

Policy: Behaviour Policy
2021-2022

Approval: Headteacher

Date:

Review: Annual



**CHELtenham
BOURNside
SCHOOL**

Policies

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1. Introduction

Our Behaviour Policy outlines clear routines and expectations for the behaviour of our students across all aspects of school life. We believe that a positive attitude to learning is an important prerequisite of progress. We are dedicated to ensuring that our school environment supports the learning and wellbeing of students and staff through a strong sense of community. All members of our school community have the right to feel respected, valued and safe. Positive behaviour underpins our school vision and values and we promote high standards of behaviour at every opportunity.

2. Our vision

Empowering lives through learning

3. Our values

Purposeful: we persevere to achieve our goals and aspirations

Proud: we celebrate everyone's effort and achievements

Respectful: we care about each other and believe in equality and kindness

Curious: we have enquiring minds and are not afraid of challenge

Supportive: we make a positive difference to each other's lives.

Ambitious: we aim for the very best in all we do.

4. Key responsibility holders

Deputy Headteacher (Culture)

Assistant Headteacher (Culture)

Assistant Headteacher (Safeguarding)

Heads of House

Assistant Heads of House

House Welfare Leads

Bournside Reintegration Centre supervisors

Alternative Provision Unit leader

5. Aims

The behaviour policy allows the school to:

- respond to incidents quickly, consistently and effectively
- foster an orderly environment to allow all students to learn, and teachers to teach
- encourage students to develop self-discipline and respect for themselves and each other, regardless of the protected characteristics that we all have (as stated in the Equality Act 2010) including academic ability, background, race, religion, sexuality or special educational needs and/or disabilities
- ensure that students, parents and carers are fully aware of what constitutes good behaviour according to our vision, values, Behaviour Policy, Ladder of Consequences, and Ladder of Achievement and Rewards
- recognise, encourage and reward positive behaviour
- modify inappropriate behaviour through considered support and/or sanctions
- be proactive in preventing all forms of bullying amongst students and any bullying directed towards staff, parents/carers and visitors in accordance with our Anti-Bullying Policy
- make clear the expectations and procedures that are to be followed if an incident of bullying is reported in accordance with the Anti-Bullying Policy

6. Rewarding positive behaviour

We believe that students respond well to recognition and reward and as such we celebrate the success of our students by rewarding achievement. Achievement is something that is accomplished through the positive everyday behaviour of our students, their attitudes, and their interactions within the school and the wider community that goes beyond compliance.

Our Achievement and Rewards system provides clear behaviours that students can be rewarded for. House points are allocated to students for their achievements which contribute to the overall House tally. House points are awarded to students during lessons, and also for extra-curricular and wider community contribution. This also extends to academic targets during the school's three reporting windows.

The School Ladder of Achievement and Rewards clearly outlines the procedures to follow in recognising and rewarding student achievements and positive behaviour, and is available [here](#).

7. Addressing negative behaviour

No student must act in a way which is detrimental to the wellbeing, safety or education of others. There is a need to challenge unacceptable behaviour displayed by our students, and as such recognise the need for a range of carefully measured sanctions to reinforce our high expectations when students fail to meet them. These sanctions are applied using a five-tier escalation system which all staff will follow consistently. Every attempt is made to ensure sanctions are applied fairly with the student understanding the reason for the sanction and use restorative practice where appropriate. These sanctions and procedures are clearly stated in our Ladder of Consequences which is available [here](#).

8. Conduct in lessons

In every lesson there is an expectation that our students are respectful at all times and work hard. If a student fails to adhere to these two expectations, they will work in isolation for a fixed period. We expect students to:

- arrive to lessons on time and equipped for learning (see our Uniform and Equipment Guidance [here](#))
- enter and engage with the lesson entry activity
- sit/work silently whilst the register is taken
- listen in silence when the member of staff is delivering the lesson
- follow all instructions the first time without question
- work to the best of their ability without disrupting the learning of others.

If a student fails to meet any of these simple expectations, they will be issued with a warning to enable them to correct their behaviour. If a student persists in exhibiting negative behaviour, their name will be written on the board by the member of staff, as a way of the issuing their final level 1 warning.

The member of staff leading the lesson will briefly explain to the student why their name has been written on the board. If a third incident of disruption occurs during a lesson that

student forfeits their right to be in that lesson and will be sent to our Bournside Reintegration Centre (BRC) for a fixed period, including up to 3:45pm. Refusal to attend the BRC will result in a fixed term exclusion (FTE). Parents/carers will be informed via Class Charts.

If a student is sent to BRC, the member of staff who sent the student out will meet them at the end of the day, or prior to their next lesson for a 'restorative conversation', when the student will be made aware of what they did wrong, why it disrupted learning, and what needs to be done differently next lesson. To allow this to take place, students sent to the BRC will be required to remain in school until 3:45pm that day.

