



# Champion EDUCATION TRUST

## STUDENT BEHAVIOUR POLICY

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A family of Schools

# STUDENT BEHAVIOUR POLICY

## INTRODUCTION

We pride ourselves in creating a stimulating, inspiring and professional learning environment for our students, and all staff who work here role model excellence at all times. We provide every student with a caring, inclusive, safe and secure learning environment to encourage and promote a culture of academic excellence and outstanding achievement in all aspects of school life. Our students demonstrate mutual respect and tolerance for all, promoting fundamental British values.

This document aims to prevent bullying, including a zero-tolerance approach to child on child abuse in compliance with KCSiE 2022 guidance.

## EXPECTATIONS

We have high expectations of our students, their parents, carers, staff and all other members of our school community. We expect everyone to:

- Begin with
- Consideration
- Honesty
- Standards

This policy is based on our ethos and values to provide every student with a caring, inclusive, safe and secure learning environment to encourage and promote a culture of academic excellence and outstanding achievement in all aspects of school life.

We encourage students to make the right **CHOICES**. We give them **CHANCES** to correct any poor choices and expect them to accept **CONSEQUENCES** where they are issued for choosing not to use chances to correct behaviour.

Our school values in particular reflect that we serve all of the community around us, and therefore the school is open to all. Identity may be defined in terms of ethnicity, nationality, faith, gender, sexuality, and disability, this list is not exhaustive. Where identity is used to cause harm or distress to members of our school community and our neighbours, the school will consider this a serious breach of discipline.

Child-on-child abuse on all levels is unacceptable. See Champion Education Trust Safeguarding Policy for details.

## BROAD PURPOSE

We seek to create an inclusive, caring learning environment in the school by:

- Cultivating a climate of acceptance, resilience, confidence and making positive choices, where mutual respect pervades the life of the school.
- Using restorative practices.
- Promoting early intervention.
- Encouraging consistency of response to both positive and negative behaviour, through our expectations and behaviour outcomes.
- Providing a safe environment free from disruption, aggression, bullying and any form of harassment.
- Rewarding both improving behaviour and students who consistently choose to do the right thing.
- Using assemblies, progress time and enrichment opportunities to promote understanding and acceptance of social, moral, spiritual and cultural issues.

## ROLES AND RESPONSIBILITIES

### Students

Students are asked to take responsibility for their own behaviour and choices and to work with Pastoral Managers in times of need; they are asked to begin all activities, conversations and interactions with:

Consideration  
Honesty  
Standards

Students also have a responsibility to model good behaviour for others in the school community and beyond. Students will be made aware of the school policy, procedures and expectations and are expected to adhere to our Home-School Agreement.

### Parents and Carers

Parents and carers are asked to support their children by adhering to our Home-School Agreement and to support the school's rewards, consequences and reporting systems.

### Staff

Staff are expected to follow the "Behaviour for Learning Guidelines", encouraging students to make the right choices, issuing consequences and informing Pastoral Managers and the Safeguarding Team of concerns as appropriate. All members of staff are responsible for ensuring that this policy and associated procedures are followed.

- **Progress Tutors** will respond to initial concerns, and monitor progress with regards to behaviour.
- **Pastoral Managers** will coordinate all behaviour, rewards and consequences. They will communicate with parents and carers, liaise with appropriate staff and update relevant parties as necessary.
- **Achievement Leads** will support Pastoral Managers in monitoring students through our reporting system and enforcing consequences where appropriate.
- **Senior Leadership Team (SLT)** will assist the Headteacher to ensure that all members of the school community are aware of and adhere to this policy.
- **The Headteacher** is responsible for the awareness and implementation and day-to-day management of this policy and associated procedures.

### Governing Body

The school Governing Body will ensure that the policy is non-discriminatory and its purpose is clear. They will also support the Behaviour Panel, as and when required.

## BEHAVIOUR FOR LEARNING

Students are expected to considerate, honest and maintain high standards of appearance and behaviour at all times, ensuring that they do not disrupt the learning of others or the daily operations of the school. All staff members are expected to calmly challenge behaviour and appearance that does not meet expectations and issue consequences as appropriate.

Journey to and from school - whilst wearing the school uniform, students are deemed to be representing the school. The governing body and the Headteacher expect students and parents/carers to refrain from acting in such a way as to bring the school into disrepute or endangering themselves and/or others. Any such behaviour may lead to disciplinary action.

Behaviour expectations whilst representing the school, either formally or during extra-curricular activities - We expect students to model positive behaviour, ensuring that the school is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the school will be prevented from taking part as appropriate and parents/carers will be informed of the school's decision.

Representing the school online - Students are expected to represent the school in a positive light in the digital world. As

outlined above students should conduct themselves over the internet in such a manner that the school is not brought into disrepute and the wellbeing of staff and students is protected. The school will respond appropriately to incidents of poor behaviour or bullying online. Any such behaviour may lead to disciplinary action.

## STRATEGIES

We follow a positive behaviour policy.

### Attitudes to Learning

We use Lesson Monitor to oversee students' attitude to learning in the classroom. Students are reminded of expectations and given chances to rectify poor behaviour

Students who:

- Exceed expectations in lessons will be graded 3.
- Meet the expected standards in lessons will be graded 2.
- Fail to meet expectations in lessons will be graded a 1/0.

Grades are cumulative and result in rewards (badges and certificates) including the opportunity to participate in rewards trips or activities.

