

Seaham High School



Behaviour Policy

Review Date	Cycle	Reviewer	Adopted	Committee
October 2020	Annually	J Henderson	October 2020	Policy & Curriculum
October 2021	Annually	J Henderson	November 2021	Full Governors
November 2022	Annually	J Henderson	November 2022	Full Governors
November 2023	Annually	J Henderson	March 2024	Full Governors

Behaviour Policy

The Governing Body believes that good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. It seeks to create a caring and learning environment by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect and understanding;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Not allowing students to bring items into school, which may cause offence, injure or be harmful to others.
- Providing a framework to promote acceptable standards of behaviour;
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of school's policy and associated procedures.

Central to ensuring positive behaviour for learning is the consistent implementation of the Behaviour policy by all members of staff within Seaham High School.

Seaham High School's expectations in terms of behaviour should always be enforced. We set high standards in terms of behaviour and by consistently insisting upon these, teachers support one another to ensure excellent learning in the classroom.

Roles and responsibilities

The Governing Body will establish in consultation with the Headteacher, staff and parents/carers the policy and procedures for the promotion of good behaviour and keep them under review. It will ensure that they are communicated to students and parents, are non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour and will ensure that appropriate staff training is provided for all those who have a role in the implementation of the policy and procedures.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Supporting staff faced with challenging behaviour is also an important responsibility of the Headteacher. The Head will

undertake systematic monitoring and conduct regular reviews of this behaviour policy and procedures contained in the Behaviour Curriculum to ensure that the operation is effective, fair and consistent and will keep the Governing Body informed.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

The role of a teacher

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

All staff with responsibility for working with students will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff also have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

Governors, Headteachers and staff will ensure there is no differential application of the policy and procedures, particularly on the grounds of race, ethnic origin, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The role of a parent/carer

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged and expected to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy through the schools complaints policy if necessary. All parents/carers should be fully supportive of the Home/School Agreement and follow it when communicating with the school.

The role of a student

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy and procedure. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

As a school, we recognise the intrinsic link between excellent learning and positive behaviour being demonstrated by students in the classroom.

Key principles for this are:

1. The primary responsibility for behaviour in the classroom is that of the class teacher.
2. Teachers should expect and promote good behaviour and this would include:
 - Planning lessons carefully to **endeavour to create** appropriate interest and challenge
 - Planning lessons that **endeavour to meet the individual needs of students**
 - Addressing inappropriate behaviours in the classroom consistently and calmly, employing a wide range of intervention strategies
 - Whenever possible, ensuring problems from one lesson have been **addressed before the next**
3. In the event of difficulties in the classroom, your colleagues in your department and **Subject Leader** are the first lines of support. The **Student Guidance Team** are also available for support next and are useful to gain an understanding of the whole school picture when discussing an individual child or class. **The school has established a patrol system to support staff.**
4. The behaviour system that is used in lessons at Seaham High School is **one strategy** to support positive behaviour in lessons and is not a full methodology for addressing any issues. It can be used to promote and reward good behaviour, as well as challenging and modifying low to middle level lesson disruption.

The School's behaviour system is designed to support teachers in their role in creating **a** calm, pleasant and productive working environment in their classrooms.

Procedures – The Behaviour Curriculum

The procedures underpinning this policy are the school's Behaviour Curriculum. It makes clear to the students how acceptable standards of behaviour can be achieved. Procedures are consistently and fairly applied and promote the idea that every member of the school community has a responsibility towards the whole.

We endeavour to promote our three core values through assemblies, education and regular reinforcement. Our values are:

- Kindness
- Integrity
- Pride

We also endeavour to promote 6 lifelong attributes which will support students in modern Britain. These are the 6R's; Respect, Responsibility, Responsive, Risk taking, Reflective and Resilience

Our Behaviour steps and Code of Conduct are clearly displayed in all classrooms, **seek to promote students to self-regulate- and encourage staff to intervene early to**

challenge low-level disruption thereby ensuring successful learning for all students. It encourages students to reflect on their own behaviour and supports them to take action to modify their behaviour.

Below is a list to exemplify the types of behaviour that we consider acceptable and unacceptable. Please note that this is not an exhaustive list.

