

Behaviour Policy (Safeguarding Suite)

Review Date(s): October 2023

Review by: Pastoral, Safeguarding, Wellbeing Committee

Final Approval: Pastoral, Safeguarding, Wellbeing Committee

1. Context

The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values underpin our intent to develop highly productive relationships and a strong sense of identity and belonging. We believe that character development goes hand in hand with striving for academic excellence and our high expectations of excellent behaviour will allow students to leave us happy and healthy, with a strong moral compass.

This policy should be read in conjunction with the Child Protection Policy and Home School Partnership agreement.

2. Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

3. Introduction

Outstanding achievement is dependent upon high standards of behaviour across the Academy. Effective teaching and learning, tailored to meet the needs of students of all abilities, lies at the heart of effective behaviour management.

4. Definitions:

Detentions:

- Detentions are organised for lunchtime and at the end of the school day.

Exclusion

- Internal Isolation – removed from lesson(s) under supervision but kept within the Academy
- External Suspension - removed from the Academy for either a fixed term or permanent period. This can only be instigated by the Headteacher or a Deputy Head in the Headteacher's absence.

Protected Characteristics

The Equality Act (2010) is designed to ensure that individuals are not discriminated because of a 'protected characteristic'. These are: age, disability, gender reassignment,

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race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. Principles:

Standards of behaviour are:

- best articulated by our Core Values and Intent
- best established by articulating high expectations of our students
- best established by explicit teaching of appropriate behaviour and communication
- best developed by partnership with parents to celebrate rewards and share sanctions
- best maintained by upholding the Academy's Christian ethos
- best maintained by developing long term positive relationships between staff and students
- best enhanced by accentuating the positive rather than punishing the negative
- best preserved by implementing fair, clear and consistent responses

6. Policy

We will:

- praise and encourage students whenever possible and appropriate, including commendations, praise letters, verbal praise to individuals or groups personally, in lessons or in assemblies
- ensure there is a robust, school wide process for behaviour management
- employ a graduated sanction system for unacceptable behaviour from classroom intervention to suspension, depending on the nature of the behaviour being sanctioned
- Record and analyse behaviour data with a view to consistent reduction of inappropriate behaviour

7. Responsibilities

1. Classroom Teachers/Form Tutors: to uphold high standards of behaviour at all times; to manage behaviour processes in line with Teacher Standards; to implement the Academy's Behaviour Management systems
2. Heads of Subject and Faculty: to ensure robust Faculty processes to maintain high standards of behaviour within their areas
3. Heads of Year: to uphold high standards of behaviour at all times; to take the lead on behaviour within their year groups; to provide advice and guidance on managing behaviour of students in their year group; to ensure relevant issues are referred
4. Heads of Key Stage: to analyse the behaviour data to identify areas of focus to reduce inappropriate behaviour
5. Deputy Head PSW: to lead on behaviour management systems within the Academy
6. Deputy Headteachers/Headteacher: to authorise suspensions
7. Governors: to receive analysis reports relating to behaviour; to ensure the implementation of this policy; to provide an appeal panel where necessary (e.g. suspensions)

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