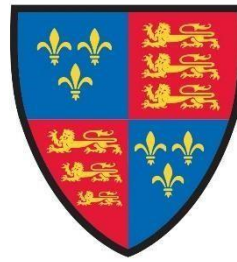




**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

In pursuit of educational excellence for all

CAMP HILL SCHOOL FOR BOYS

Behaviour Policy

Committee	Pastoral and Curriculum Liaison
Policy Type	School Policy
Policy Owner	Deputy Head (Pastoral)
Statutory	Yes
Publish Online	Yes
Last Review Date	May 2023
Review Cycle	Annually
Next Review Date	May 2024
Expiry Date	July 2024
Version	1

Introduction

The Governing Body believes that, in order to enable effective teaching and learning to take place for the benefit of each and every pupil, good behaviour in all aspects of school life is necessary. Whilst acknowledging its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs, it seeks to create an inclusive and caring learning environment by:

- Promoting good behaviour and discipline
- Ensuring equality and fairness of treatment for all
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment or discrimination
- Working closely with parents and carers in a common approach to student behaviour
- Giving clarity of expectation to staff and students

References

Behaviour and Discipline in Schools – Advice for headteachers and school staff (January 2016)
Behaviour and Discipline in Schools – Guidance for governing bodies
Keeping Children Safe in Education – Statutory guidance for schools and colleges (September 2016)
Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
Education and Inspections Act (2006)

Aims

- Support effective teaching and learning
- Foster mutual respect and prepare students for the adult world
- Create consistency of expectations and consequences
- Challenge poor behaviour in an appropriate manner

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headmaster, staff and parents, a policy for the promotion of good behaviour and keep it under review. Governors will support the school in maintaining high standards of behaviour of students and staff.

The Headmaster and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy.

Staff will be responsible for ensuring that the policy is followed, and consistently and fairly applied. They also have responsibility, with the support of the Headmaster, for creating an appropriate learning environment through the promotion of positive behaviour and the consistent application of the agreed policy.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their sons, both inside and outside school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of behaviour.

Pupils are expected to take responsibility for their own behaviour and to abide by the terms and spirit of school policy. They should also familiarise themselves with the school rules which can be found on the school's website and in their planners.

Behaviour Strategies and the Teaching of Good Behaviour

We aim to promote mutual respect and tolerance as norms so that regulation can be kept to a minimum. We aim to run a system in which the encouragement of achievement and the prevention of problems feature more prominently than the application of sanctions.

The following principles have a key role to play in the prevention of disciplinary problems. Members of staff are encouraged and will be supported in their application of such principles.

- Well planned lessons that challenge pupils
- Setting and maintaining high expectations for work
- Clearly articulated social values, school ethos and behaviour requirements
- A clear communication of school rules
- Activities that boost self-esteem, self-confidence and self-discipline
- Strong and supportive links with parents
- An efficient and well informed pastoral system that responds quickly to the concerns of pupils, parents and staff
- Activities that promote a sense of pride in the school
- Respectful relationships between staff and pupils
- Guidance for pupils in setting well-informed career goals

As well as being implicit in all aspects of school life, the more explicit 'teaching' of good behaviour will also be conducted as part of a well-planned PSHE curriculum. Pupils in years 7-11 will have the opportunity to learn about and discuss behaviour; including, but not limited to, such matters as bullying, drugs, mobile phone policy, cyber-bullying, school rules and school values.

Rewards and Sanctions Rewards

We have long accepted that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly and positive behaviour will be reinforced.

Recognition of positive achievement:

- The award of merits for academic work; departments may have additional rewards
- The award of School Colours for achievement in sport, music, drama and chess
- Recognition for individual or team achievements at House Meetings
- The announcement of individual or team successes in School Assemblies: this will include the award of cups, trophies and prizes as appropriate
- The award of certificates for achievement e.g. in Music grading examinations or in the Mathematics Challenge by the Headmaster in School Assemblies
- The award of certificates at Presentation Evenings
- The award of prizes at Prize Giving

Encouragement to behave well and act as positive role models to each other and to the wider community:

- In sports and games, where they learn to accept victory and defeat with sportsmanship and good grace
□ In community service, where they learn to appreciate their own good fortune and the importance of giving willing support to others in the community e.g. subject mentors, charity work, school council, sixth form enrichment opportunities, sports leaders
- In seeking to become Heads of House or School Prefects or Senior Prefects within the school: successful candidates will be expected to set high standards of behaviour for others to follow

Teachers play a key part in fostering good standards of behaviour:

- Encouraging the development of good relationships between adults and pupils at the school
- Having high expectations of pupils in their behaviour and achievement in lessons
- Providing consistent classroom management of the pupils in lesson times
- Modelling good behaviour in their own conduct and manner towards the pupils wherever they may come into contact with them
- Asserting good values of conduct on the sports field
- Discussing issues with tutees during one-to-one and form sessions; praising pupils through frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded

Sanctions

The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. Sanctions clarify the boundaries of acceptable behaviour to the pupil and the school community.

