

Behaviour Policy



Reviewed: October 2023
Next review: October 2024

The Christian Ethos of Immanuel College

Immanuel means 'God with us'

We believe that God is with us here at Immanuel College

At Immanuel

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ's life-style and teaching
- We encourage everyone – to be open to God's spirit.

Aims

- To ensure that the behaviour of students and the associated behaviour policy reflects the Christian ethos of the school;
- To encourage a healthy balance between rewards and sanctions to encourage and support positive behaviour;
- To promote behaviour improvement as a means of improving learning and teaching;
- To ensure the behaviour system is challenging but realistic and appropriate as the school builds on its success;
- To develop young people who are able to take their place in society as confident and responsible citizens;
- To ensure that a clear behaviour strategy is shared with, and understood by, all members of the school community;
- To ensure that the school takes a measured, proportionate and responsible action in response to instances of poor behaviour;
- To take account of the needs of all students, including the more able, the disaffected and those with learning difficulties or disabilities;
- To ensure that all students are able to work in school, free from harassment or bullying of any form, including cyber bullying, prejudice-based or discriminatory bullying;
- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life;
- To model forgiveness and reconciliation.

Policy Statement

At Immanuel College we believe that good behaviour goes hand in hand with effective teaching and learning. As a school we want every student to feel safe, be happy and make good progress in their learning whilst at school. We understand that students thrive in schools where there is effective discipline leading to a safe and orderly environment.

At Immanuel College most young people are well behaved, respectful and want to learn; most parents support the school in maintaining this situation. However, we recognise that a clear, coherent, behaviour policy is effective in managing the disruptive behaviour of the few students who have yet to learn how to behave effectively and appropriately, and can be used to reward those who consistently make the right choices.

Key Responsibilities

The Governing Body must:

- Ratify the Behaviour policy
- Monitor the impact of the Behaviour policy across the school
- Monitor the use of outcomes and sanctions
- Monitor the incidence of racial and homophobic bullying or that which involves other protected characteristics
- Ensure that there is no differential application of the policy and procedures on any grounds
- Ensure that voice of students and parents are listened to

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the behaviour strategy
- Monitoring the work of the behaviour lead professional
- Ensuring that the behaviour strategy meets the statutory requirements
- Ensuring that the behaviour strategy supports school improvement
- Ensuring that the school works with the BACs partners

The Deputy Head responsible for Behaviour & Inclusion must:

- Ensure that the behaviour strategy meets all the statutory requirements
- Provide a behaviour strategy which supports and reflects the Christian ethos of the school
- Ensure that the behaviour strategy strikes the correct balance between rewards and sanctions
- Ensure that the strategy strikes a balance between rewarding consistently good behaviour and rewarding improving behaviour
- Monitor, and report to Governors, the impact of the Behaviour strategy
- Report to the Governing body on the incidents of homophobic and racist bullying or that which involves other protected characteristics
- Work with the BACs partnership

The Heads of Faculty must:

- Ensure that the behaviour policy is implemented consistently and fairly in the classroom
- Monitor the use of sanctions and rewards in the faculty; in particular, identify any member of the faculty who is implementing sanctions frequently, which may indicate a need for support
- Provide a suitable range of rewards within the faculty
- Ensure that all statutory requirements are met within the faculty
- Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life
- Monitor and ensure that colleagues are working to the agreed Scheme of Work and providing appropriate lesson plans to engage students and secure participation in lessons
- Ensure that the Scheme of Work supports students in gaining the highest level of attainment

Subject Teachers must:

- Apply consistently, fairly and calmly the school rules and behaviour management procedures
- Treat students and each other with respect.
- Ensure that reconciliation takes place following any sanctions and prior to the next lesson
- Model the behaviours they wish to see in students
- Use verbal praise and encouragement
- Create and sustain a positive, supportive and secure environment.
- Ensure lessons are engaging to minimise poor behaviour and disengagement
- Use their own classroom management strategies to encourage appropriate behaviour for learning
- Challenge any inappropriate behaviour within the school, regardless of the location or time of day

Form Tutors must:

- Develop an effective learning environment
- Use form periods to establish routines to prepare for learning
- Monitor the behaviour of students in their forms
- Develop and implement/facilitate, with the HOH/HOY, support systems for students
- Implement reward systems
- Liaise with the HOH/HOY when there are concerns about a student

Parental Involvement

We recognise the strength of students, parents/carers and staff working together and, with this in mind, parents/carers will be:

- Expected to treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication
- Requested to sign a home school agreement and to support the school behaviour policy and its implementation
- Required to accept that the behaviour of the student is their responsibility
- Required to accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school
- Required to support the school where breaches occur, including in the case of incidents involving mobile phones and devices (see online safety policy)
- Expected to send students to school each day, on time, fully equipped according to the requirements outlined in the student planner and ready to learn
- Involved in meetings, and other communications, to plan strategies to support the school and to assist the young person in improving their behaviour
- Required to keep the school informed of anything which may affect the student's behaviour.
- Required to monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected.