9. Behaviour in corridors and around our site

During lesson changeovers we expect students to continue to act appropriately. Students will not run, be loud or loiter in our school corridors. To avoid congestion, we ask all students and staff **'keep left and keep moving'**.

During social times students are expected to:

- sit/stand with their friends in the designated duty areas of the school: the dining centres, and outdoor allocated spaces. The library will be available for quiet study during social times.
- eat only in designated areas such as the dining centres and designated outdoor spaces.
- not be inside the buildings without explicit permission from staff – arrangements will be made for wet weather and communicated to students on the day.

Smoking

No student will smoke on the Cheltenham Bournside School grounds or when dressed in our school uniform. If a student smokes or chooses to associate with smokers the consequences will be a one-day FTE in the first instance. Refusal to hand over smoking paraphernalia when asked will lead to FTE. All tobacco and related paraphernalia will be destroyed. 'Smoking' is defined as any tobacco-based products and e-cigarettes and vaping products.

If it is suspected that a student has smoking paraphernalia in their possession, two members of staff will conduct a search, in line with the DfE Searching, screening and confiscation (2018), which can be found [here](#). If no consent to search is given, the police may be called depending on the suspicion.

Detentions

We have 4 types of school detention:

1. Social time detention - mainly used for corridor culture and negative behaviours exhibited during social time.
2. Department detention – for homework and unacceptable level of work. (3:15-3:45pm).
3. Pastoral detention - infringements of our behaviour policy (3.15 – 3.45pm)
4. Deputy Headteacher detention - for truancy and repeated infringements (3:15-4:45pm)

In the event of non-attendance to a pastoral detention, the student will serve a fixed

term in the BRC on the following school day. Social time and pastoral detentions will be supervised by the pastoral team and department detentions by teaching staff organised by Heads of Department.

Exclusions

The Headteacher reserves the right to exclude a student from school when there are legitimate reasons to do so. Behaviour of a student outside school can also be considered grounds for an exclusion. If a FTE is issued, the school has a procedure of reintegration to allow a student to re-join our school community successfully. This will take the form of a personalised readmission meeting, where clear targets will be agreed with parents/carers, the student and the school. Permanent exclusions will only be used as a last resort, in response to a serious or persistent breach of our Behaviour Policy.

No pupil must act in a way which is detrimental to the wellbeing, safety or education of others.

All students are expected to always take responsibility for their actions and their choices. For a serious breach of our Behaviour Policy, a student will always incur a fixed term excluded. Examples of this include:

- swearing at a member of staff
- physically attacking another student
- smoking on school premises
- exhibiting discriminatory actions towards others including, but not exclusively: racism, homophobia, sexual discrimination and/or harassment and peer on peer abuse

Use of Mobile Technology in School (Mobile Phones and iPads)

We recognise that schools are places where students learn social skills through face-to-face conversations. Because of this, the use of iPads, tablets, and similar devices is restricted to within the classroom, during lessons under the guidance and with the express permission of the teacher. The use of iPads, tablets, mobile phones, and similar devices outside of lesson time and/or without the permission of the teacher is prohibited on the school grounds and will result in the following disciplinary sanction:

1. First occasion – device confiscated. Student can collect from student reception at the end of the school day.
2. Second occasion – device confiscated. Device released following a meeting with a member of SLT.
3. Third and any subsequent occasion. Parents/carers will be required to collect the device from reception.

If a student refuses to hand over a mobile device and/or headphones at the request of a member of staff, a higher sanction will be applied, and a referral will be made to a member of SLT. If a student refuses to hand over their phone/iPad/headphones to a member of SLT, they will incur an FTE. Sixth Form students are permitted to use their mobile devices within the Sixth Form centre and permitted study rooms (see Ladder of Consequences).

10. Behaviour in the wider community

The Headteacher's power to discipline also applies to misbehaviour outside of the school gate. Statutory guidance is clear that the behaviour of a student outside school can be considered grounds for sanction. This also relates to social media and our extended local community. Students are expected to demonstrate a high standard of behaviour on the journey to and from school as every student is an ambassador for Cheltenham Bournside School. Students are expected to:

- arrive at and leave school in full uniform (students are not permitted to wear hooded sweatshirts or outdoor clothing in our school buildings at any time on – such items will be confiscated and handed to our student reception)
- use appropriate crossing points where possible to cross the road safely
- use the cycle lanes (following the highway code of conduct at all times) if they ride a bike to school
- take responsibility for their own litter and dispose of it properly.
- respect our neighbours and all local residents at all times.

11. Bournside Reintegration Centre (BRC) protocols

If a student is repeatedly disrupting the learning of others or incurs a level 3 sanction a referral will be made to the BRC.