### Prevention and Support

Early identification of issues that may impact on behaviour will be a priority and early intervention plans will be planned with relevant partners and parents/carers. These intervention plans will be tracked, monitored and adjusted accordingly.

Examples of such include:

- Reports (Green, Yellow, Red)
- Behaviour Contracts
- Improving Attitudes to Learning programme
- Pastoral Support Programme

We use a wide range of intervention services to support students and their families with the underlying issues that present as poor behaviour. We will endeavour to inform students and their families of these services when the need is identified. Our reporting system, pupil support plans and behaviour contracts are used to support learners in making positive choices. The school expects students, parents/carers and all staff to engage in the use of the reporting system.

Parents and carers should inform the school if they know of a reason that might affect a student in a detrimental way, we can then act swiftly to support the student.

### Multi Agency Support

Where it is felt necessary, consideration will be given for the need of a multi-agency assessment that goes beyond the student's educational needs. SLT / Pastoral Managers and SENCO will liaise with the relevant agencies and fully support such assessments.

## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Students who fail to meet expectations will receive an appropriate consequence. These include:

### Behaviour Conversation

A discussion aimed at identifying and rectifying the cause of the inappropriate behaviour.

### Confiscation of Non-banned Items

Temporary removal of items that are deemed to be detrimental to the students' learning and/or the expectations of

school.

## Banned Items

See below section on banned items.

## Detention

The duty to give 24 hours written notice of a detention to parents has been repealed under the Education Act. Same day detentions will be enforced. We will endeavour to make contact with a parent/carer in the event of a detention.

## Removal from Lesson

To a buddy room or Internal Exclusion Unit (Remove).

## Internal Exclusion

Within our school environment.

## Alternative to Fixed Term Exclusion

As an alternative to fixed term and permanent exclusions, the Headteacher, SLT and SENCO will liaise with all relevant external agencies. These may include:

- Managed Exclusion (attending another local school for a fixed period of time, rather than being excluded)
- Managed Moves (supported trial to move schools within the borough)
- Key Stage 3 and Key Stage 4 Pupil Referral Units (PRU)

## Exclusions

Exclusions are a last resort but are a necessary way of dealing with very serious or persistent unacceptable behaviour, ***either on school premises or in the community.***

An alternative to exclusions will always be sought but when the decision to exclude has been made it will be robust, fair and defensible. Exclusion process and procedure will be followed rigidly and guidance sought when necessary from the Behaviour & Attendance Adviser and Governor Services.

**There are two types of exclusion:**

1. **Fixed Term Exclusion** – when a student's behaviour is deemed too disruptive or dangerous to remain in school, they may be given a fixed term exclusion to be authorised by the Headteacher.
2. **Permanent Exclusion** – these are rare but may result either from persistent unacceptable behaviour over a period of time OR for a one off serious incident.

## BANNED ITEMS

The following list of items (whilst not exhaustive) are banned from being brought into school. The school does not need parental or student consent to search a student if they think a student has prohibited items:

- Weapons, e.g. knives or blades.
- Tobacco products, e.g. cigarettes including E-cigarettes and any other associated smoking paraphernalia.
- Lighters and matches.
- Alcohol.
- Illegal drugs.
- "Legal High" substances.

- Aerosol cans of any description and perfume sprays.
- Jewellery (except wristwatches and one pair of small studded earrings. Other piercings are not allowed).
- Non-uniform items (coats and hoodies to wear to and from school should be kept in lockers or bags).
- Stolen goods.
- Pornographic images (of any kind, including images on phones or tablets).
- Fireworks.
- Anything that has been, or is likely to be, used to cause injury or commit an offence.
- Paint thinners or other solvents.
- Anything else which the Headteacher deems inappropriate or dangerous.

## Searching Students

Staff have the power to search students without their consent for items used or likely to be used to commit an offence, cause injury, or damage property, and to search for items banned under the school rules. This would generally involve asking a student to hand over their jacket and bag and to turn out their pockets. Any refusal to comply with this request may result in the police being involved.

## Incidents Involving a Weapon

All incidents will be logged and passed onto Blackburn with Darwen Children's Services, in accordance with council policy.

## Incidents Involving Illegal Substances

All incidents will be logged and the policy will be followed in conjunction with advice gained from relevant agencies.

## USE OF REASONABLE FORCE

The school follows the Use of Reasonable Force Guidance published by the DFE. Extract below:

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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<sup>3</sup>.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of other
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

The school seeks to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect”.

# APPENDIX 1 - REMOTE LEARNING

## QUICK GUIDE TO RULES AND RESPONSIBILITIES

### PARENTS ARE RESPONSIBLE FOR:

- Adhering to the policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out and is in a suitable living area within the home.
- Reporting any absence.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Home/School Agreement at all times.
- It is not the role of parents to judge or scrutinise lessons delivered remotely.

### STUDENTS ARE RESPONSIBLE FOR:

- Adhering to the policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

### ALL STUDENTS USING VIDEO OR AUDIO COMMUNICATION MUST:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material.
- Mute their microphone unless asked to unmute by the teacher.
- Students not using devices or software as intended will be disciplined in line with the Behaviour Policy.

### ALL STAFF USING VIDEO OR AUDIO COMMUNICATION MUST:

- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable area within the home with an appropriate background.
- Use appropriate language – this includes others in their household. Chat messages/contributions to lessons must be in Standard English.
- Always remain aware that they are visible if the camera is switched on.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.