguard the safety and wellbeing of the school community.

Only members of staff of the same sex as the student may carry out a search.

Prohibited items include

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, matches , a lighter or a shisha pipe
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Use of reasonable force

Rarely do teachers have to intervene physically to reinstate control or restrain a student. Parents/carers need to be aware that school staff have a legal power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property or from causing disorder. 'Reasonable' means using no more force than is needed. School acknowledges that considerations and adjustments need to be made for students with disabilities or special educational needs. If reasonable force is used the incident is logged and a full investigation is carried out by a member of the school leadership team. Examples of where reasonable force may need to be used is where a member of staff may need to physically separate students who are fighting , where students refuse to leave a room when requested or where a member of staff or student may be at risk of physical injury if the situation deteriorates. See DfE website for guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Allegations against a member of staff

Allegations of abuse will be taken seriously and dealt with quickly in a fair and consistent way providing protection for the child and support to the person who is the subject of the allegation.

The school will work in line with the Local Authority and within safeguarding protocols to ensure any allegation is investigated appropriately and does not unnecessarily compromise the person subject to the allegation. Suspension will not be used as an automatic response when an allegation has been reported.



Students who are found to have made false allegations may face temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence has been committed. Further details can be found in the School Safeguarding Policy.

Staff training

The Head and the Governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

This policy has been developed through a process of consultation including:

- Governors
- Leadership Team
- Heads of Achievement and Directors of Key Stage
- Subject Leaders
- Learning Area Leaders
- Students

The policy has been approved by the Governing Body of the School and will be reviewed annually. A report will be presented to Governors on an annual basis.

Related policies and links

- Anti-Bullying Policy
- E Safety Policy
- Drugs Policy
- Home School Agreement
- Teaching and Learning Policy
- Attendance Policy
- Allegations against members of staff (part of the School Safeguarding Policy)
- Safeguarding Policy



APPENDIX A

CODE OF CONDUCT

1. Code of Conduct

Our expectations of students in lessons, around school and travelling to and from school are outlined in the School Code of Conduct. All students and parents/carers are supplied with this on entry to the school through the School Planner.

2. Code of Conduct in General

- Electronic communication and entertainment devices are allowed in school e.g. digital cameras, MP3 players and mobile phones
- No chewing gum. Eating only in designated areas.
- Speak politely to everyone.
- Listen to others.
- Look after your school.

3. Code of Conduct in Class

- Attend every lesson and arrive on time
- Bring all the equipment you need in a suitable bag
- No coats or hats to be worn inside school buildings
- Begin and end the lesson in a polite and orderly way
- Listen carefully and follow instructions
- Work hard and ask for help if you need it
- Help each other when it is appropriate but don't distract or annoy anyone.
- Be sensible at all times
- Complete your work as well as you can and hand it in on times
- No eating or chewing gums

4. Home-School Agreement

(a) School responsibilities

The school will:

- Provide a safe and stimulating environment for your student in which every student is helped to develop spiritually, morally and emotionally as well as academically
- Ensure that your child fulfils his/her potential as a learner and as a member of the school community
- Offer a broad and balanced curriculum to students of all abilities
- Encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school.
- Keep you informed about your child's progress.
- Inform you if there is a problem with your child's attendance, punctuality and uniform.
- Insist that all students observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework and provide suitable facilities for homework to be done at school.
- Prepare a report and arrange a Parent/Carers evening each year to discuss progress.
- Keep you informed about school activities through the school newsletter and school website.



- Will respond to any complaints within a twenty-four-hour period.

5. Student's responsibilities

- Comply with reasonable requests and instructions from all members of staff
- Attend school regularly and on time
- Arrive at all my lessons on time with the appropriate equipment for each subject.
- Always act in a manner that protects the health and safety of both myself and others.
- Understand that all students have a right to learn, and therefore disruptive behaviour in lessons cannot be tolerated
- Work hard in order to meet all course requirements and deadlines, and complete homework on time
- Behave in a responsible way in school and when travelling to and from school.
- Be aware that to bring any substance or implement which would be seen as an offensive weapon, and could cause harm to myself or others, onto the school premises, could result in a permanent exclusion.
- Be aware that any form of bullying, including cyber bullying, or the attempted intimidation of any member of staff will not be tolerated.
- Treat all members of the school, visitors to the school and members of the local community with respect.
- Respect other people's property, privacy and family life⁴ so as not to hurt or offend them
- Share responsibility for the school environment by looking after school property, books and materials, and help our school to remain free from litter.
- Inform an appropriate adult if there are any concerns relating to my progress in school.