1. The student arrives at BRC:
 - The student hands over their mobile phone which will be stored securely for the period they will serve.
 - The student remains in the BRC for five periods and including until 4pm of the day they are admitted. If a student is referred during period 5, they will remain in the BRC until 4pm and for a further 4 periods the following school day.
 - The student completes a reflection sheet and is given work to complete.
 - At the end of the day, the student is expected to engage in a restorative conversation with the teacher that made the referral.
 - Whilst in the BRC, if the student does not engage with work or receives three strikes for disruptive behaviour, a 0.5 day exclusion will be incurred. If this is repeated in future, a longer exclusion will be incurred.
2. Parents/carers will be notified of the sanction via Class Charts and/or a member of our Pastoral Team will endeavour to make contact to discuss behaviour concerns. The BRC supervisor will email the teacher concerned to remind them to attend the restorative conversation with the student.
3. If a student receives 3 or more referrals to the BRC within a term they will be placed on a Standards Card with their Head of House.
4. If a student fails the targets set out on their Standards Card, they will be escalated to a Standards Card with a member of SLT.
5. If a student does not improve their behaviour following these steps, the school will assess the level of need and may explore alternative provision options.

Bournside Base

When other avenues of support have been explored at Cheltenham Bournside School the Bournside Base will be an option that is considered by the Assistant Headteacher (culture). Bournside Base (BB) is an onsite provision that students are referred to on short term and long-term placements. These are students that have been identified due to their disengagement with learning and the behaviour policy, resulting in them being at risk of permanent exclusion. The aim of the Bournside Base is to provide an alternative pathway for our students to support their academic progress, well-being and ultimately keep them in mainstream education.

12. Reasonable adjustments

Students who have an Educational Health Care Plan or an identified additional need are also be expected to follow the Behaviour Policy however, reasonable adjustments will be made when appropriate. Advice from the school's Special Educational Needs and Disabilities (SEND) Department and from external agencies will be taken and communicated to all staff. Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

Appendix A

The Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the student who has been referred to the BRC. The conversation is not to be used as another punishment. If a member of staff issues a level 2 to a student, they must have a restorative conversation prior to the next lesson. We recommend that this is the same day at the BRC. If this is not possible, please find another time that is convenient to you. If you require support with this, please contact the student's Head of House, the BRC supervisors or a member of SLT.

The conversation should:

- help the student reflect on their behaviour.
- move the student on from that behaviour and incident.

Reflecting on what has been done:

- Why do you think you were sent to BRC?
- What are you going to do differently next time?

Moving on from the behaviour incident:

- Reinforce your expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the student's behaviour in your lesson long term.
- Agree on a change that may benefit the student (level of difficulty of work, place in the seating plan etc.).

Difficulties you may face:

Prepare for a difficult or challenging answer. A Child Protection issue may be a mitigating factor in the behaviour, and you may need to raise this with the Child Protection Officer. There may be another revelation that you may have to deal with. This conversation can be a vital tool for building a strong relationship in the classroom.

Appendix B

Behaviour Management Script and FAQs for Staff

1. If a student disrupts the lesson inform the student:

You are disrupting the learning of other students; this is your **level 1 warning**.

2. If a student continues to disrupt the lesson inform the student:

You are disrupting the learning of other students; this is your **final level 1 warning**. You must write the student's name on the board.

3. If a student requires a Level 2 referral which will initiate BRC parking, inform the student they must leave the lesson:

Please leave the lesson and make your way to the BRC. You have 5 minutes to get there.

What does disruptive behaviour look like?

Disruptive behaviour is anything that stops or slows the momentum of learning.

Defiant behaviour is any time the student refuses, directly or indirectly, to follow your instructions. Behaviours may include:

Calling out	Lack of equipment	Using a mobile device
Off task chatter	Lack of immediate cooperation	Non completion of work
Talking over teacher	Lateness	Damaging equipment/ property
Distracting others	Poor choice of language	Name calling
Bickering	Chewing/eating in class	Headphones in or on display

What happens if...?

...I have an after-school duty, or I can't make it to the restorative conversation?

Students will be required to stay in school until 4pm on the day they have been sent to the BRC. If this is not enough time, you may need to see the student at a time convenient to you.

...a student persists with negative behaviour in my classroom?

If you have been following the procedures, the student will be picked up by the BRC staff and Heads of House. If it still continues there will be a longer time spent in the BRC and you may wish to speak to your Head of Department or SLT for advice.

...a student leaves my class, but does not arrive at the BRC Room?

