



Behaviour Policy



Document Control

Date of last review	
Date of next review	
Review period	Annually
Status	Statutory
Approved by	Local Governing Body
Lead contact	

Contents

PART A: PRINCIPLES

PART B: POLICY IN PRACTICE

PART C: STATUTORY GUIDANCE

PART A: PRINCIPLES

At The Heights Burnley our goal is to provide exciting opportunities for pupils to engage and succeed in their learning. Good behaviour and attendance of pupils is a vital element in this process. We aim to provide a safe, inclusive learning environment that helps students overcome barriers, negative influences, frustrations and difficulties and promote positive attitudes, relationships and behaviour that is conducive to learning. This will be achieved by promoting an ethos of respect combined with excellent teaching and learning opportunities.

At The Heights Burnley we expect everyone in the school to: show respect, kindness, courtesy and tolerance and listen to each other, make the school a safe, litter free and pleasant environment in which to learn, allow effective learning and teaching to take place, work hard and to achieve their full potential, take responsibility for their actions and behaviours. We emphasise prevention and praise before sanctions. We actively encourage good behaviour, discourage bad behaviour and help our students to understand the difference.

Pupil Support & Transition

One way in which we aim to improve pupil outcomes is through a rigorous induction and transition process in which as much data as possible is collected about the pupil. This will include strengths, weaknesses and any known barriers to learning. For example, specific learning difficulties, attendance issues, chaotic family lives.

This, along with baseline assessments in Literacy, Numeracy using IDL and Puma testing for the pupils on entry, we also have 1:1/ 1:2 with pupils to identify areas they may need support in. This will give us a clear picture of the young person so that prior to their start date which allows us to create a pupil passport which is shared with all staff. Attendance, behaviour and progress will be tracked in great detail through the school's Management Information System, throughout a pupil's placement. During a pupil's first week post induction reading and spelling assessments are completed with the head of English; in addition staff will be able to set and collect assessments which will allow them and SLT to analyse different data sets and monitor progression.

We aim to provide a learning environment in which pupils feel safe to learn and gain in confidence and skills. We aim to recruit experienced, specialist staff with a variety of skills including, but not limited to, counselling, handling behaviour of young offenders, behaviour management and pastoral issues such as pregnancy, forced marriage, self-harm and domestic violence. Through intensive pastoral support including family intervention and close partnership working with agencies such as Social Care, YOT and mainstream school staff, we will offer a multifaceted support service for our young people and their families. We feel that this will give our young people the best possible chance to achieve their full potential. (Please also refer to our Safeguarding and Promoting Student Welfare Policy and our Anti-Bullying Policy for further information).

Staff Support

We provide a comprehensive support package using staff that are experienced behaviour practitioners, trained in the positive handling of pupils (Team Teach), positive role models and who have a clear understanding of the pastoral, educational and behavioural needs of each young person. Our referral system identifies difficulties and needs before admission and staff on the admissions team will produce a pen portrait (Passport) of each pupil on entry so that all staff are aware of developmental issues and situational issues in order to deal sensitively with young people. Staff adopt a proactive approach to behaviour using strategies such as learning support, 1:1 intervention, small group work, IEP's, buddy and mentor systems and anger management sessions. These strategies are supported by a consistent behaviour management approach that focuses on clear expectations, target setting and rewards. A Pastoral Team meets daily, implementing strategies as needed, using data gathered throughout the term. In addition, self-awareness is delivered through a high quality, pupil led PSD curriculum

Parents as Partners

Experience shows that young people benefit most from education when there is a clear and cooperative understanding with school, student and home. By signing the Home School Agreement, parents, carers and students endorse their commitment to working with The Heights Burnley to achieve the highest possible standards. We recognise that parents and carers play a crucial part in shaping their children's attitudes. Consequently, as in all areas of school life, we seek to work with them as partners in our efforts to promote good behaviour and academic achievement. If problems arise, we try to involve parents at an early stage rather than as a last resort. We encourage parents to bring concerns to our attention. In the first instance, parents or carers should contact the Pastoral Team or Family liaison officer by letter, telephone or through the office. This contact may be made at any time.