Acceptable behaviours which we seek to promote and reward	Unacceptable behaviours which we will not accept and may issue a sanction for
<ul style="list-style-type: none"> • Kindness towards others • Being polite and courteous when speaking to and dealing with others • Having respect for others and being positive in relationships with other students and staff • Following advice and instructions from staff • Following the school's expectations around uniform, makeup and nails with pride • Having integrity and being honest, committed and hard-working • Making the right moral choices • Engaging and participating in lessons • Completing all work to the best of ability • Having good attendance and being punctual • Completing homework on time • Following the one way system 	<ul style="list-style-type: none"> • Being unkind towards others including violence, name calling or bullying • Being impolite and discourteous when speaking to and dealing with others • Having no respect for others and being negative in relationships with other students and staff • Being defiant and refusing to follow advice and instructions from staff • Failure to follow the school's expectations around uniform, makeup and nails with pride • Not having integrity and being dishonest • Making the wrong moral choices • Not engaging and participating in lessons • Failure to complete all work to the best of ability • Not attending regularly and being late • Failure to complete homework on time • Not following the one way system

Rewards

A school ethos of encouragement is central to the behaviour curriculum that seeks to promote good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Our reward system focusses around the development of the 6R initiative. Rewards are given out each lesson and staff should do the publicly as they are encouraged to Praise in public (PIP). Integral to the system of rewards is an emphasis on praise both informal and formal to individual and groups. Staff are encouraged to follow the 5:1 ratio for praise. Rewards are issued automatically for being in the correct uniform, attending and having equipment. All rewards are to be recorded on class charts.

Consequences

All staff use Class Charts to log negative behaviour incidents and their consequences.

If a serious incident occurs or students become argumentative and refuse to follow instructions, then teachers can 'skip' steps. However, this **should** be done after consideration by the teacher and not in the heat of the moment to avoid unnecessary escalation.

The consequences within the system and the process for operating them are:

1. **Verbal warning** – This is the initial warning that is not logged on the Class Charts system so that it is clear to the student that they are failing to meet the Seaham High School Code of Conduct. It may be the case that other strategies have been applied before its use.

2. **Reflection Time** – This is a second warning and is logged on the Class Charts system so that it is clear to the students that they are continuing to fail to meet the Seaham High School Code of Conduct. Again, additional intervention strategies may have been used before this is issued. **Parents/carers are notified.**

3. **Restoration Time** – This results in an automatic afterschool 30 minute detention being set for the student. The teacher must inform the student clearly that they have a detention afterschool. The classroom teacher issuing the Restoration Time **should endeavour** to contact home to discuss the incident with parents/carers **bearing in mind this may not always be appropriate or possible.**

4. **Relocation** – The student must be sent to another teacher, following departmental relocation timetables, which all Subject Leads must have in place. The student will be return to their next lesson. They will have an afterschool detention for 60 minutes. The classroom teacher issuing the Relocation should **endeavour to** contact home to discuss the incident with parents/carers **bearing in mind this may not always be appropriate or possible.**

5. **Remove** – If a student refuses to attend a relocation then they will be sent to Remove. The student must remain in Remove for 5 consecutive lessons. They will also need to complete a 60 minute after school detention. The teacher issuing the Remove should **endeavour to** contact home to discuss the incident with parents/carers **bearing in mind this may not always be appropriate or possible.**

