



WHITLEY BAY HIGH SCHOOL

BEHAVIOUR POLICY

July 2023

This policy has been updated in accordance with the following documents:

- DfE publication, 'Behaviour and discipline in schools' Advice for headteachers and school staff, September 2022
- Equality Act 2010 and the SEND Code of Practice 2014
- DfE publication 'Searching, screening and confiscation' Advice for headteachers, school staff and governing bodies July 2022
- Keeping Children Safe in Education 2022
- Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, Guidance for maintained schools, academies, and student referral units in England, September 2022
- Working Together to Safeguard Children 2018
- Improving behaviour in schools guidance report, EEF, May 2019

Behaviour Policy

Please read the following policy in conjunction with: The Anti-Bullying Policy, The Child Protection Policy, The Esafety Policy, The Exclusions Policy (all accessible on the website); the Single Equality Duty Action Plan (also accessible on the website); Student Expectations (attached as Appendix One); guidance for staff in the annual Staff Handbook.

1. Introduction

At Whitley Bay High School, we believe that students are most likely to behave well in a culture wherein everyone shows dignity, kindness and respect for each other, and which has a positive, caring learning-focused ethos, which lies at the heart of everything we do as a school. We recognise that effective learning can happen only if behaviour is good and therefore poor behaviour will not be accepted. As a school we acknowledge that good behaviour is central to a quality education. Our approach and behaviour curriculum strive to ensure that students are aware of 'all different, all equal', the importance of respectful and mature relationships with each other and with staff, so that school is a calm, safe and supportive environment where all students can flourish.

Our approach to behaviour reflects our ethos as well as the latest evidence and research, which informs our practice. We regularly train staff about positive behaviour management approaches and meeting the needs of the changing profile of students, for example, working with the increasing number of students with more complex needs (such as those identified as SEMH - social, emotional and mental health issues). Intervention, support and sanctions are always considered carefully in light of a students' additional needs.

We do not believe that a sanctions-led approach is the best way to bring about the behaviours we wish to see; therefore sanctions will be used less frequently, and when other strategies have failed to bring about improvement. There will be times when students need to be sanctioned in some way for their behaviour or lack of work, but we know that "every piece of poor behaviour is a learning opportunity" and we will therefore strive whenever possible to provide an opportunity for students to reflect upon and learn from their lapses. We will also seek to work with parents as closely as possible so that they are involved in solving problems. Problems are to be expected when children are growing and learning; all teenagers will make mistakes. Therefore, we measure success not by the absence of problems but by how we deal with them and the progress students make in the future.

2. Key principles

- We recognise that high standards of behaviour, work and co-operation depend on mutual respect between students and staff and, therefore, we expect our staff to act as role models at all times. It follows that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other.
- Staff are regularly trained about how students are expected to behave and about successful regular routines that can help minimise disruptive behaviour such as greeting students at the door, the use of seating plans etc. This is also an integral part of new staff induction.
- Students are taught about behaviour expectations and routines during transition, at the start of each academic year and as part of the Personal Development Curriculum and key assemblies. Students who start school mid-year are also informed of our approach and school expectations.

- We believe that the students in our care deserve to be treated as emerging adults. Therefore, we expect them to treat each other and all adults they encounter with respect and courtesy. This includes following all reasonable instructions.
- Where students fail to do so, when behaviour is consistently poor or the offence is serious, the school will apply appropriate sanctions as set out in the Behaviour Policy.
- Rewards - our whole school ethos encourages a learning approach to all aspects of a child's development. All staff try to "catch students being good." The school believes that it is important that we praise when a student has achieved our expectations. We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available, opportune moments in order to model good learning and behaviour and to boost students' self-esteem.
- Where a student fails to meet our high expectations, we expect staff to challenge students in a non-confrontational manner, using positive behaviour management language and for students to respond reflectively to such challenges. It is important that we use a restorative approach so that students can engage positively with their learning as soon as possible.
- We will always seek to work constructively with parents to support those students whose behaviour causes concern. In addition, we will communicate with parents when students are doing well.

3. *School responsibilities*

The school leadership team and Governing Body have a crucial role to play in ensuring members of our school community are safe and that staff and students feel supported.

School leaders will work with key staff to ensure that our expectations are communicated and the importance of maintaining them.

a. *Encouraging good behaviour*

We recognise that high standards of behaviour, work and co-operation depend on mutual respect between students and staff and, therefore, we expect our staff to act as role models.

As mentioned above, the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff need to consider carefully how they speak to students, and their choice of words, using positive behaviour management language, and de-escalation techniques as much as possible.

