



Esher Church of England High School

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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1. Purpose

The purpose of this policy is to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- 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 students 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 is 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 M Boddington, Headteacher

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 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 student)

4. 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)

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body 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 students
- Recording behaviour incidents

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 student 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. Student 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

Effort and engagement in everything we do.

Support each other to learn, uninterrupted.

Highest standards of uniform, equipment and punctuality.

Enjoy our education and encourage others to do the same.

Respect, care and kindness to others and the environment.



Students 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 students 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 student 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 student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

| Incident | Initial Sanction | When sanction missed |
|------------------------|--|--|
| Level 1/2 incident | Sanction logged in SIMS and teacher informs student in lesson. This includes Supervised Lunch Detentions logged by office and HOYs | Escalated to after school detention |
| After School Detention | Sanction - After school detention logged by HOD in SIMS Teacher Phones Home, teacher attends the detention room on day of detention to meet with student outside the room | Escalated to Thursday SLT detention (logged by office) |
| SLT detention | SLT detention School office sends email/text message to inform missed after school detention, has Thursday SLT detention | Escalated to Level 4 incident |
| Missed SLT detention | Meeting arranged for Friday morning or ASAP with parent. Student to be isolated until parent meeting takes place or detention completed. This will be communicated in a phone call to the parent on Thursday if a detention is missed. | |

- Putting a student 'on report'

A student may be referred to the Focus Room in response to serious or persistent breaches of this policy. Students 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.

Students who do not attend a given detention may also be sent 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 a student's behaviour is repetitive and then a student will be placed onto the schools **behaviour stage continuum**.

7.2 Off-site behaviour

Sanctions may be applied where a student 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 student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student 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 students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students 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 spend a time working in the Focus room.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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 students' possession will be confiscated. These items will not be returned to students.

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

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

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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. Student transition

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

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

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 Touch 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 homework 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 homework to the best of their ability and to provide a suitable place 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 homework 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: 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 4: 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 Headteacher 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 schools 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.