



# **ESHER CHURCH of ENGLAND HIGH SCHOOL**

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## **Behaviour policy and statement of behaviour principles**

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## 1. Aims

This policy aims to:

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

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

The Behaviour Policy at Esher Church of England High School is a statement of good practice that covers all aspects of a school that contribute to the development and maintenance of impeccable behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as a basic requirement.

Esher High School is committed to ensure that this policy is promoted to our parents/guardians and is easily accessible for them via the school website, such that they understand how it affects their child/children.

### The principles that underpin our behaviour strategies:

1. Students are made to feel valued and respected at all times. They have good behaviour modelled by the adults who work with them.
2. We all take ownership for our actions and understand that we are responsible for them.
3. There are effective rewards that the children believe in and will make a difference to them.
4. The importance of positive relationships, are central to our approach. When this breaks down between a student and an adult, they must meet as quickly as possible to restore it.

5. There is an inbuilt incentive to address the cause of any concerns and face up to whatever the problem was.
6. Every action is dealt with proportionately and fairly . Most sanctions and rewards will be flexible within guidelines given.
7. Once an issue has been dealt with, the student may move on with his or her school career. Only if similar issues return will previous concerns be used to make a judgement.

**Mr A King, Head of School**

**Misbehaviour** is defined as:

- Defiance and refusal to follow instructions
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- An offence that may be considered a criminal offence
- Repeated breaches of the school rules
- Persistent defiance, persistent disruptive behaviour.
- Any form of bullying
- Sexual assault, which is any unwanted sexual harassment/behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 pupil)

## 4. Bullying, Racism and Sexual Harassment

### 4.1 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:

Type of bullying	Definition
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying statement. (Appendix 2)

### 4.2 Racism

The definition of a **racist incident** that will be used by the school is that as given by Sir William MacPherson in his report on the Stephen Lawrence Inquiry: *'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

Racist acts or comments will be dealt with appropriately and proportionately. The use of external agencies and support may be deemed necessary in specific cases. Any incident which also warrants are referred under the 'Prevent' guidelines will be dealt with in line with this DfE guidance.

## 4.3 Sexual Harassment

**Sexual harassment** can happen in school or social situation and involves making unwanted sexual advances or obscene remarks. For the purpose of this policy it is defined as unwanted conduct of a sexual nature. **Sexual abuse** is being persuaded or forced into undesired sexual activity. It's important to note that **this can happen to both males and females**; sexual abuse and harassment works both ways. It can be committed by someone who is close to you, even a friend or family member.

Examples of sexual abuse and harassment that will be dealt with in line with this policy include:

- Touching, groping or grabbing of intimate areas – if the person has not consented, this is abuse
- Verbal abuse
- Lifting skirts, tops or pulling down trousers
- Inappropriate comments
- Making unwanted sexual advances physically or verbally – this is when someone has not consented, and the perpetrator continues to talk or act in a sexual way towards them

See Appendix 3 for further details on our school approach to sexual harassment and peer on peer abuse.

## 5. Roles and Responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and responding appropriately to behaviour incidents or incident of sexual abuse or harassment (see appendix 3 for a behaviour log)

The senior and middle leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct (Esher Ethics)

Staff and Students have worked together to create the Esher Ethics which helps to clearly communicate our code of conduct expected of students. The Ethics are displayed in classrooms around the school.

# Esher Ethics

## Our Code of Conduct

**E**ffort and engagement in everything we do.

**S**upport each other to learn, uninterrupted.

**H**ighest standards of uniform, equipment and punctuality.

**E**njoy our education and encourage others to do the same.

**R**espect, care and kindness to others and the environment.



Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and calmly with purpose around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Achievement points which are monitored and recoded leading to an array of privileges/prizes and commendations issued by form tutors, heads of year, senior member of staff and Headteacher
- Post cards, letters or phone calls home to parents
- Every Friday “wellbeing day” tutor time is dedicated to recognising rewards achieved that week
- Termly celebration assemblies
- Rewards trips/events organised during the academic year

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

- A verbal reprimand
- Sending the pupil out of the class “to a buddy room”
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’

A student may be referred to the Focus Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Focus Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a detention may also be referred to the Focus Room and meetings with parents requested. The school uses an electronic based rewards and behaviour system which helps to monitor and track achievement points and behaviour incidents.

