Bedlingtonshire Community High School

Behaviour and Uniform Policy

The powers within this policy are at the discretion of the Headteacher, and are in accordance with the guidelines set out by the Department for Education in their Behaviour and Discipline for Schools Policy 2014 (www.education.gov.uk).

Overview

The behaviour policy includes:

1. The nine aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

    i.   a consistent approach to behaviour management, teaching and learning
    ii.   school leadership
    iii.   classroom management, learning and teaching
    iv.   rewards and sanctions
    v.   behaviour strategies and the teaching of good behaviour
    vi.   staff development and support
    vii.   pupil support systems
    viii. liaison with parents and other agencies
    ix.   organisation and facilities

2. Pupil's conduct outside the school gates – the school will implement sanctions where student behaviour outside the school gates affects the school's reputation or behaviour within school.

3. The use of detention - detention is used in the school and will be carried out in line with government guidelines.

4. Confiscation of inappropriate items – the school has the power to search and confiscate banned items and will confiscate them in line with the procedures set out in this policy.

5. Power to use reasonable force - reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

6. Uniform Policy

Section 1 - A consistent approach to behaviour management, teaching and learning

Behaviour is managed by a stage process.

The school aims to identify pupils who are persistent offenders or are beginning to be noticed because of low level disruption. Where this occurs school will:

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- ensure staff follow through issues with pupils indicating what must be done to improve
- ensure that staff discuss with parents the school's concerns and agree a common way of working to help pupils make improvements to their behaviour
- establish the best way of communicating with parents and provide regular feedback on the progress being made

The school believes consistent experiences of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be supportive.

The school will:

- assess staff needs and build in CPD programmes specific opportunities to discuss and learn about behaviour
- identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs
- Ensure that senior colleagues are highly visible throughout the day, to support staff and maintain a sense of calm and order.
- Ensure that senior managers regularly walk around the building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement.

Section 2 - School Leadership

Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their behaviour. The leadership team and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by pupils, parents and staff on an annual basis.

The leadership team have a responsibility to lead from the front, however leadership to support positive behaviour must be shared across the whole staff, including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the governors play a pivotal role in monitoring and support the policies adopted.

The school will:

- In partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show they are met. By:
  - having clear classroom expectations
  - giving students guidance how to improve their work
  - having a clear dress code that is applied equally to all

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- ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around school
- ensure senior leaders model the behaviour and social skills they want pupils and staff to use
- recognise that leaders at all levels require training if they are to act as mentors to less experience staff
- clearly identify the responsibilities and roles of senior staff for behaviour improvement.

Section 3 – Classroom management, learning and teaching

The school ensures that an appropriate curriculum is offered, which must be accessible to pupils of all abilities and aptitudes. The school should develop a learning and teaching policy that identifies the teaching and classroom management strategies to be followed by all staff. Consultation on the policy would involve all members of the school community. The school believes that this approach, when supported by high quality assessment, assist pupils to learn and teachers to teach.

The school will:

- ensure that all staff follow the learning and teaching policy and behaviour code (school rules and C1-C4) and apply agreed procedures
- plan lessons well, using strategies appropriate to the ability of the pupils
- use commonly agreed classroom management and behaviour strategies such as formal way to start lesson. This could include: all pupils being greeted by the door, brought into the classroom, formally welcomed and asked to sit, and the teacher planning the purpose of the lesson
- offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class

Section 4 - Rewards and sanctions

The school's aim is to provide a range of opportunities in which pupils can excel and be rewarded, with a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions.

Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

Sanctions will be applied where the pupil's conducts falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff e.g. on a school trip, and must be reasonable in accordance with disability special education needs, race and other equalities and human rights.

The school will:

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- have a wide range of appropriate rewards and sanctions and ensure that these are applied fairly by all staff
- ensure that planning about behaviour improvement is informed by statistical information about the use of rewards and sanctions. Use of internal data will help identify areas for intervention and improvement with regards to behaviour management

List of common sanctions:

- behaviour points (C1-C4)
- detention (C2 and C3)
- red card detention (C4)
- form tutor / subject report
- Head of House report
- SLT report
- Headteacher's report
- placed in the Bridge
- fixed term exclusion
- managed move or placed in reciprocal bridge
- permanent exclusion

List of common rewards:

- student of the month (subject)
- student of the month (pastoral)
- Monthly attendance awards
- praise and effort points
- achievement certificates
- Headteachers Award
- Awards Evening Prizes

Section 5 - Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. The school adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils. The school is aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that school builds on the skills pupils have developed. The school recognises that children learn respect by receiving it. How staff speak to pupils and praise them may inadvertently de-skill and de-motivate our pupils.