Staff are supported in taking ownership and responsibility for establishing a classroom environment conducive to learning where good behaviour is expected. There is regular training on this.

Good order and ensuring a calm, safe and supportive environment requires that all staff, teaching and support staff:

- set high standards
- plan high quality, engaging lessons that minimise opportunities for poor behaviour
- use regular routines as part of their everyday practice including the use of name cards, greeting students at the door etc.

- get to know every student in their class as individuals including their ability, background and need
- work with the learning support team and key pastoral staff to ensure that SEND students are carefully considered as part of lesson planning and make any appropriate adaptations as required, such as seating position, use of learning support assistants or the use of assistive technology
- regularly reflect on the most effective classroom management strategies which are appropriate for each student, class and key stage
- apply rules firmly, fairly and consistently
- expect to give and receive respect
- treat each person as an individual
- avoid sarcasm
- do not use inappropriate language
- do not make assumptions about students based on behaviour of other siblings
- do not bear grudges (when an incident has been dealt with, forget it and make a fresh start)

b. Rewards

- We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available, opportune moments in order to model good learning and behaviour, students understand precisely what is expected of them and to boost students' self-esteem.
- Our centralised system of rewards comprises of the Praise/Achievement Award where staff are encouraged to email Heads of Year names of students they are pleased with and why, who will record these and contact parents by sending a postcard home. Pastoral teams monitor rewards and work with Heads of Department on ensuring consistency and to ensure we try to catch all students being good.
- In addition, there are many subject rewards. Heads of Year hold end of term celebration tutorials/assemblies to recognise outstanding effort or performance and extra commitment beyond the classroom. We also hold regular all 1's events for students who achieve all 1's in their progress checks. These students (alongside those who achieve mostly 1s) have a letter sent home from the Headteacher.

c. Preventing bullying

For full details of our approach to bullying, see our Anti-Bullying policy.

- We will not tolerate bullying and child-on-child abuse in school in any form, both in person and online, but we are aware that in any large school we are likely to encounter some issues. Any incidences of bullying or child-on-child abuse will be logged on CPOMS and this data used to monitor any concerns. The Designated Safeguarding Lead (DSL) will always follow up any safeguarding concerns that might arise.

- We make clear to all students, through the reinforcement of our ethos of respect and the celebration of diversity, that we expect everyone to be treated fairly in school so that they feel safe and happy. Our oft-stated belief and practice is that students are, “All different, all equal”.
- Our Anti-Bullying policy gives details of our approach to preventing and dealing with bullying. The Esafety Policy and student Acceptable Usage Policy also gives clear indication of the expected behaviour of students online during school.
- Teaching students to have empathy and treat everyone with respect is a key aim of the whole school Personal Development curriculum.

d. Students completion of work

We encourage and expect all students to complete all work, both in class and independently, to the best of their ability. Staff are always willing to give their time when students are struggling to understand or apply understanding to work. Where students are not fulfilling this expectation, we reserve the right to ask them to complete the work at other times of our choosing. Any issues with work completion would usually be communicated via the Note of Concern system to the Head of Department. The Head of Year will monitor this closely and intervene when a pattern is emerging across more than one subject or when further support is required. We always strive to work closely with parents to resolve issues promptly and smoothly.

e. Dealing with lapses and problems

We understand that working with young people will mean that they will make mistakes and that poor behaviour can often be a result of underlying issues or a form of communication. They may test boundaries, misinterpret our expectations, and may find it difficult to regulate their emotions. We will strive to support students to understand and follow our expectations through education, reflective conversations, targeted pastoral support, and, where appropriate, sanctions.

We will always seek to avoid humiliating students.

We look to avoid:

- shouting
- discourtesy
- over-reacting
- blanket punishments
- excessive punishments
- time wasting punishments (like lines)
- sarcasm

We recognise that it is important to remain emotionally detached when dealing with misbehaviour and although we treat students as emerging adults, staff have the responsibility to act quickly to help correct any lapses in behaviour.

Most problems are minor and should be dealt with immediately, with minimum disturbance to the work of others.

More serious offences are likely to involve other staff and may require that the problem is dealt with at a later time in the day using agreed systems like the Note of Concern.

Major problems may require emergency handling using the purple card system, which will result in the student being removed from a classroom by the member of staff on rota where a positive, restorative conversation will take place. Usually after this, parents will be informed, and the student will not be allowed into their next lesson in that subject but will complete the work with a member of staff.

Mobile phones

In conjunction with the E Safety policy (Student Acceptable Use Policy, appendix A), students are expected to act responsibly when using mobile phones in school.