If student’s behaviour is repetitive or requires further intervention, then they will be placed onto the school’s Student Support Plan.

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil 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.



### **7.3 Malicious allegations**

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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 lesson/day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Each class will be buddied up with another (or more than one) in a way that enables staff to support each other. This may be geographically or within subject areas.
  - If a student misbehaves the class teacher will use 3 warnings/steps (minimum) to assist the student to improve their behaviour. If the situation has not improved, the student will be sent with work to the buddied classroom.
  - At the end of the lesson the student must return to the original teacher and discuss the situation and face a proportionate sanction. All sanctions for low level disruption will be flexible depending on previous behaviour from the student.
  - All instances of students being sent to the buddy room and related sanctions must be recorded in SIMS on the day of the incident.

If a student is in serious breach of the code of conduct, or behaves poorly in the buddy room, staff will send immediately for class support. All situations that require a student to leave a room will be recorded on SIMS and Heads of Department informed. Any student who needs callout support three times in a half term will be reviewed by their Head of Year with an Assistant Headteacher.

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil 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
- 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
- Further details can be found in the Positive Touch Policy

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

## 9. Pupil transition

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

## 10. Training

Our staff are provided with training on managing behaviour, together with responding and recording incidents of sexual harassment/abuse. Including proper use of restraint, as part of their induction process and safeguarding training.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body and student wellbeing committee every academic year. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Positive Handling Policy
- Child Protection and Safeguarding Policy

## Appendix 1: Home School Agreement

The following agreement is designed to support student learning and achievement and is based on our core values: “**Wisdom** knowledge and skills” “**Hope** and aspiration” “**Community** and living well together” “**Dignity** and respect”.

**THE STUDENT** promises the school and parent:

- To attend school regularly and be on time.
- To work to the best of my ability at all times.
- To bring the correct equipment to school.
- To do my home learning to the best of my ability.
- To wear my school uniform correctly and be neat and tidy.
- To know and follow the Esher Ethics code of Conduct which includes good behaviour in and out of school.
- To take a full part in the life of the school.
- To respect the school environment and the rights of others and the wider community.

Name: ..... Signature: .....

**THE PARENT** promises the school:

- To ensure my child attends school and is on time.
- To encourage my child to work to the best of his/her ability.
- To encourage my child to complete home learning to the best of their ability and to provide a suitable place for work to be done.
- To send my child to school in the correct uniform.
- To attend parents’ evenings and support my child’s learning.
- To support the Esher Ethics code of conduct including good behaviour in and out of school.
- To ensure my child brings the correct equipment to school.
- To encourage my child to involve himself/herself fully in the life of the school
- To encourage respect of the environment and the rights of others and the wider community
- To maintain communication with the school as appropriate.

Name of parent: ..... Signature: .....

**THE SCHOOL** promises the parent and child:

- To ensure that your child has every opportunity to achieve his/her full potential.
- To provide a broad and balanced curriculum which supports individual learning needs.
- To inform parents and the child about their progress through reports, parents’ evenings.
- To encourage full attendance and punctuality.
- To promote respect for others within the school and the wider community.
- To set and mark home learning as appropriate.
- To provide the best learning opportunities possible within the resources available to the school.
- To support the child in following the Esher Ethics, including good behaviour in and out of school
- To apply the Behaviour Policy consistently to include rewarding positive behaviour and applying intervention strategies for unacceptable behaviour.

Name: ..... Signature: .....

## Appendix 2: Anti-Bullying Statement

At Esher Church of England High School, in line with our values, of Wisdom, Hope, Community and Dignity we are committed to providing a safe, caring and supportive environment, promoting equality and diversity and ensuring the well-being of all members of the community.

We strive to ensure positive relationships are fostered with one another and that students can learn effectively in order to maximise their potential. We would expect all members of the school community to show care and respect to others, appreciating diversity and use individual differences as reason to celebrate not divide.

Bullying is unacceptable. No one deserves to be a victim of bullying. We are committed to supporting the victims of bullying and the students who display bullying behaviour, as they need to learn different ways of behaving.

Esher High School recognises its responsibility to respond promptly and effectively to issues of bullying. If bullying behaviour does occur, students should be able to report incidents and feel confident that they will be dealt with promptly and effectively. All members of the school community; students, teachers, support staff, parents/carers, who are aware that bullying is happening, are expected to report this.

