Behaviour Policy and Statement of Behaviour Principles

Last reviewed: September 2023
Next review due by: September 2024

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Successful approaches to establishing an excellent climate for learning and appropriate behaviour are built on strong relationships with students. Our approach at IMedia School on the work "respect", in terms of others, self, environment and learning. It is an all- encompassing approach that applies to behaviour in classrooms and around the school.
Consistency, fairness and inevitability (in terms of rewards/sanctions) are all important in the approach.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including 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
- Outline our system of **rewards and sanctions**
- Encourage a positive relationship with Parents and Carers to develop a shared approach to involve them in the implementation of the schools policy and associated procedures.

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

Misbehaviour

includes:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, or outside school activities.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to act on instructions

Serious misbehaviour includes:

- Repeated breaches of the school rules
- Persistent failure to act on instructions and/or refusal to act in instructions
- 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
  - Aerosols and sprays
  - Alcohol
  - Illegal drugs and drug paraphernalia. Legal Highs.
  - Stolen items
  - Tobacco and cigarette papers and items used to vape/e-cigarettes
  - Matches, Lighters or flammable items
  - 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)
  - Mobile phones, electronic and web enabled devices. (if not handed in to reception) Please see Appendix 1: Written statement of behaviour principles
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4. Bullying, Sexual Harassment / Abuse and Sexism

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.

iMedia School has zero-tolerance approach to sexual harassment.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend

against Bullying can

include:

Type of bullying	Possible Characteristics
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, mimicking
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
Prejudice based and discriminatory	Bullying in relation to protected characteristics such as gender, race, religion and sexuality

Sexual Harassment and Sexual Violence

Sexual harassment and / or sexual violence of any form will always be taken seriously and in addition to safeguarding procedures being followed, will also result in sanctions. The sanction(s) will be determined by the specific details of an incident / behaviour, may involve the police depending on the incident, and be informed by the DfE guidance referenced below. Staff and students must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as "banter", just having a laugh" or "part of growing up".

We will use the definitions and information from   https://learning.nspcc.org.uk/research-resources/schools/sexual-violence-harassment-schools-colleges-guidance-caspar-briefing

Sexism

We will not tolerate verbal abuse or sexist comments in school. We want everyone to feel 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 students are encouraged to call out and/or report this behaviour. 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
- Monitor their behaviour for any recurrence
- Escalate the sanctions for repeat behaviours or if the student refuses to apologise in the first instance

Our RSE – curriculum will cover what healthy and respectful behaviour towards one another looks like.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School 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 and promote high expectations
- Challenging behaviour that is unacceptable
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Creating a positive and supportive working environment with an ordered and calm atmosphere in which all feel secure and safe
- Consistently applying whole school classroom protocols and expectations
- Working with parents and carers to support behaviour and learning

Incidents. Please see Appendix 2: Staff Roles and Responsibilities

5.4 Parents and Carers

Parents are expected to:

- Support their child in adhering to behaviour and classroom expectations.
- To take responsibility for the behaviour of their child both inside and outside of school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Attend Parents evenings, meetings and events.
- Discuss any behavioural concerns with the class/form teacher promptly.

6. Pupil Behaviour & Classroom Expectations: respect others, self, environment, and learning.

Pupils are expected to:

- Behave in an orderly, safe and self-controlled way.
- Show respect to members of staff and each other.
- Be punctual, fully equipped and ready to learn.
- In class, make it possible for all pupils to learn. Work co-operatively and to the best of their ability.
- Move quietly and considerately around the school.
- Treat the school buildings, people's property and the environment with respect.
- Wear the correct uniform at all times.
- Take responsibility for their own actions and accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Seek help or advice if problems arise and report concerns or incidents.

7. Rewards and sanctions

General Principles Acknowledging Acceptable and Unacceptable Behaviour

At iMedia School we do not believe in children "being bad" but instead we see good children making wrong choices. We recognise that students may communicate distress, anxiety, lack of confidence and uncertainty through their behaviour. General principles acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that our students learn how to make the right choices and gain control of their behaviour. The school will reward success through a point-keeping reward system where the students are given responsibility points for their own behaviour.

Behaviour we encourage	Unacceptable behaviour includes:
Respect for other people, their views and their work A sense of right and wrong. Self-respect. Respect for the environment Working cooperatively Honesty and trust. Fairness. Self-discipline. Politeness and good manners.	Racial harassment. Violence and aggression Hurting other people's feelings Threatening behaviour including bullying Dishonesty Lack of respect Discrimination. Using unacceptable language Deliberately damaging property Disrupting teaching and learning

Whole School System for Behaviour Management
All staff are responsible for promoting good behaviour and discipline in the school.
The Responsibility Points system is used to monitor, support and reward positive choices.

Staff support students by using non-confrontational language, as they encourage students to keep their points and reinforce the students' choice in managing their own behaviour.