It is made clear to all students that the same standards of behaviour are expected online as they are with face-to-face interactions (offline), and everyone in our school community should be treated with kindness, respect and dignity. This is done as part of our commitment to Esafety by students consenting to our Acceptable Use Policy every time they log on to a computer in school, which is further emphasised in the Personal Development Programme and termly assemblies. Inappropriate online behaviour including bullying, child-on-child abuse, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the DSL when an incident raises a safeguarding concern.

Any cases of cyber bullying, sexting or other inappropriate on-line behaviour will be dealt with appropriately, usually involving parents and the police. A guide to online behaviour and appropriate actions and sanctions is available in the ESafety Policy.

During lessons or tutor time students are asked to place mobile phones in their bags (or a box provided), unless they are being used for learning directed by their teacher. Students will be reminded about this at the start of the lesson.

Any issues that staff may have with students placing phones away, staff are asked to call for support using the 'purple card' team. A member of the purple card team will come along to try and resolve the situation swiftly so students can get back to learning in their lesson.

If a student continues to refuse to place their phone away, their phone will be stored for safekeeping until lunchtime, or the end of the school day and the student may also be removed from that lesson. Students will not be able to access their phone during this period (but will always have it over lunchtime so they can buy their lunch).

For students who have had their phone removed several times parents will be notified and invited in to discuss this. In extreme cases of defiance, a student may be suspended, or not allowed to have their phone with them in school.

f. Sanctions and Punishments

There are different sanctions that a teacher may operate where a student's behaviour or work is unsatisfactory and/or affects the learning of others. Teachers will communicate any concerns on a Note of Concern, which will be passed to other relevant staff for information or action. The Note of Concern allows teachers to be reflective in their approach with a particular student asking them to consider seating, level of work, action taken to date etc.

We do not operate on a sanctions ladder because we feel staff should know their class and individuals within it and we consider a ladder would impact on staff judgement of an episode of poor behaviour. As in most schools, staff can use the following sanctions where appropriate, paying due regard to principles of fairness and proportionality:

- a verbal warning
- asking the student to move seats within the classroom
- asking to see the student outside briefly
- asking to see the student at the end briefly
- asking the student to work in another appropriate area such as a 6th form lesson
- issuing a detention [see below for further guidance]

We will not use punishments such as "lines"; a pointless activity which results in using writing as a sanction'. Any work set will be productive and acknowledged or assessed by the teacher appropriately. The work set should be similar to the work being completed by peers in the lesson so that students do not fall behind.

Heads of Department may choose to instigate a departmental report, in liaison with the Head of Year and class teacher.

Heads of Year or Leadership Team may also choose to place a student on report.

Detentions may be held, which refers to any lunchtime or after school detaining of a student that exceeds ten minutes in length and lasts no longer than one hour. We will always contact parents in advance if a student is on detention at the end of the day. Parents do not have the right to prevent a detention being held, but we will always seek parents' support and work with them if there is an issue arising from a possible detention, for example where the student has caring responsibilities or where the students' needs are more complex.

In more serious or repeated cases of poor behaviour or work, a student may be placed in Internal Exclusion for a day. Parents will be informed every time this happens.

In cases of lunchtime detention or Internal Exclusion, students will be able to use the toilet and to get something to eat.

In more serious or repeated cases, the Headteacher may use Suspension or Permanent Exclusion.

A student may be Suspended from school in the following instances (please note this is not an exhaustive list):

- Persistent poor behaviour I.e. a student has been removed from several lessons through our purple card system
- Damage to school or community property
- Threatening behaviour towards a student or member of staff

- Discriminatory language of any kind towards a member of our school community
- Verbal abuse towards a student or member of staff
- Bringing drugs or alcohol on to school site
- Physical assault on another student or a member of staff
- Inappropriate use of social media or online technology
- Theft
- Vaping/smoking on or around school site
- Any example of sexual misconduct

Careful consideration will always be given when a student reintegrates into a lesson or to school following a period of removal. We will always look to support the needs of students, in particular those with SEND or a Social Worker.

Following any sanction, so that students can be supported in meeting our behaviour expectations, strategies and targeted intervention will be used to help students understand why things went wrong and to improve their behaviour.

Should a student continue to struggle to conform to our behaviour expectations following a series of suspensions, it may be appropriate that they are placed on a 'Pastoral Support Plan' where focused targets are set, and additional support is put in place.