Esher High School is committed to developing a growing network of support with other schools and relevant anti-bullying agencies, in order to provide the best possible education and support for our students. Staff have been trained in restorative approaches and we adopt this with students when they reflect, repair and restore resolution.

We expect students to feel safe in school and on school related journeys, ensuring that they understand the issues relating to safety, including all forms of bullying and that they feel confident to seek support within the school community should they, or another student, feel unsafe

As a school we define bullying as

***'The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.'***

Anti-Bullying Alliance

As a school we also recognise that friends may fall out, say something that hurt's another's feelings without meaning to, and may even be physically aggressive. However, bullying occurs when someone deliberately targets someone weaker or different from them and repeatedly picks on them. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, but it fulfils all other descriptions of bullying. This possibility would be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

### **Appendix 3: Sexual harassment and sexism**

At Esher High School we want everyone to feel they belong and are included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and report this behaviour through the many different methods available.

If students make these comments, we will: Ask them to apologise to anyone the comment was directed at. Support and educate them to improve their behaviour. We will monitor their behaviour for any recurrence. Through student assemblies, staff training we will continue to improve and address this subject and make clear our zero-tolerance approach.

We define sexual harassment as unwanted conduct of a sexual nature. This can be in the form of verbal, visual, or physical conduct of a sexual nature which; violates your dignity makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment. It is important to note you don't need to have previously objected to someone's behaviour for it to be considered unwanted.

Where appropriate case by case consequences will be put in place and we will work closely to support the victim(s). Making sure their feelings are at the forefront of our sensitive approach and follow up. Internal and external interventions will be put in place for the perpetrator(s).

Through the RE/PSHCE curriculum and assembly themes cover what healthy and respectful behaviour towards one another looks like. Peer on Peer abuse, consent, coercive control and other pertinent topics such as the effects of harassment, will be covered in age appropriate lessons/sessions with skilled and trained staff.

Through our school's fundamental approach to positive relationships, we aim to create a culture in our school where students feel listened to, feel empowered to report unwanted conduct. That any reports received by staff will be done so supportively, sensitively and taken seriously and the follow up will be appropriate and handled with care on a case by case basis.

A visual representation of examples of sexual harassment is below.



## **Appendix 4: Exclusions Statement**

Esher Church of England High School must maintain discipline and good conduct to secure an organised and safe learning environment so that teaching and learning can take place.

A decision to exclude a student should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school.

Only the Headteacher (or in his/her absence the most senior teacher who is acting that role) can exclude a student.

A student will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A student, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute.

### **Permanent Exclusion**

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate permanently to exclude a child for a first or one – off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, using or supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any serious incident that brings the school into disrepute

(These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.)

### **Fixed Term Exclusions**

The length of the fixed term exclusion will seek to reflect:

- The seriousness of the incident
- The response to previous periods of exclusion

The student should return to school once he/she has had a reintegration meeting with a senior member of staff, with his/her parents. Exclusions will not be extended if the parents are unable to accompany the student on his or her return, however a student may need to recommence their learning in the Focus Room until such a meeting takes place.

During the fixed term exclusion, the parent/guardian has a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. The parent/guardian may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates. If so, it will be for the parent/guardian to show justification.

For a fixed term exclusion of six days or more the school will arrange suitable full time educational provision at an alternative venue from the sixth day.

### **Disciplinary Hearings**

The Disciplinary Committee of the Governing Body will meet to consider all Permanent Exclusions

The Disciplinary Committee will meet to consider Fixed Term exclusions of 15 days or more and for students receiving 15 or more days in any given term.



The Disciplinary Committee will also meet with Parents and students on a more informal basis to consider serious behavioural incidents.

## Appendix 5: Drugs Statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem and it is essential that we understand and support young people and their parents rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Senior Leadership Team for the implementation of appropriate action. The School will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school will lead to a permanent exclusion.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

- The use of in-school counselling services
- Referral to outside agencies for counselling treatment
- Intensive in-school programmes (Pastoral Support Programme)
- Inter-agency education programmes such as Surrey Drug and Alcohol Action Team, Catch 22.

Any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether or not in possession of the banned substance, will be permanently excluded and the police will be informed.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Senior Leadership Team who will inform the Headteacher.