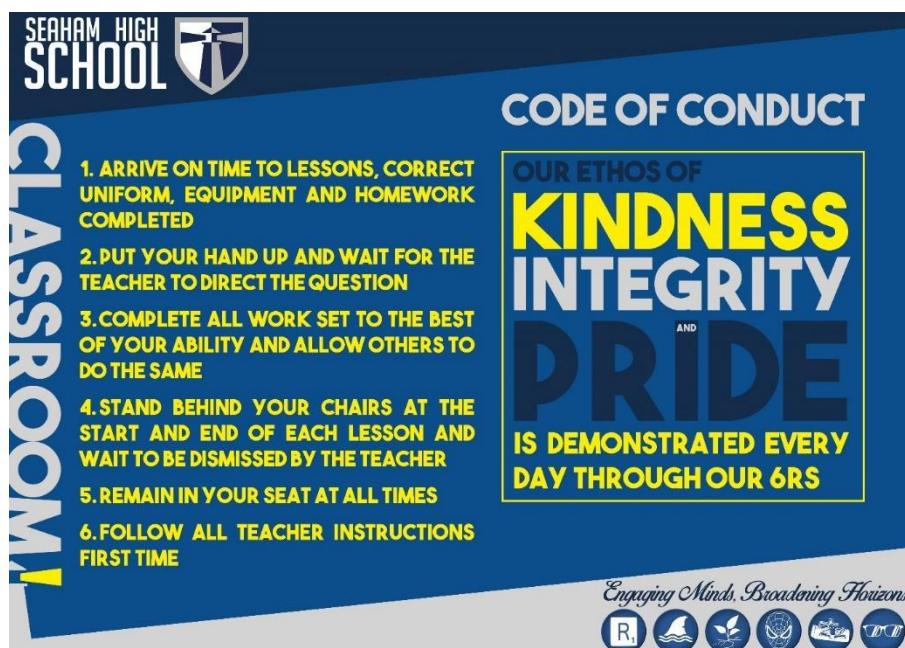
Administration of Detentions

- Detentions are managed through the Class Charts App, which parents/carers must sign up to as per Home/School Agreement. Parents/carers are automatically notified via the Class Charts App of a detention being set and

access to such information is available in both the student and parent/carer logins.

- The teacher giving the detention should **endeavour to contact home** to discuss the reasons for the detention.
- All detentions will **ideally** take place on the same day as they are issued. If a student refuses to attend a detention then it will be escalated to a fixed term suspension (1 day = first offence, 2 days = repeated, 3 days = persistent). Students in detention must be sat in silence and complete the work set. Students can bring work to be completed in detention if they wish or use the detention work booklets available (Maths and English). Students should have the correct equipment to do this.
- If students misbehave in detention then staff **will endeavour to** follow these steps:
 - **Verbal warning** - remind **students** of the expectations of the detention
 - **Reflection** - ask **students** to go outside so you can have a word in private about their conduct and reinforce the expectations (Senior staff to remain in the classroom). Please record this on classcharts.
 - **Relocation** - ask **students** to leave the detention room and reissue them a relocation detention for 60 minutes. Please record this on classcharts. Please **endeavour to** contact home and discuss the issue with the parents/carers that evening. Please make clear on classcharts that the detention has been issued for poor behaviour in a detention and that the next member of staff should act on this if this happens again by contacting Deputy Headteacher (Culture and Community) or Head of Pastoral to issue an exclusion unit place.
 - If the behaviour has been very poor please follow the steps above but see Deputy Headteacher (Culture and Community) or Head of Pastoral for additional consequences e.g. exclusion unit placement.

There are six key areas of classroom behaviour that are likely to be the underpinning reasons for a consequence being given:



These are known as the **Seaham High School Code of Conduct**

Consequences are needed to respond to inappropriate behaviour. Staff are encouraged to Reprimand in private (RIP).

A range of consequences is clearly defined in the procedures and their use will be characterised by clarity of why the consequence is being applied, what changes in behaviour are required to avoid future consequences. There is a clear distinction between the consequences applied for minor and major offences. Consequences available for staff to use are as follows:

- Verbal reprimand
- Setting extra work or repeating unsatisfactory work
- Setting of written tasks as punishments
- Loss of privileges such as attendance on a visit, attendance to Prom, not being able to participate, withdrawal of lunch time pass
- Missing Brunch or part of lunch
- After School detentions
- School based community service- designed to be restorative and non-humiliating such as Litter picking, tidying a classroom, helping clear the dining hall, removing graffiti, extra physical exercise.
- Placed on report to identified members of staff for a period of time
- Referral to the Deputy Headteacher for consideration for Placement in the Exclusion Unit
- Referral to the Deputy Headteacher for consideration for Fixed term exclusion (suspension)

Restorative approach

It is the responsibility of the classroom teacher to ensure that students are able to begin each lesson with a 'clean slate'. In addition to a detention that has been issued, a discussion between the relevant staff and student will **ideally happen** before the next lesson or as soon as possible. This could take the form of a restorative conversation. A phone call home would also be an excellent opportunity for this to occur.