AIMS

At The Heights, Burnley we aim to:

- Create an environment which encourages and reinforces good behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure that the school's expectations and strategies are known and understood as widely as possible
- Encourage the involvement from both parents and representatives from mainstream schools in the implementation of this policy

The pupils who attend The Heights Burnley will bring a wide range of behaviour patterns based on differences in values at their homes and mainstream schools. Pupils may be disaffected, disengaged or from a vulnerable background. Every pupil will work towards our standards of behaviour which are based upon our code of conduct. However, we accept that these standards are goals to be worked towards rather than expectations which are either fulfilled or not.

The Heights Burnley will play a major role in a pupil's social and moral development, just as it will in their academic development. We will measure academic success in terms of progress and achievement towards curricular targets. We will measure standards of behaviour in terms of a pupil's ability to develop and conform to our behavioural goals over a set timescale. Teachers and support staff at The Heights Burnley will have an important responsibility to model high standards of behaviour, both in dealings with pupils and with each other. This will ultimately influence the pupils within our care. Staff at the school aim to:

- Provide a caring, effective and positive learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all

We believe that an appropriately structured, personalised learning curriculum contributes to good behaviour. Thorough planning and active involvement of pupils in their own learning helps to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons at The Heights Burnley have clear objectives, understood by the pupils and differentiated to meet the needs of students of all abilities.

Classroom Management & Organisation

Classroom management and teaching methods have an important influence on student behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Classrooms at The Heights Burnley are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task

behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays are used to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment. Teaching methods encourage enthusiasm and active participation. Lessons aim to develop the skills, knowledge and understanding which enable all pupils to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Issues will be a private matter between teacher and student.

Classroom rules and expectations for students

Make it easy for everyone to learn and for the teacher to teach. This means: Attending every lesson.

- Arriving on time to school and to lessons.
- Bringing all the equipment you need in a suitable size bag.
- Beginning and ending the lesson in a polite and orderly manner.
- Listening carefully and following instructions.
- Asking for help when you need it.
- Being sensible at all times.
- Doing your homework as well as you can and handing it in on time.
- Helping each other when this is appropriate, but not distracting or annoying anyone
- Accept the consequences of your actions. Accept the teacher's seating plan.
- There will be a seating plan for each of your lessons, created by the teacher.

Speak politely to everyone. This means:

- Offering to help others.
- Being polite to visitors.
- Using language which is not abusive or offensive.
- Supporting and encouraging each other.
- Respecting other people's cultures and beliefs.

Listen to others and expect to be listened to. This means:

- Being quiet when asked.
- Not interrupting or being interrupted by others.
- Trying to understand other people's point of view.
- Not answering back.

Keep the school clean and tidy so that it is a welcoming place of which we can be proud. This means:

- Putting litter in bins.

- Wearing the school uniform correctly.
- Keeping the walls and furniture clean and free from graffiti.
- Using toilets and changing rooms in an acceptable way.
- Eating only in designated areas of the school.
- Not chewing gum.
- Reporting any damage to a teacher or member of staff.

Move quietly and calmly about school. This means:

- Walking rather than running, pushing or barging past others.
- Being ready to help by opening doors or offering to carry things.
- Keeping to the left along busy corridors and on the stairs.
- Lining up in a sensible manner outside classrooms.
- Being aware that anyone who is physically challenged may need extra care and consideration.
- Queuing up for food and behaving sensibly in Café areas.
- Behaving sensibly at social time.
- Behaving sensibly travelling to and from school.

Students must not

- Be disrespectful
- Destroy the learning for others
- Display a poor attitude
- Shout or be rude to other students and staff
- Challenge the authority of the teacher
- Eat or chew gum in lessons or around the school
- Draw graffiti on books, planners, walls or desks
- Wear makeup or jewellery

Support Systems

The school has a number of mechanisms for supporting behaviour management. These are: A well-structured Welfare and Guidance system. Established links to outside agencies to which referrals can be made. Clear strategies for behaviour management practised by all staff. Well informed teaching staff. Well informed support staff. Study base for students who need further opportunities to relearn how to learn.