(a) As a parent/carer

I will agree to:

- Take an active interest in all aspects of my child's school life
- Ensure that my child attends school in correct school uniform, regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school if, for any reason, my child cannot attend.
- Not arrange holidays during school time.
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- Ensure that my child is aware of the consequences of bringing any implement or substance onto school premises which could cause harm to themselves and others.
- Inform the school of any concerns or problems that may affect his/her behaviour or work.
- Support the school's policy on homework, provide suitable facilities at home, and encourage my child to make the required effort to succeed.
- Do my best to attend parent's evening and other meetings at which my presence is requested.
- Regularly check and sign the Student planner.
- Work with the school to resolve any concerns about my child's learning.



APPENDIX B

SERIOUS INCIDENT REFERRAL –REQUIRED ACTIONS

Dagenham Park Church of England School

Serious Incident—Referral Form

Full Student Name: _____ Form: _____

Subject: _____ In/Out of Lesson _____

Date of Incident: _____ Time: _____ Staff: _____

Reason for referral <i>Please tick no more than 3 boxes</i>		
PP = Physical assault against a pupil <input type="checkbox"/>	PA = Physical assault against an adult <input type="checkbox"/>	
VP = Verbal abuse/threatening behaviour against a pupil <input type="checkbox"/>	VA = Verbal abuse/threatening behaviour against an adult <input type="checkbox"/>	
BU = Bullying— Refer to HOA Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Homophobic/transphobic <input type="checkbox"/> Racist bullying <input type="checkbox"/> e-Bullying <input type="checkbox"/> Religious <input type="checkbox"/> SEND <input type="checkbox"/>	Racist Abuse RA-T Racist taunting and harassment <input type="checkbox"/> RA-D Derogatory racist statements or language <input type="checkbox"/> RA-G Racist graffiti <input type="checkbox"/>	
	ES = e-Safety related Refer to AHA Ms Marsden <input type="checkbox"/>	
	DA = Drug and alcohol related <input type="checkbox"/>	
	SM = Sexual misconduct <input type="checkbox"/>	TH = Theft <input type="checkbox"/>
	Persistent disruptive behaviour <input type="checkbox"/>	TR = Truancy <input type="checkbox"/>
	DB-C Challenging behaviour <input type="checkbox"/> DB-D Persistent refusal to follow instructions <input type="checkbox"/> DB-P Persistent violation of school rules <input type="checkbox"/> DB-L Leaving class <input type="checkbox"/>	Other (please explain) <input type="checkbox"/>
DM = Damage <input type="checkbox"/>	EAT = Eating/chewing <input type="checkbox"/>	

Details of incident _____ Site Manager called

(See over for actions of referring staff)

Ind. Staff ➡ HoA ➡ DKS ➡ AHA ➡ HT



APPENDIX C

SERIOUS INCIDENT REFERRAL – REQUIRED ACTIONS

Referral Procedure

In the first instance, the classroom teacher should deal with any disruptive behaviour. Only if this is unsuccessful should the classroom teacher escalate the student to the Subject Leader. Only if the Learning Area Leader is unsuccessful should a yellow referral be completed and passed onto the Head of Achievement. Please see the following flow diagram illustrating the above-mentioned steps, along with the minimum expected requirements by each of the members of staff.

CLASSROOM TEACHER

3 strike Warning System

Change Seating Plan

Internal Relocation

Ensure any SENCO or Inclusion strategies are being used by contacting relevant department/ Key Worker.

Set Detention (If this is missed it should be re-set and Parent/ Carer contacted **once** before passing on)



SUBJECT LEADER

Invite Parent/ Carer in for a meeting to agree Behaviour Contract

Initiate Subject Area Report

Set Detention (If this is missed Parent/ Carer should be notified)

Teacher and student mediation (if appropriate)

Consider change of class (permanently or for a fixed period). Alternatively, short-term removal to Subject Leader.

Complete Yellow Referral and pass to HOA with **all relevant evidence**.

Any incidences of behaviour deemed to be beyond the subject area's remit should be detailed on a Yellow Referral and handed directly to the Head of Achievement for action. If an incident of serious behaviour happens



within a lesson the Site Manager, or if available the Director of KS, should be immediately contacted, and a referral completed as soon as is reasonably possible.

All referral incidents, and their accompanying paperwork, should be dealt with on the day they occurred, where reasonably possible.