If, following a Pastoral Support Plan, a students' behaviour does not improve and further incidents are recorded, we may look to seek advice or an intervention meeting with the School Support Team (SST) from the Local Authority. At this point, it may be that a Supported School Move to another school is requested. Alternatively, a Fair Access Referral may be completed by the school requesting that a student's needs would better be met if they were placed in alternative provision (this is usually one of the several pathways within MAEPS – Moorbridge Alternative Partnership School). The length of placement can vary; typically, 12 weeks or longer.

In extreme circumstances it may be that a **student is permanently excluded from school**. A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student **permanently** would only be taken (please note this is not an exhaustive list):

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school
- when a student has been found to be in possession of drugs
- when a student has been found to be in possession of a weapon
- where a student has assaulted or been violent towards a student or member of staff
- where a student has received several suspensions
- when a student presents threatening behaviour towards a student or member of staff

Suspensions and Permanent Exclusions follows: Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, Guidance for maintained schools, academies, and student referral units in England, September 2022

g. Behaviour outside of school premises

There may be occasions where the school will wish to take disciplinary action against a student for behaviour that takes place off site. The guidelines for when it is reasonable to do so appear in paragraphs 92-95 of the DfE publication 'Behaviour in schools – advice for Headteachers and School Staff' 2022 and we will always follow these.

h. The use of force to control or restrain students:

Following consultation with the Teacher and Support Staff Consultative Committees, Governors' Curriculum and Student Affairs Committee annually since 6.10.98, the school's advice on this remains simple: wherever possible force should not be used to restrain students. Staff will **not use force**:

- to restrain a student who absconds/leaves school
- to restrain a student who refuses to leave a classroom or who insists on leaving a room against instructions
- to restrain a student who is disrupting a lesson

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Force is appropriate to prevent harm to a student her/himself or to others and would be reasonable as in the DfE guidance.

i. Searching and screening students

Searching, screening and confiscation can be an important way to ensure student and staff welfare is protected and helps establish an environment where everyone is safe.

Headteachers (and other authorised staff) have statutory power to search a student or their possessions where we have reasonable grounds to suspect the student may have a prohibited item or items the school rules identify which may be searched for (*see Appendix 2 for the DfE list of prohibited items and those we have identified as a school*).

The law allows schools to search without consent for certain items either in school or anywhere else where the student is under the control of school staff e.g. on a trip. In this school, we will always seek the student's permission to search their bag or person for these items. This includes looking for images or information on mobile phones or other electronic devices. Searching will always take place in a private, safe space. We will always explain our reasons for the search and allow students to ask any questions they may have.

Two members of staff will always be present at any such search and this search will never be intimate in any way i.e. will not go beyond the removal of outer clothing and/or the turning out of pockets. If the student refuses to be searched, parents will be contacted to discuss the way forward and the school may take disciplinary action in line with this policy as a result. If the items that the student is believed to have upon their person are illegal or stolen, the police will also be contacted. Similarly, any items found will be forwarded to the police using the same criteria. Other items on the prohibited list may be returned to a parent where they signal a wish to receive them or will be destroyed (as per 'Searching, screening and confiscation' Advice for headteachers, school staff and governing bodies September 2022 January 2018). Any items found on a student that feature on the prohibited list may lead to a student being permanently excluded from school.

General confiscation – staff are unlikely to confiscate items during everyday interactions with students but do have the power to confiscate items which are likely to cause harm or disrupt teaching. If they are not on the prohibited list, they would be returned to the student or to a parent where it is judged that returning any such item to the student would not risk harm or disruption.

The Designated Safeguarding Lead (DSL) will always be informed about searches and a log is kept helping us identify any concerning trends. If the DSL finds evidence that any child is at risk of harm, they will make a referral to children's social care services immediately.

For further information and detail on searching (including strip searching), screening and confiscation, please see Searching, Screening and Confiscation at school guidance from the DfE [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Searching_Screening_and_Confiscation_at_school_guidance.pdf)

j. Students who make malicious or vexatious complaints against school staff

Where a student is shown to have made false accusations against a member of staff, the school will take disciplinary action against them, up to and including Permanent Exclusion should the circumstances warrant that sanction.

4. The role of parents/carers

We at all times will seek to work constructively with parents to support those students whose behaviour causes concern. In addition, we will endeavor to communicate with parents when students are doing well.

5. Links with other services and further support

We will always work with agencies to ensure that students are supported in school. This includes if a student has a Social Worker, including if they have a Child in Need Plan, a Child Protection Plan or are Looked-after. If the student is Looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended and all relevant parties are informed.