School Trips

A Code of Conduct will be in place for all school trips. This clearly outlines the behaviour expectations we have of each student participating in the trip. All students are expected to sign and agree that they will adhere to the Code of Conduct. Failure to sign and agree to the Code of Conduct will result in the student being withdrawn from the school trip. The school reserves the right to withdraw

any student who we feel would jeopardise the health and safety of others from a school trip or event. The school reserves the right to send home any student who does not adhere to the Code of Conduct. This will be at the parent/carer's expense. It may also be necessary to exclude a student on their return. The school takes no responsibility for any personal items a student may wish to take on school trips etc.

Personal Behaviour

You are expected to treat other people and the school environment with respect.

Remember that smoking is dangerous, against the law and is not allowed in school, on the grounds of the school or travelling to and from school. If you make the decision to flout this school rule, it will be treated as a very serious matter. If you are caught smoking or in the company of students who are smoking (including e-cigarettes) you will: Have a letter sent home to your parents informing them of the problem, Lose your social time in the study centre for a period of time. An internal exclusion may occur if you are caught smoking. Students who are persistently in the company of students who smoke could face an internal exclusion. Persistent smoking could lead to a fixed term exclusion. Any student caught in possession of/smoking any controlled substances will face a very serious sanction and may lead to PEX.

Name calling is hurtful and therefore has no place at this school.

If you are abusive towards any member of the school community through words or actions, appropriate action will be taken. A FTE exclusion from school is highly likely. Injuring others through words or physical actions is wrong and will be treated very seriously. Remember that an exclusion is highly likely. The school is a non-contact environment. Physical fracas and fights will always result in some form of exclusion.

PART B: POLICY IN PRACTICE

Expected Behaviour Throughout the School

At The Heights Burnley, our aim is provide all our young people with a new route to academic and vocational success, through personalised programmes of study that will enable them to achieve their highest potential in education, training and work. To achieve our vision and aims, we will apply a set of common principles and rules. We ask pupils to follow the Respect Charter:



Respect Charter



Respect yourself...

- By taking pride in your appearance, wearing your vocational uniforms
- By taking pride in the work you complete
- By accepting responsibility for own behaviour

Respect others...

- By treating others with consideration and politeness
- By caring for others and their property
- By being welcoming and friendly
- By moving around the school in a safe and sensible manner

Respect learning...

- By arriving at lessons on time
- By settling quickly to work
- By listening carefully and following instructions
- By working to the best of your ability

Respect the environment...

- By respecting equipment, resources, and the school in general
- By using the litter bins provided

Code of Conduct

Expected Behaviour in Class

At The Heights Burnley, we believe that:

- Everyone has the right to be treated fairly
- Everyone has the right to be listened to
- Everyone has the right to learn

In order for every young person to have the best opportunity to reach their potential and have a valuable learning experience, we expect the following from all our pupils in class. Every pupil will:

- Remove their hats and coats and be ready for learning.
- Ensure that their mobile phone is put away and not used in class.
- Follow all the teacher's instructions
- Remain on task and complete the assigned work
- Speak to staff and their peers appropriately

Rewards

We believe that rewarding the deserving will inspire those vulnerable or demotivated pupils who may be struggling at their parent school. Rewards will be given as a means of acknowledging an effort, achievement or action that is above and beyond the norm and will be based on accurate data. We will actively seek ways to find students succeeding and praise their efforts. We will reward whenever possible:

- Formally or informally
- Publicly or discreetly
- Regularly, consistently and sincerely

Rewards systems in our school will link into: attendance, improved behaviour, effort, attainment, attitude, progress and motivation. A variety of methods of rewards will be used at The Heights Burnley, these will include: verbal praise, positive phone calls home, public display of high quality work, acknowledgement through assembly and certificate or awards at assemblies.