Disciplinary penalties have three main purposes, namely to:

1. Impress on the pupil that what he has done is unacceptable
2. Deter the pupil from repeating that behaviour
3. Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

See Appendices 1 and 2 for guidance to staff on the application of sanctions.

Low-level sanctions: Members of staff have at their disposal a series of low-level sanctions such as notes in the School Planner. *See Appendix 3 for an outline of low-level sanctions.*

Confiscation of property: Confiscation of a pupil's property is a legitimate part of any Behaviour Policy: this is enshrined in the Education and Inspection Act, 2006. It is a reasonable and proportionate way in which to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

Confiscation might be followed by retention and disposal of property, if appropriate. We recognise, however, that, while confiscation of a mobile phone or similar device is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances, it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyber-bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

We will keep records of confiscated items and the grounds for the action: we will also write a note in the Student Planner to inform parents that an item has been confiscated, and require that the note is countersigned on return.

We will also store safely confiscated items, especially those of monetary or emotional value, until they can be returned. If similar items have been confiscated from several pupils – such as mobile phones or personal music players for example – we will take steps to ensure that we are clear which item belongs to which pupil.

At Camp Hill, only a teacher may seize, retain and dispose of property. Except in exceptional circumstances where any suitably trained member of staff, where Health and Safety dictates, may do so.

See Appendix 4 for guidance on confiscation.

See Appendix 5 for guidance on the right to search a pupil. See Appendix 7 for guidance on the use of force.

Detention: This is a sanction available to all members of the teaching staff. Its use may be within or outside of school hours. *See Appendix 6 for guidance on detention.*

Exclusion: Exclusion is the most serious punishment which the School can dispense. Pupils should be aware that a temporary or fixed-term exclusion could be applied when other approaches and sanctions have failed or when the offence is so serious that the normal range of sanctions is not viewed as sufficient. An ‘internal exclusion’, whereby a pupil is isolated from the rest of the school community but the exclusion is served in school, may be deemed an appropriate sanction in some circumstances.

Offences which are likely to carry the threat of exclusion include bullying, violence, theft, vandalism, the possession or sale of drugs or substances passed off as drugs. The length of the exclusion will depend upon the age of the pupil, the severity of the behaviour and the history of the pupil.

Permanent exclusion could apply if a pupil is involved in a very serious incident or is facing a second temporary or fixed term exclusion. The school will always consider each offence on its own merits. For the avoidance of doubt, the following offences would normally lead to permanent exclusion:

- A serious assault, especially premeditated; an assault involving the use of a weapon; an assault where the nature of the attack carried a high risk of permanent injury.
- Supplying drugs in school, whether or not for gain; receiving drugs in school; taking drugs at school, on a school trip or on a journey to or from school.
- Possession of a knife or other weapons in school without appropriate cause.

Differentiation of sanctions for SEN pupils: The School has a statutory obligation to ensure that pupils with additional needs, neurodiversity, or disabilities are not placed at a substantial disadvantage in comparison with other pupils (a duty to make ‘reasonable adjustments’). This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.

However, a behaviour policy must be consistently applied if it is to be regarded as fair; it is important that all pupils understand that poor behaviour, particularly where others are placed at risk, will always incur a sanction. An overview of this will be maintained by the Deputy Head (Pastoral) and individual cases may need to be considered on their own merits. The context, feelings, and personal circumstances which led to the event, as well as a consideration of pupil welfare will guide the decision making process. Consideration will be given to putting in place appropriate support systems for the future. For behaviour that does not carry a risk to others, the school may well decide to modify a sanction in the light of the pupil's personal circumstances. Sparingly used, such adaptations can be explained to other pupils and fully accepted by them as appropriate and fair.

Classroom Management

A range of strategies exists to ensure effective classroom management which is consistent with the aims outlined in this policy. Individual class teachers are encouraged, within the framework of their department and the principles outlined in this policy, to develop a style of classroom management which they find

effective. It is important to note the distinction drawn between work-related issues and misbehaviour; the sanctions applied to each are different, misbehaviour carrying a punitive sanction and work-related issues requiring a more supportive approach.