Where we have a serious concern about a student's behaviour, we will consider whether a multi-agency assessment, such as an Early Help Assessment is required. If the school feels as though it cannot meet the needs of a student within the local offer, it may be that a statutory assessment of special educational needs is requested from the local authority.

The wellbeing of students is central to our school ethos and should never be underestimated. We have a close relationship with a number of experts, such as Educational Psychologists as well as offer intervention from our own in-house support staff including a school counsellor. All staff are trained in student mental health and wellbeing, including mental health first aid training and the links between mental health and student behaviour.

6. *School Expectations*

Our School Expectations (see Appendix One) and online Acceptable Use Policy (Appendix A Esafety Policy) are framed positively and clearly. These expectations are shared with students in an early tutorial each September and students sign a Microsoft form to say they know and understand them. Parents also see them and sign to agree with them. School expectations are referred to throughout the year and embedded into our whole school ethos. They are taught via assemblies and the Personal Development programme throughout the year.

These expectations were reviewed with the Student Council as well as the Pastoral Team in December 2022.

EXPECTATIONS

Expectations are shared with students annually as part of the Home School Agreement, The Year 9 Welcome assembly as well as throughout the year in Personal Development sessions. Parents receive a letter outlining our expectations at the start of each year.

Student General expectations

- This is a high school and there is an expectation that you will gain maturity in your relationships with others and learn from your mistakes;
- Treat everyone in your school community with respect;
- Value and support each other to be all different and all equal;
- Be kind and courteous to fellow students and staff;
- Stay safe and tell us if you ever have worries or concerns;
- Look after your health, including your emotional health and take care of others;
- Keep busy! Sign up for as many extra-curricular clubs or additional subject sessions as you can;
- Talk to us if you have a problem, are worried about something or someone or need help;
- Follow the uniform policy ensuring you are in the correct uniform each day which includes having your ID card with you at all times. You will need to be in full uniform and have your ID card with you to leave school site at lunch time;
- Engage fully in lessons and work with your teachers to achieve your personal best results;
- Actively contribute to an inclusive and safe environment;
- Attend school unless you are unwell and be punctual to school and lessons. The school gate will be closed from 8.55am and you will need to sign in at the main office if you arrive after this time (marked as late);
 - Try to book routine medical appointments outside of the school day where possible;
 - Each week let your tutor know your intentions for lunch time.

Student Class Expectations

- Treat staff, both teachers and support staff, with respect;
- Respect the rights of others and other students' right to work;
- Attend and arrive on time with everything you need for the lesson including basic equipment such as

a pen;

- Wear the correct school uniform;
- Go in quietly, take off your coat and get ready to work. This includes placing mobile phones or other electronic devices into bags except when the teacher asks you otherwise;
- Never use phones to take photos or videos of staff or students;
- Listen to the teacher and follow instructions;
- Use Microsoft Office or a diary to keep up to date with homework and organise learning;
- Be responsible for transmitting information between school and home;
- Be aware of, and strive to meet the needs of others, where appropriate;
- Take care of equipment and the classroom;
- Only eat and drink (except water) in designated areas;
- Do not leave your lesson to use the toilet unless absolutely necessary, and only if you have a toilet pass with you.
- Use before school, break and lunch time to fill your water bottle;
- Always act in kind and considerate ways.

Student Out of Class Expectations

- Queue patiently in the dining hall and other food stations - do not push in;
- Put litter in the bins;
- Eat and drink hot food/drinks in "A" Block hall, unless given permission to eat in a designated area;
- Co-operate with all school staff including support and kitchen staff;
- Respect the fabric of buildings;
- Look after the toilets to ensure they are always fit to use;
- Do not congregate in school toilets for social purposes. There should only be one student in a toilet cubicle at any one time;
- Do not smoke or vape anywhere on site or near the site (including toilets);
- When the bell rings go straight to your lesson. Do not go to the toilet or wander on the corridors;
- Only visit the medical room if necessary because you are unwell. If you do need to use the medical room, then please cooperate with staff which includes handing in your mobile phone (unless a member of staff asks you to call home);

- If you take regular medication, please bring in a drink to school;
- Do not visit the school office for a cup during lesson time. If you regularly need a drink during the school day, please bring in your own water bottle;
- If you arrive to school any time after registration/tutorial, please sign in at the main office;
- Respect other people's property, such as bicycles;
- Behave responsibly at all times when out in the community.

Appendix Two

Prohibited items

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations;
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

DfE Searching, Screening and Confiscation 2022

WBHS prohibited items

- e-cigarettes;
- Vapes;
- Lighters/matches.