Behaviour & Rewards Tracking System

Tracking

The Heights Burnley uses the EPraise system (www.epraise.co.uk) to monitor and track all pupils' behaviour in all classes throughout the school day. Pupils are set 3 targets:

1. Using appropriate language
2. Following Instructions set by staff
3. Staying on task in lessons
4. To meet a personal target set with Students and using McSherry information gathered from staff

The class teacher will award points accordingly, if the pupil has achieved their targets. On a daily basis, staff (and parents) can monitor the progress of a pupil online as in the example below. EPraise enables the school to develop a positive classroom culture by allowing pupils to develop in those areas that they need support in. Also, the system allows increased engagement with parents and other agencies by giving them a clear insight into the progress of their child.

Rewarding

EPraise enables us to award points that are redeemable in the shop included in the system. Prizes are staggered in "affordability" from "low cost" items such as stationery and small treats, "medium cost" items such as driving lessons and pamper sessions with our vocational staff and "high cost" items such as end of term rewards trips.

Classroom Posters will promote and display the reward process and remind pupils of the benefits of exhibiting positive behaviour.

epraise



Great Work
=
Points



epraise.co.uk
The award winning school reward system

Whilst rewards are central to the promotion of good behaviour there will still be a need for sanctions to;

- Register the disapproval of unacceptable behaviour
- Be a consequence of pupils not following the Respect Charter/Code of Conduct
- Protect the integrity of the school community

When sanctions need to be applied;

- It will be clear why the sanction is being applied
- It will be made clear what changes in behaviour are required to avoid future punishment
- Group punishment will be avoided
- There will be a clear distinction between minor and major offences
- It will be made clear that it is the behaviour rather than the person that is punished.

Sanctions will be preceded through clear reminders and warnings given by teachers:

- Expressions of disapproval
- Reminders
- Verbal warnings
- Final verbal warning

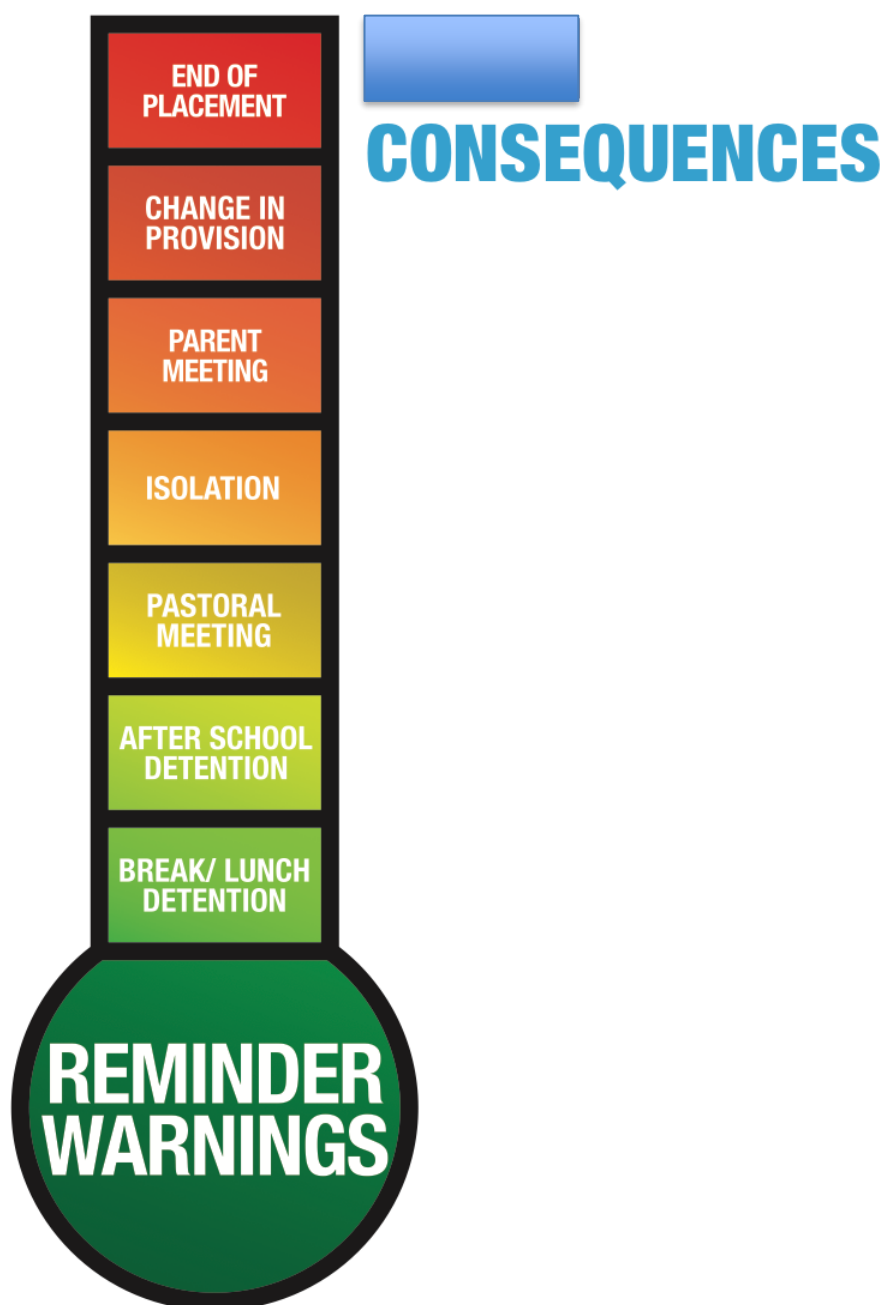
The Heights Burnley recognizes that it is important that sanctions given are not out of proportion to the offence. Therefore, the school has developed a three tier system which highlights staff actions, consequences and sanctions in proportion to the behaviours exhibited by pupils. The system also gives the opportunity for pupils to have some time out, make the right choices, get back on track and be included within the school community.