Out of Class Behaviours

Lateness

- **Lateness to school** is monitored by Year managers. All students are expected to be lined up in their designated areas **at 8:35am. Students head to their form rooms at 8:40am so** a student arriving in school after 8:45am is deemed late to school and will be issued a 20 minute brunch time detention.
- **Lateness to lesson** is monitored by the classroom teacher. A student is late if they are more than 5 minutes late to the start of a lesson. A 30 minute afterschool detention will be issued by the Classroom teacher via the correct button on Class Charts

Truancy

- If a student is known to be truanting from the lesson, then student guidance should be informed immediately either by email (Year Manager of student and Head of Pastoral) or sending a student to student guidance. It should be logged on Class Charts using the Truancy button. The student will receive an hour detention for each lesson missed. The Year manager will ring home to discuss the detention on this occasion. **The student is responsible for catching up on any work missed.**

Inappropriate Behaviour at Brunch and Lunch-Time

- If a student is not behaving appropriately outside of lessons, the member of staff should challenge the student and when necessary issue a detention and record it on the **Class Charts** system. **This will include being in areas of the school which are 'out of bounds' where lessons are ongoing for other year groups during split breaks and lunchtimes.**

Green, Amber and Red Monitoring Reports

These reports can be used at any time by Subject Leaders, Year Managers and Year Academic Leaders. The reports escalate in colour/seriousness Step 1 – Green, Step 2 – Amber, Step 3 – Red.

Other school rules and consequences

- All students must follow the one-way system whilst in school. If a student refuses to follow this when directed by staff, then they will receive a 30 minute restoration detention afterschool. The member of staff challenging the student must add this **to** Class Charts.
- Any student found deliberately vandalising the school will be given a fixed term suspension from school.
- All students must enter and exit the school site using their assigned gate. **The start of the school day is 8:35am. Green gates open at 8:20am unless there are Breakfast revision sessions scheduled. Student Guidance staff are available for supervision from this point. Therefore any student on site prior to this point without prearranged authorisation from the school will be unsupervised and therefore the responsibility of the parent/carer. Any student due to be in school from 8am should be pre-arranged and report to main reception to be granted access to the building. We would encourage parents/carers not to drop children off at school prior to 8:20am for this reason.** The Year Manager will contact home if this becomes an issue to discuss our expectations. If a student fails to follow these guidelines, then SLT will consider each cases individually and take appropriate actions to ensure the safety **of students.**
- Mobile phones are not allowed in school. If a teacher sees a mobile phone **being used by students then** it should be confiscated. **The phone should ideally be placed in a plastic wallet and taken to** student guidance, with the child's name

clearly marked. This will then be placed in the safe. The member of staff will use Class Charts to log this and the student will collect the phone at the end of the day. The Year Manager is responsible for contacting home if this becomes a persistent issue (3 times or more). The parent/carer should then ensure that the phone is left at home.

- Any student seen vaping/smoking or with vapers/smokers whilst in school uniform, on the way to or from school or identifiable as Seaham High School students will be issued with a 60 minute after school detention. Students caught vaping inside the school building e.g. toilets could be suspended from school.
- If there are 2 or more people in a toilet cubicle at the same time. Both students will be issued a 30 minute after school detention
- Foul language towards another student will result in a 30 minute after school detention. Foul language used aggressively towards another student or sustained foul language will result in a 60 minute after school detention. Foul language towards a member of staff will be a Fixed Term suspension (length to be decided by Deputy Headteacher).

Stepped Discipline System

At Seaham High School we encourage students to reflect on their own behaviour and implement a stepped system, which allows parents/carers and students to review the seriousness of their behaviour regularly. Students can move up or down a step depending on the number of behavioural incidents that occur each term.