The school will:

- ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community

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- use pupil tracking systems to identify positive and negative behaviour. An effective policy and practice is based on accurate information
- ensure all staff joining the school are given clear guidance and use the school's systems and its expectations for behaviour

Section 6 - Staff development and support

The school knows that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

The school will:

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- monitor the effectiveness of the behaviour management techniques used by the school as part of the school performance management system
- ensure that all staff joining the school receive induction training. This need applies equally to newly qualified teacher, senior managers and experienced teacher from other schools whose needs are often neglected

Section 7 - Pupil support systems

It is important for the school to have an effective pastoral support system

The school will:

- recognise that a good pastoral system involves teachers and support staff
- ensure that staff allocated with pastorals responsibilities
  - have appropriate time to carry out their task
  - are appropriately trained
  - have adequate admin support
- have access to specialist support
- recognise that pupils support is not just about behaviour. The school believes good pastoral support is concerned with academic attainment and developing pupils ability to become good citizens
- ensure that pastoral staff understand and are responsive to the needs of particular groups within school
- ensure that pupils are helped to identify as belonging to a community by sharing a common dress code.

Section 8 - Liaison with parents and other agencies

The school firmly believes it should work in partnership with parents on all aspects of a young person education including their behaviour. The school accepts that good liaison takes time, is demanding and requires resources. The school is highly active in establishing these links and forging positive relationships. The school ensures it will evaluate its contact with parents to build upon good practice identified and amend our practices as appropriate.

This practice is central to the Leading Parent Partnership Award that school holds.

The school will:

- ensure that reception, other support staff and teachers are trained, so that they are welcoming and have the skills to deal with difficult parental conversations
- have clear and well understood procedures in place for dealing with distressed and angry parents
- ensure that parents and carers hear from school when their child is doing well so that the first contact is positive. There is a greater willingness to work with the school when parents or carers believe the school has the pupil's best interests at heart
- take advantage of new technology such as emails and mobile phones to improve communications with parents and carers.
- contact parents regularly through newsletters, parent links and give parents the chance to discuss their ideas as part of the parent working group.

Section 9 - Organisation and facilities

The school is aware that the school ethos is communicated in actions as well as words. Pupil's attitudes can be positively or negatively influenced by the ambience of the school's physical elements as well as the personal interactions with staff.

The school will:

- recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure school keep repairs and maintenance up to date
- ensure that when graffiti / mess occurs it is cleaned up as soon as possible
- ensure that toilets are clean throughout the day,
- ensure that social areas in the school are identified and seating provided to encourage pupils to interact
- create a welcoming and comfortable are where parents can be received

Section 10 - Pupil behaviour outside the school gates

As laid out in DFE Policy, teachers have a statutory power to discipline pupils for misbehaving outside the school premises. A pupil **may** be disciplined for:

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- any misbehaviour when the child is
  - taking part in a school organised or school related activity
  - travelling to or from school
  - wearing school uniform or in some other way identifiable as a pupil at the school

- misbehaviour at any time, whether or not the conditions about apply that
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.

- discipline will always be carried out in accordance with the staged sanctions laid out in the this policy

Section 11 - The use of detention

Detention is used within our staged sanctions.

Detention in our school can be given by all staff.

Detention can be given within the school day e.g. at lunchtimes or outside of the school day, e.g. after school, at weekends except where preceding or following the half term breaks or on non-teaching days – usually referred to as teacher training days.

The school is not required to give 24 hours' notice for a detention but would always endeavour to do so by a letter home or a phone call. The school will take consideration when deciding the timing of the detention and will:

- consider whether suitable travel arrangements can be made by the parent for the pupil if the detention is to be held outside of school hours. The school does not make concessions if these arrangement are simply inconvenient.
- ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

Detentions are an important part of ensure good order and discipline and by choosing to send their child to our school, parents are agreeing with the use of detention as a sanction.

Section 12 - Confiscation of inappropriate items

As laid out in DfE Policy, students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out below. They can be searched on the school premises or if elsewhere, where a member of staff has lawful control or charge of the pupil e.g. on a school trip. If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag, and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, the Headteacher or other senior leader can still carry out the search in line with the following guidelines:

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1. The item is a prohibited or banned item. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items.