- Responsibility points are points held by you, the student. You choose to retain or give up your points.
- Staff do not take points away but accurately record behaviour and engagement in lessons.
- Language around points should be "what points do you think you have kept? Or do you think you have given up any points this lesson?"
- Staff reinforce that teachers do not take points, but that they belong to you who make choices about whether to keep or give up points.
- Points should be completed for every lesson with a tick for a point a zero for no points and an X for absence.
- Certificates can be generated weekly to show percentage of points retained and targets can be set in relation to areas that need to be improved.
- Data from this behaviour strategy can support interventions, feed in to progress and monitoring reports and clearly identify for the student and parents/carers areas that are going well and areas for development.

- Percentage point retention can be handed over to parents weekly to support home school working.

The Responsibility Points System is outlined below.
Each student has responsibilities to himself, or herself, and others in the school.
The rules they choose to keep are their responsibility. They have 5 points in their possession at the start of each lesson. Students choose to keep them, or give them away by not following the responsibility expectations of each point.

Responsibility Points: The following gives an outline of the school's Responsibility Points.
- Responsibility Point 1: To be on time and ready to start
- Responsibility Point 2 : To listen to the teacher and follow instructions
- Responsibility Point 3: To use appropriate behaviour and language
- Responsibility Point 4: To show respect and earn respect
- Responsibility Point 5: To complete tasks set

Rewards: The school operates a reward system which rewards and acknowledges students positive behaviour, high levels of attendance and personal achievements.

At the end of every half term individual students point's retention is calculated and those achieving in excess of 90% of points will receive a voucher for high street stores and services.

The following gives an outline of how the system works.
Teachers and staff begin with positive verbal reinforcement for students 'choice of good behaviours each lesson, and a positive verbal reinforcement at the end of the day for the positive choices made.

Pupils understand that each lesson is a fresh start so they can turn their day into a positive experience at any time.

The Responsibility Points Chart records the points kept or given away. This allows for interventions to address behavioural issues including, home school contact and support, Individual Behaviour Plans to be designed and monitored weekly, to show progress for set targets.
At the end of each week, students are informed of their percentage point's retention and targets for improvement in the following week are discussed.

7.1 Rewards and Sanctions

The rewards system at iMedia School comprises among other things:

- Praise for positive behaviour and effort both verbal and as part of written feedback.
- Celebration of work using displays on the walls and families may be informed.
- Half termly year group celebration assemblies where we will recognise achievements and give recognition for contribution to school life.
- Certificates as a recognition of outstanding attitudes for learning.
- Termly award given to the winning pupils.

The school may use one or more of the following sanctions or actions in response to unacceptable behaviour:

- Use of positive non-verbal communication.
- A verbal reminder of the behaviour expectations using positive reinforcement.
- Change of seating plan position.
- Sending the pupil out of the class for a short period of time including a short return to class restorative discussion.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break, lunchtime, or after school.
- Referring the pupil to another member of staff for a 'fresh start', restorative conversation to

take place.

- Lesson removal to work elsewhere – the time scale may vary depending on circumstances.
- Items being confiscated.
- Letters, phone calls and meetings with parents/carers.
- Agreeing a behaviour contract.
- Putting a pupil on a 'monitoring report'.
- Governor Panel Meeting setting clear targets.
- Warning letters/contracts.
- Exclusion from lunchtime.
- Loss of ICT use or some supervised use in some situations.
- Fixed term or permanent exclusion (details on our approach to exclusions are set out in our exclusions policy).

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, work experience or they are identifiable as a pupil of the school for example on a bus or on the way to or from school.

This also applies to pupils who break school conduct during extended school activities such as sports events, revision or support sessions or any activity where poor behaviour might jeopardise the chances of future pupils participating.

7.3 Malicious allegations

If a pupil makes an accusation against a member of staff or a fellow pupil and the accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

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

The Head of School will also consider the well-being of staff or pupils subjected to the malicious allegation.

8. Behaviour Management

8.1 Classroom management

School staff are responsible for setting the tone and context for positive behaviour within the classroom. Strong working relationships with pupils are key.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils at the classroom door in the morning/at the start of lessons
  - Establishing clear routines and seating plans
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Using de-escalation techniques, for example, adopting a calm and curious notfurious approach to discussion
  - Dealing with pupils in a consistent, calm and considered way
  - Concluding the day positively and starting the next day afresh
  - Share information, strategies and support to enhance classroom management.

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.

Staff can also use this when they are lawfully in charge of students but off the school premises. For example, a school trip.

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.

Any cigarettes, e-cigarettes or alcohol will be destroyed. Controlled drugs, other substances or stolen items will be passed on to the Police.

We will also confiscate any item that is harmful or detrimental to school discipline. Mobile phones will be held securely in school and Parents/Carers may collect them 24 hours later. These items will be returned to pupils after discussion between school and parents, if deemed appropriate.

Searching and screening pupils is conducted in line with the **DfE's latest guidance on searching, screening and confiscation**.

9. Links with other policies

This behaviour policy is linked to the following policies and documents:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Appendix 5; Drug Education and Management of Drug Related Incidents

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and are ready to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions and show respect to others.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.