Reasons to move down a step

Improvement in behaviour since the last review e.g. significantly less behaviour incidents AND/OR Behaviour wheel is 95% or better positive

Reasons to move up a step

If you have received a fixed term suspension from school

If you have spent any time in the Exclusion unit

If you have refused a relocation and it has escalated to Remove

If your behaviour wheel is 90% or below positive

Behaviour Step	What does it mean?
0	Your child is consistently following the Code of Conduct and behaving in line with the Schools' Core values
1-2	Your child is falling short of our expectations regarding behaviour in and out of the classroom. Usually, this will be for low level disruption, failure to follow the Code of Conduct, poor attitude to learning e.g. not handing in homework
3-4	Your child has consistently fallen short of our behaviour expectations and is considered a medium behaviour concern.
5-6	Your child is at serious risk of Permanent Exclusion from the school. Their behaviour is simply unacceptable. They are a serious behaviour concern.

7	No longer accepted in mainstream education at Seaham High School
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Exclusion Unit

The Exclusion Unit aims to support students who are experiencing difficulties at school. This unit has been introduced in an attempt to improve student behaviour without suspending them. Appropriate work is provided for the students (while they are in the designated room) so that in time they can be re-integrated back into lessons. Students will spend time in the unit depending on their individual needs. Students will attend one of two sessions 8:00am -12:00pm or 12:00pm - 4:00pm. Students will be expected to remain at home during school hours when not in the Unit. If students fail to adhere to this then parents/carers will be contacted and additional consequences could be applied. Staff will endeavour to contact Parents/carers prior to an exclusion unit placement. Parents/carers are able to arrange to visit the school and given the opportunity to visit the unit if they wish to. A return to mainstream school lessons is dependent on students demonstrating positive behaviour and attitudes to learning whilst in the Unit.

Fixed Term Suspensions

The Headteacher or designated Deputy are legally able to suspend students from school for a fixed period of time. Students whose behaviour is extreme or levels of defiance are unacceptable, will be considered for a Fixed Term Suspension (FTS) from school. Parents/Carers will be contacted by phone to inform them of the FTS reason and length of suspension. A letter will be generated and sent out via post. This letter will also be emailed to the parent(s)/carer(s).

Students will be issued with work to complete at home and must remain at home during school hours. Paper work packs are available at the school and will be handed to students, work is also available on Google classroom or alternatively parents/carers can make use of the Oak Academy website.

Parents/carers will be invited to attend the re-integration meeting after the FTS is completed. This Integration Panel (IP) will consist of Senior Staff to support students.

Permanent Exclusion

The Headteacher is legally allowed to recommend that a student be permanently excluded from school. A student will only be considered for permanent exclusion if their behaviour meets the criteria from the DCSF.

Inter-relationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies particularly equality of opportunity, special educational needs and anti-bullying is established.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from these agencies to ensure that the needs of all students are met by utilising the range of external support available. The School is part of the East Durham Behaviour Panel and looks to refer those students with behaviour concerns to access support and funding and reduce the incidents of FTS and Permanent Exclusion.

Outside the school gates

Staff may discipline students for:

Misbehaviour when the student is:

- Taking part in any school organised or related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions on the orderly running of the school or
- pose a threat to another student or member of the public or
- could adversely affect the reputation of the school

Confiscation of Inappropriate Items

Members of staff are able to confiscate, retain or dispose of a student's property as a punishment so long as it is reasonable to do so in the circumstances. Confiscated items would normally be retained until such time as they could be returned either to the student or retained until a parent/carers is able to collect them. (Discipline in schools- Teachers' Powers pages 3 and 4).

Members of staff have the power to search without consent for "Prohibited Items" (Section 94 of the Education and Inspections Act 2006) 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 personal injury or damage to property and
- Any item banned by the school rules that has been identified in school rules as a banned item e.g. Vapes, Energy drinks (Red Bull, Monster, etc.), chewing gum, pins of any description, large amounts of painkillers (more than 4 tablets of paracetamol/ibuprofen/etc.), none agreed fidget toys, etc.

Search of a student

Seaham High School has the right to search a student if they feel they have inappropriate items (see above). These searches will be conducted with another member of staff present and be recorded on CPOMS. Any items found will be confiscated and parents/carers will be informed. It is at the discretion of the Headteacher if a confiscated item is to be returned. The Police will be informed if any illegal items are discovered/confiscated. A student will face consequences if any inappropriate items are discovered/confiscated.

Use of Reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. The Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for inappropriate items. When an incident of reasonable force has occurred this will be recorded on **our Restraint Log**.