2. Ensure the member of staff has reasonable grounds for suspicion

3. The search must be carried out by a person of the same sex and in the presence of another member of staff where possible

4. The person conducting the search may not require the students to remove any clothing other than outer clothing. A jumper/ sweatshirt would be included where the student had a shirt on underneath

5. The person conducting the search may search any of the student's possessions.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to any item that has been confiscated, provided staff have acted lawfully and are in line with the guidelines above, and have dealt with the confiscated items in line with the procedures set out below.

The school can seize any prohibited item found as a result of a search. They can seize any item, however found, which they consider harmful or detrimental to school discipline.

After the search the school will confiscate the item and dispose of it in the following way:

Items banned in the school rules	procedure after confiscation
Mobile phones in lessons unless used for curriculum needs. It is at the students own risk that they do so. The student has the right to refuse to use their mobile phone.	removed from the student and kept with the SSO until the end of the day.
E-cigarettes	removed and returned to parents
Cigarettes	destroyed
Lighter/matches	destroyed
Prohibited items	
knives and other weapons	passed to the police
controlled drugs (prescription)	returned to parents
substances not believed to be controlled drugs	passed to the police
stolen items	either returned to the owner or passed to the police
alcohol	destroyed
fireworks	returned to parents
pornographic images	depending on the nature, it will either be destroyed and parents informed or passed to the police
any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or	depending on the nature, it will either be destroyed and parents informed or passed to the police
to cause personal injury to, or damage to the property of, any person (including the pupil)	depending on the nature, it will either be destroyed and parents informed or passed to the police

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Screening

What the law allows:

The school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Any member of school staff can screen pupils.

Also note:

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Section 13 - The use of reasonable force

Schools have a legal duty of care for all students. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- from hurting themselves or others
- causing damage to property or
- causing disorder within the class or school grounds

The school will use reasonable force to

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil to stop a fight outside in the yard

Reasonable adjustments will be made for disabled students or students with SEN.

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Where reasonable force has been used, parents will be informed and an incident form completed

All complaints about the use of reasonable force will be thoroughly, speedily and appropriately investigated in line with the school complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

Section 14 - School Uniform Policy

Schools which have a uniform policy have a duty to enforce the wearing of uniform by all students. Where necessary, school will take measures to support parents in the selection of uniform or if there is an issue with uniform. Parents and students will always be given a reasonable period of time to purchase new items of uniform. All students are expected to conform to the uniform policy at all times, unless otherwise stated. Failure to do so will result in a sanction being issued.

Students are not allowed to have facial piercings, more than one small stud earing in each ear, ear expanders, and extremes of make up or hair. Students may wear a single small ring on each hand. Tattoos must be covered up.

Lower School (years 7-11)

All students: Black dress shoes (not boots)
                 White school shirt (not blouse)
                 School tie (house colour)
                 School Blazer
                 Grey school jumper with logo (optional)
                 School bag with equipment (see student planner)
Boys: Black school trousers

Girls: Black school trousers or black school skirt – minimum knee length (if wearing tights, must be black)

Students in KS3 will be asked to remove make-up and students at KS4 should not be wearing extreme by means of amount or colour.

Upper School (sixth form)

Smart business dress

Boys: Trousers
                 Shirt and tie
                 Shoes

Girls: Blouse or similar
                 Trousers or skirt (minimum knee length)
                 Shoes

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PE Uniform

GIRLS

Bottle green polo shirt (compulsory)
Black tracksuit bottoms, embroidered with the school logo (compulsory)
Green and black rugby top (compulsory)
White socks (compulsory)
Black shorts, embroidered with the school logo (optional)
Black hat, embroidered with the school logo (optional)
Indoor training shoes with white soles (compulsory)
3G moulded training shoes (compulsory)

BOYS
Bottle green polo shirt (compulsory)
Black tracksuit bottoms, embroidered with the school logo (compulsory)
Green and black rugby top (compulsory)
White football socks (compulsory)
Black shorts, embroidered with the school logo (optional)
Black hat, embroidered with the school logo (optional)
Indoor training shoes with white soles (compulsory)
3G moulded training shoes (compulsory)
Football Boots for outdoors (compulsory)

Revision Record of Final Versions			
Author	**Creation Date**	**Version**	**Status**
School	November 2012	1.0	Final version agreed by Governing Body
Changed by	**Revision Date**		
School	2 July 2014	2.0	Reviewed and agreed by Curric. & Staffing Committee
School	2 July 2015	2.1	Reviewed and agreed by Curric. & Staffing Committee
School	September 2016	2.2	Reviewed and agreed by Curric. & Staffing Committee 14/10/16

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