Guidance on dealing with such matters and how sanctions may be escalated if necessary can be found in Appendix 2 (Maintaining Positive Behaviour in School).

Pupils' Conduct Outside the School Gates

The Education and Inspections Act (2006) sets out the power of teachers to discipline pupils for misbehaving outside of the school premises to such an extent that is reasonable. The school would deem the following circumstances as those in which the school would consider disciplining a pupil:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the above conditions 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

Staff Support

The school is committed to providing behaviour management and classroom management training on a regular basis as part of its programme of continuous professional development.

Oversight of this policy and the practice of behaviour management in school is maintained by the Deputy Head (Pastoral). Advice and guidance on all matters regarding behaviour can be sought directly from the Deputy Head, other members of the Senior Leadership Team. For more day-to-day concerns, Pastoral Leaders (Heads of Year) and Heads of Departments should be approached.

Allegations of abuse against staff must be taken seriously, and will be dealt with according to the procedures outlined in the school's safeguarding policy. The school has a duty of care towards its employees and commits to providing appropriate pastoral care to any member of staff who is subject to a formal allegation. A pupil who is found to have made a false or malicious accusation against a member of staff will be subject to disciplinary action.

Pupil Support Systems

As well as enacting the disciplinary structure outlined in this policy, the role of the Pastoral Support team in school is to promote pupil wellbeing. In line with the aims of this policy it may be necessary to offer additional support to some pupils in the aftermath of a behaviour incident; this may be the perpetrator or the victim.

Support is available in school from:

- Pastoral staff; from Form Tutors through to Heads of Year and the Deputy Head (Pastoral)
- Learning Support Coordinator
- School Counsellor
- School Nurse

Links with other policies

The behaviour policy should be read in conjunction with:

- School Rules
- Safeguarding Policy



- Anti-Bullying Policy
- Mobile Phone Policy
- Parent charter

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>

Appendix 1: Guidelines on the application of sanctions

- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding). If at all possible, avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, we should use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Corporal punishment is illegal in all circumstances
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Consideration should be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy
- Above all, apply sanctions that are proportionate and fair

Appendix 2: Maintaining Positive Behaviour

The table attached offers guidelines on how to react to different levels of behaviour. It is not meant to be prescriptive but should offer an idea of how to pitch sanctions.

Appendix 3: Low-level sanctions

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance, not being allowed to participate in a non-uniform day
- Moving the pupil in class
- Asking the pupil to stand outside the classroom for a short period of time
- Writing a note in the Student Planner
- Short detention outside the Staff Room at break or lunchtime
- Writing an essay related to the offence
- Departmental detention
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed ‘on report’ for behaviour monitoring
- Phoning home
- Writing home

Appendix 4: Guidance on confiscation

The general power to discipline 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. This may be considered in circumstances such as:

- Confiscating an item which is posing a threat to others: for example a laser pen being used to distract and possibly harm other pupils or staff
- Confiscating an item which is posing a threat to good order for learning: for example a pupil using a personal music player in class
- Confiscating an item of clothing that contravenes school uniform rules: for example a pupil refusing to take off a baseball cap on entering a classroom
- Confiscating items that poses a health or safety threat: for example a pupil wearing large ornate ring in PE may present a safety threat to other pupils
- Confiscating items which are counter to the ethos of the school: for example material which might cause tension between one community and another
- Confiscating drugs or drugs related items including new psychoactive substances, tobacco and smoking related items.

Confiscating items of clothing or jewellery – risks to bear in mind:

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery. In particular, we should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils’ clothing of a kind that might give rise to child abuse allegations.

In order to minimise such risks, we should ensure that if an item of clothing or jewellery is confiscated, this is done by a senior member of staff, with another staff member present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.



Confiscation of mobile phones and similar devices:

There is an existing school policy on mobile phones: this includes a clear statement about confiscation. It takes account of relevant issues such as:

- The safety of pupils on the journey to and from school, and parental concerns over this issue
 - Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- The inappropriate use by pupils of phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyber-bullying, using camera phones in the school context without the explicit approval of a member of staff, and recording and transmitting of images of abuse)
- Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of mobile phones

In considering the confiscation of an item from a pupil, if a teacher is in any doubt, or if a circumstance which is not covered by this policy occurs, then the advice of the Deputy Head (Pastoral) should be sought. It is recommended that parents are consulted in all such cases.