<p>Expectations for all of our pupils</p> <p>Coats and hats off Full uniform Mobile phones away Following all instructions On task Arrive to class on time Speaking appropriately to staff and peers Complete work set</p> <p>STAFF ACTIONS</p> <p>Praise (public or private) Positive phone call home EPraise points awarded Positive feedback in books Visual praise</p>	<p>Refusal to follow expected behaviour but not stopping the learning of others. E.g. Talking, conversational swearing, work avoidance, mobile phone use. Lack of work</p> <p>STAFF ACTIONS</p> <p>Use of reminders and warnings of expectations and consequences Use of de-escalation Support from TA Issue demerits on EPraise Phone confiscated</p> <p>IF SUCCESSFUL</p> <p>Pupil praised for making the right choice</p> <p>IF UNSUCCESSFUL</p> <p>Detention to be issued at break or lunch time Contact Home</p>	<p>Persistent refusal to follow instructions, disrupting the learning of others. E.g. Walking out of class without permission, verbal abuse to peers.</p> <p>STAFF ACTIONS</p> <p>De-escalation Directed time-out with TA Isolation, if sanctioned by SLT</p> <p>IF SUCCESSFUL</p> <p>Pupil reintegrated into class</p> <p>IF UNSUCCESSFUL</p> <p>Detention to be issued. Phone call home Inclusion Room if agreed by a member of SLT Referral to Student Support Panel</p>	<p>Bullying, Racism, Fighting, Verbal abuse/threats to staff or peers, Damage to property.</p> <p>STAFF ACTIONS</p> <p>Immediate removal from class Referral to Pastoral team, Deputy Head or Headteacher</p> <p>CONSEQUENCES</p> <p>Internal isolation Fixed term exclusion followed by parent meeting Phased return into the main school Change of provision Permanent Exclusion NB – a restorative meeting with staff if possible</p>
---	--	--	--

Sanctions will range from detentions, confiscation of pupil property (property may be returned at the end of the school day or parents may be requested to come into school to collect it), referral to the pastoral team, phone calls to parents/carers, isolation, change of provision for intense support or nurture (Heights+) ultimately and in the last resort, exclusion from the school. Minor instances of poor behaviour will be adequately dealt with through minor sanctions.