Students

All students have a responsibility for their own learning. Students are therefore required to:

- Treat all members of the school community, including visitors, with respect
- Follow the behaviour strategy

- Behave in an acceptable way which allows learning to take place
- Engage appropriately in reconciliation conversations with teachers and other staff
- Be responsible for creating a safe and enjoyable learning environment, including by observing the school rules relating to mobile phones and devices at all times (see online safety policy)
- Report unacceptable behaviour to a member of staff
- Arrive at school ready to learn; on time, fully equipped and wearing correct uniform as defined in the student planner
- Act as good role models for younger students
- Respect the school environment
- Be responsible for their own behaviour within the local community in a way that ensures the positive standing of the school with local residents

Prohibited Items

A small number of items are prohibited within the school grounds/building.

When found these items will be confiscated and parents/carers may be required to collect them. In other cases, the items will be disposed of by the school. Where appropriate the police will be informed and suspension or permanent exclusion may be used.

Such items include –

- Drugs
- Cigarettes and/or tobacco
- Vape pens/e-cigarettes and liquid
- Weapons, including replica or 'look-a-like' weapons
- Any item, other than those listed in the equipment list (within the student planner), which may potentially cause harm to others
- Fizzy and/or energy drinks
- Sweets or chewing gum
- Mobile phones, smart watches/devices

Sanctions adopted in the end of pupil misbehaviour

A range of sanctions and other appropriate actions may be taken in the event of pupil misbehaviour. Each incident will be considered on an individual basis, taking into account a range of information and factors. Sanctions and actions, which are at the discretion of the school, may include but are not limited to:

- Permanent exclusion
- Fixed term suspension
- Managed move to another school
- Off-site direction to another school
- Internal removal from lessons
- Detention served after school
- Detention served during the school day
- Loss or supervision of social times
- Loss of privileges
- Student meeting with Pastoral or Senior staff
- Parental meeting with Pastoral or Senior staff
- Behaviour contract

- Behaviour report
- Tutor group, band or set changes
- Restorative justice actions
- Support within the Learning Development Centre (KS4) or Axis (KS3)
- Referral to internal support i.e. Learning Mentors
- Referral to external agencies i.e. Youth In Mind/Early Help

Use of detention: What the law allows

Detention or 'lesson 6' is one of a range of strategies used to address poor behaviour. As stated in "Behaviour and Discipline in Schools: Advice for headteachers and school staff (September 2022), *"a detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break."*

"Behaviour and Discipline in Schools: Advice for headteachers and school staff (September 2022)" states that:

- Teachers have authority to issue detention to pupils, including same-day detentions
- When poor behaviour is identified, sanctions can include detention, including during lunch-time, after school and at weekends.
- The times outside normal school hours when detention can be given include:
 - Any school day where the pupil does not have permission to be absent.
 - Weekends – except the weekend preceding or following the half term break; and
 - Non-teaching days – usually referred to as 'training days', INSET days or non-contact days.
- Parental consent is not required for detentions.

Use of reasonable force & power to search

As stated in "Behaviour and Discipline in Schools: Advice for headteachers and school staff" (September 2022), the term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

All members of school staff have a legal power to use reasonable force when it is necessary to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

"Use of Reasonable Force in Schools (July 2013)" states that schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight; and
- Restrain a student at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that it is reasonably suspected has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Role of support services

Appropriate support services will be called upon as and when there is a specific requirement. Co-ordination of support services will be part of the role of the Deputy Head with responsibility for Behaviour and Inclusion.

Policy reference

The Behaviour Policy is part of a suite of policies which should be considered together, including:

- Behaviour Policy
- Anti-bullying Policy
- E-Safety Policy
- Exclusion and Suspension Policy
- Drug Incidents Policy

Additionally, reference should be made to documents published by DfE including:

- Behaviour and discipline in schools: Advice for headteachers and school staff (September 2022)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)
- Use of reasonable force in schools (July 2013)