Appendix 5: Guidance on the right to search a pupil

It is lawful for school staff to search (including bags and lockers) 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 property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

It is strongly recommended that the Deputy Head (Pastoral) or another appropriate senior member of staff is involved as soon as possible in any circumstances whereby the search of a pupil is required. 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.

It is also reasonable to endeavour to search for other items with the consent of a pupil. For example, a pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might consider a sanction if the pupil unreasonably refuses to cooperate.

Appendix 6: Detention

Matters for consideration when imposing detentions:

□

- Parental consent is not required for a detention. However, in practice we require 24 hours written notice (the yellow detention card) to be given to parents before a full ‘after-school’ detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- A detention should not be issued where doing so would compromise a child’s safety. School will take careful account of the circumstances of the detention known to them, for example care duties or other commitments of the family. However, a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.
- The times outside normal school hours when detention without parental consent may be set are evenings plus weekends and certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach pupils, sometimes referred to as ‘training days’ or ‘INSET days’)

Appendix 7: Use of force

We are guided in our use of force by the Government documentation: Use of Reasonable Force – Advice for headteachers, staff and governing bodies (July 2013). The power to use force can help to ensure pupil and school safety: failure to use this power might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

The following points should be considered:

- Reasonable force or ‘reasonable in the circumstances’ means using no more force than is necessary; the force used should be proportionate to the consequences it is intended to prevent
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Use of force as a punishment – it is always unlawful to use force as a punishment
- Staff authorised by the Headmaster may use such force as is reasonable to conduct a search for ‘prohibited items’ without the consent of the pupil

Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit

Force is generally used for two different purposes – to control pupils and to restrain them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil’s path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

To restrain is to use force to physically prevent a pupil from continuing what they were doing after they have been told to stop.

Each significant incident in which a member of staff uses force on a pupil will be recorded. The incident will be reported to the pupil’s parents as soon as practicable after the incident unless this would be likely to result in significant harm to the pupil.

Appendix 2 – Maintaining Positive Behaviour

Stage	Level	Who is responsible?	Strategies and/or sanctions available		Documentation
			Misbehaviour	Work-related	
Stage 1	Misbehaviour or a work issue of a routine nature.	Relevant member of staff/class teacher in conjunction with HOD. At this stage, it is a departmental issue	Low-level sanctions such as: <ul style="list-style-type: none"> □ Verbal warning • Note in student planner • Private detention (break or lunch time) • School detention 	Low-level sanctions such as: <ul style="list-style-type: none"> • Private detention (break or lunch time to catch up on missed work) • Note in student planner 	Note in planner (seen by parents and FT) Name in school detention book (seen by HOY)
Stage 2	Repeated misbehaviour or continued issues with work	Referred to Form Tutor	<ul style="list-style-type: none"> • Further low-level sanctions • Review of behaviour in other subjects • Communication with parents • HOY informed 	<ul style="list-style-type: none"> • Further low-level sanctions • Review of work in other subjects • Involvement of Learning Support Coordinator • Communication with parents • HOY informed 	Planner School detention book Email
Stage 3	No improvement in behaviour or work over a prolonged period. A serious offence that warrants immediate attention of HOY (e.g. bullying, vandalism)	HOY/Form Tutor	<ul style="list-style-type: none"> • School detention □ Head's detention • Communication with parents • Meeting with parents • Deputy Head (Pastoral) informed and possibly involved • Headmaster informed 	<ul style="list-style-type: none"> • Communication with parents • Meeting with parents • Weekly report • Deputy Head (Pastoral) informed 	School detention book Copies of letters kept on file Outcomes/actions from meetings shared with relevant staff
Stage 4	Worrying and/or deteriorating work situation. A serious offence that warrants the immediate attention of the Deputy Head (Pastoral) (e.g. theft, racist behaviour)	Deputy Head (Pastoral)/HOY in consultation with Headmaster	<ul style="list-style-type: none"> • Meeting with parents • Head's detention • Fixed term exclusion • Internal exclusion • Involvement of external agencies (Educational Psychologist, counsellor) • Involvement of police 	<ul style="list-style-type: none"> • Meeting with parents • Home/school contract • Involvement of external agencies (Educational Psychologist, counsellor) 	Notes from parental meeting on file. Incident reports/witness statements Letters on file Report to governors?

Stage 5	A serious offence that warrants the immediate involvement of the Headmaster (e.g. violence, theft, drugs)	Headmaster/Deputy Head (pastoral)	<ul style="list-style-type: none"> • Meeting with parents • Fixed term exclusion • Permanent exclusion 		Incident reports/witness statements Letters on file Headmaster's report to governors
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