Where disruptive behaviour is frequent, sanctions alone will be ineffective. In such cases we will carefully evaluate the curriculum on offer, and there will be a change in the provision offered to a pupil. This could take the form of a short-term alternative timetable to support a pupil and re induct and reintegrate back into the main school community.

Classroom Posters will promote and display the sanctions and remind pupils of the consequences of not following the school code of conduct and Respect charter.



A pupil's behaviour will also be monitored thoroughly through the school's data analysis management systems and Epraise. This system will allow staff to track standards and monitor such things as punctuality and attendance to ensure the highest possible standards. Epraise will enable classroom staff to closely track Tier 1 incidents where they feel pupils have not acted in a way the school deems appropriate. They will be encouraged to issue demerit where appropriate to allow themselves and the pastoral team to monitor events managed in the classroom. Where negative behaviour goes beyond the threshold of tier 1 then The MIS will

also be able to record detentions, incidents, phone calls home, parental meetings and referrals to ensure there is an electronic record of student conduct throughout their school life and allow SLT and staff to action accordingly. In the longer term, Progress reports will also provide valuable data regarding a pupil's progress, behaviour and attitude to learning.

The Pastoral Team will also meet on a daily basis to:

- Discuss pupils who display causes of concern
- Produce strategies for those pupils identified
- Review progress of pupils
- Implement rewards and sanctions as appropriate.
- Disseminate information as a result of discussions to all staff
- Review behaviour management in school
- Make recommendations to the SLT

PART C : STATUTORY GUIDANCE

This Behaviour Policy has been written under the advice and guidance published by the Department for Education in January 2016. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. Copies of this advice and guidance can be found at the following web address;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf

Availability of the Behaviour Policy

This policy is available on request to pupils, the parents of pupils and prospective pupils of The Heights Burnley. A copy of the school policy is also available on the school website at www.theheightsburnley.com

Liaison with parents and other agencies

A positive partnership with parents and other agencies will be crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of life at The Heights Burnley will be encouraged. This participation will assist the development of positive relationships in which parents are more likely to be responsive if we require their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

Allegations of Abuse Against Staff

Under **Keeping Children Safe in Education 2018**, allegations of abuse must be taken seriously. The Heights Burnley will ensure that it deals with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. In respect of malicious or unsubstantiated allegations. If an allegation is determined to be unsubstantiated or malicious:

the designated officers(s) will refer the matter to the children's social care services to determine whether the child concerned is in need of other services or support.

If an allegation is shown to be deliberately invented or malicious, the headteacher will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Exclusions

The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Only the headteacher, or a person acting with the headteacher's authority, can exclude a pupil from school. Depending on the type of exclusion, in most cases parents have the right to make representations to the Governing Body.

You need to know of the change in the law relating to the exclusion of students from school from 1 September 2012. If you are excluded for more than 5 days, you will be expected to attend a different school until the exclusion ends, e.g. if you have an 8-day exclusion the following will take place: Days 1, 2, 3, 4, 5 you will be at home; supervised by your parent/carer. Days 6, 7, 8 you are expected to attend another school.

You will return to The Heights Burnley on day 9, where you will have a re-integration meeting with a member of staff, you will then be placed on report for a minimum of two weeks where your progress will be monitored.

The Inclusion Room

The main purpose of the Inclusion room is to augment the management system of the school by providing a base for those students whose persistent, challenging antisocial behaviour places them at risk of frequent, long term or permanent exclusion from school. The Inclusion room may also be used when a one off serious incident occurs and also as a Learning Support Unit. The Inclusion room will provide students with the opportunity to re-learn how to learn and focus on the relevant tasks. The aim of the Inclusion Room is the successful re-integration of such students into mainstream education. The main emphasis will be on enabling students to control their extremes of behaviour and as such, relevant activities include: Setting targets for improved learning and behaviour with achievable targets.