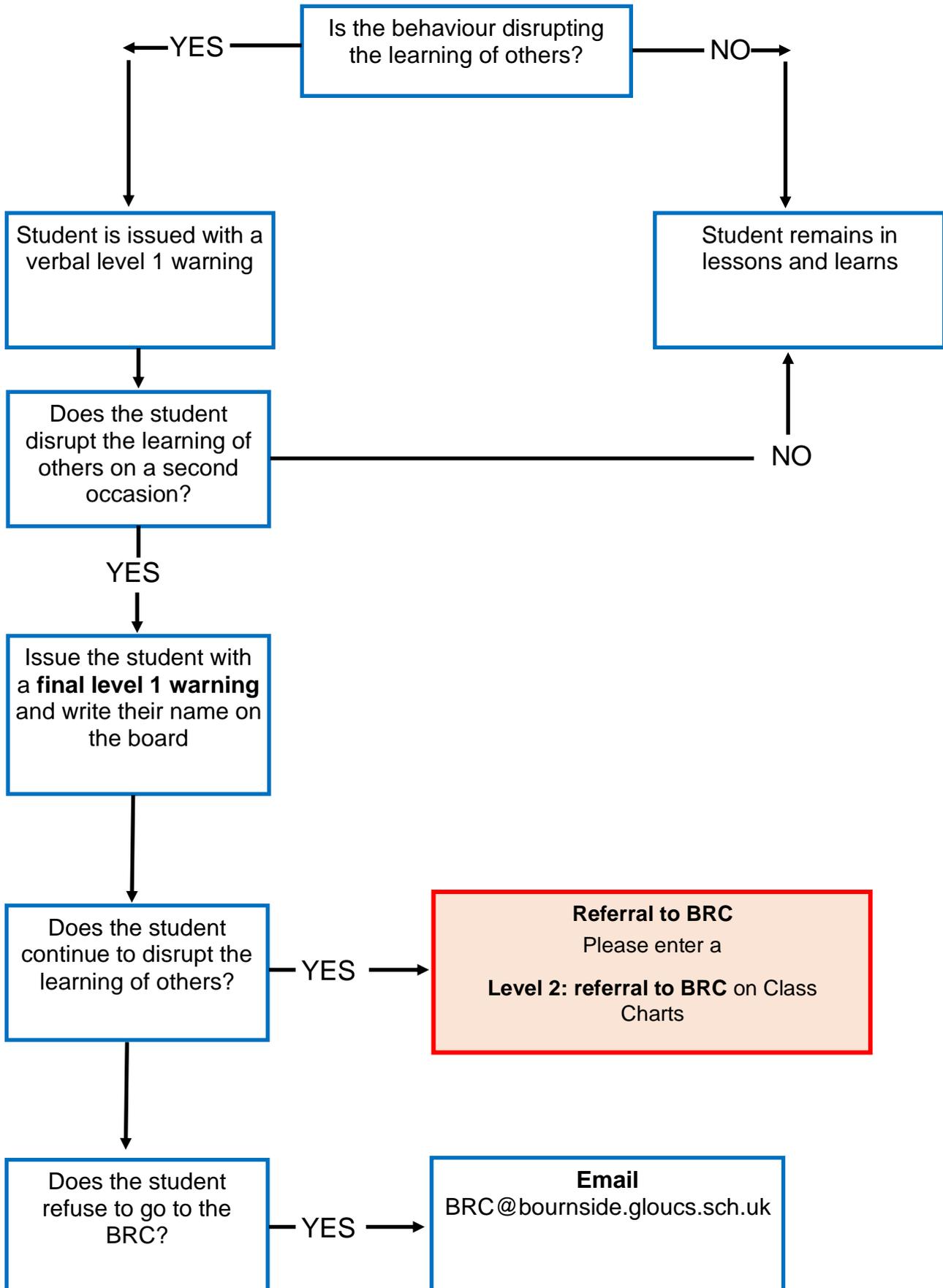
The student has 5 minutes to reach the BRC Room. If they do not arrive, a safeguarding referral will be raised within the BRC and referral/pastoral staff will locate the student.

...I don't send many students to the BRC Room?

- If this is because you employ a wide range of behaviour management strategies and have strong relationships with your students, this is what the school want.
- If this is because you are not using the system fully in order that it doesn't appear that you are having trouble, don't worry. The system is there to be used and you will not be judged for sending students to the BRC Room. It is better to use the system and be consistent to support your colleagues than to avoid a problem.

Appendix C

Level 2 Referral Process



13. Related statutory and guidance documents

This policy should be read in conjunction with:

- Searching, screening and confiscation (DfE, February 2014 – updated January 2018)
- Keeping Children Safe in Education (DfE, September 2016 – new guidance from September 2018)
- Exclusion from maintained schools, academies and student referral units in England (DfE, September 2017)
- Behaviour and Discipline in Schools – Advice for headteachers and school staff (DfE, January 2016)
- Use of reasonable force (DfE, July 2013)
- School Uniform – guidance for governing bodies, school leaders, school staff and local authorities (DfE, September 2013)
- Education Act (2011)
- Equality Act (2010)
- The school's Anti-bullying Policy (2020-21).