Criteria for Admission

The criteria for admission need to be strictly adhered to in order that it functions. Students will be considered for admission to the Inclusion Room

following discussion with SLT and The Inclusion Manager. Students will then be told of the decision to move them into the Inclusion room and their parents informed.

Emergency Entries

Occasionally the standard procedures have to be by-passed when an emergency arises. When the decision to place a student into the Inclusion room is taken, parents/carers should be advised of the reasons why.

Procedures after admission to the Inclusion Room

- An Individual plan should be completed with targets set for each student by the Study Centre Manager/DOS/SLC 10
- As far as possible students will follow the work being undertaken by fellow students in mainstream. The planning of how they do this work will be the responsibility of each student.

Daily report sheets will be provided for each student and should be signed by the manager of the Inclusion Room at the end of the day(s).

Re-integration of the student into mainstream classes

- On successful completion of the day(s) in the Inclusion Room, the student returns to mainstream where the subject teachers will monitor the students in lesson.
- Initially a post-Inclusion room report card will be issued. Names of students in the Inclusion Room will be made available to all staff, by the Inclusion Manager.
- If the student fails to successfully complete the allocated days in the Inclusion room the sanction to exclude them is available.

Students will be recommended for a place in the Inclusion Room after the following criteria have been met.

- Pattern of persistent challenging or anti-social behaviour has been observed and documented by more than one teacher.
- The student has been dealt with through the usual faculty/pastoral/disciplinary channel. The Pastoral/Behaviour Manager has been involved.
- These interventions prove unsuccessful. One off serious incidents.
- For Learning Support reasons.

Objectives of the Inclusion Room

- To augment the faculty/pastoral behaviour management system.
- To provide an opportunity for students to re-learn how to learn.
- To provide a base for those students whose persistent challenging and anti-social behaviour places them at risk of exclusion, or further exclusion.
- To support vulnerable students.

What do the students do in the Inclusion Room? Those students placed in the centre follow their own timetable as far as is practicable.

However,

- They work in silence and follow the Inclusion Room Expectations.
- They keep up to date with work being done in their mainstream classes to facilitate the reintegration process.
- This work is supplied through the faculties. They remain in the Inclusion Room at social times.

The Inclusion Manager will:

- Supervise the students in the Inclusion Room during their allocated session(s) and write a brief comment at the end of each session on the students report.
- Maintain an atmosphere conducive to independent study.
- Maintain an environment akin to a Formal Library i.e. the students work in silence.
- Use the telephone in the Inclusion Room to request help initially through the main office number.
- Answer questions posed by the students as far as possible.
- Offer reflection and mentoring programs
- Literacy and Numeracy intervention when possible

What the law says: Maintained schools

1. The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.¹

2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The head

teacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academy schools

7. The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request.

8. While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

9. Parental engagement. After the Deregulation Act 2015, Schedule 16 paragraph is commenced in January 2016 schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important, but schools can determine how best to foster these relationships. If schools, choose they can have voluntary home school agreements.

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Developing the behaviour policy

10. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the headteacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1) A consistent approach to behaviour management;

2) Strong school leadership;

2 References to parent or parents are to fathers as well as mothers, unless otherwise stated.

3 This section also applies to independent schools.

4 Education (Independent School Standards) (England) Regulations 2014.

5 Education (Independent School Standards) (England) Regulations 2014.

6 Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline" (2005).

3) Classroom management;

4) Rewards and sanctions;

5) Behaviour strategies and the teaching of good behaviour;

6) Staff development and support;

7) Pupil support systems;

8) Liaison with parents and other agencies;

9) Managing pupil transition; and

10) Organisation and facilities.

11) The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

12. The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

Punishing poor behaviour

What the law allows:

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;

2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Behaviour and sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunchtime, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”⁷ – see paragraph 21.

24. Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

30. The headteacher can decide which members of staff can put pupils in detention.

For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

• any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation.’

Power to use reasonable force

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Seclusion / isolation rooms

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>

4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced

a checklist on the basics of classroom management. Teachers can use it to develop

between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012