

**BEHAVIOUR MANAGEMENT POLICY**

**Our behaviour values are: Ready, Respect, Reward**

This encompasses all staff and students as we believe that in order to enable effective teaching and learning to take place and to sustain a positive ethos, good behaviour in all aspects of school life is necessary. The school recognises that every student and member of staff is responsible for promoting good behaviour as poor behaviour forms a significant barrier to learning and progress for all.

**Broad Goals**

- Eliminate prejudice, discrimination and stereotyping and value and celebrate difference.
- To create a caring and learning environment in the school where everyone is ready to learn.
- Protect the right of all students to feel safe, to learn and to be respected.
- Ensure a consistent approach to the positive management of behaviour.
- Place an emphasis on recognising, recording and rewarding positive behaviour.
- Encourage and teach students to accept their personal and social responsibilities whilst being accountable for their own behaviour, conduct and actions.
- Deal fairly but robustly with persistently disruptive students inside the classroom and in the wider school environment.

**Values**

The PSHCEE programme should encourage a collaborative approach to behaviour expectations shared with the whole school community.

The Anti-Bullying policy sets out the rights and responsibilities for the safety of all students and staff:

- We ensure fairness of treatment for all.
- We promote early intervention through the use of the Early Help Assessment.
- We will seek the views and feedback of the whole staff, student and parent bodies so as to encourage a positive relationship with parents and carers to develop a shared approach to the implementation of the school's policy and associated procedures.
- All staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.

Biddenham defines acceptable behaviour as that which promotes our values from all students in terms of their relationships with other students within/outside the school and all Biddenham staff and visitors. This behaviour can be seen as that which is essential for students to develop in order to enhance their own life chances and to avoid negatively impacting upon the aspirations of others. Students have many opportunities to respond positively to the support strategies intended to assist them to manage and change behaviours that are barriers to their learning and the learning of others.

Examples of unacceptable behaviour may include, but are not limited to, non-compliance, name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying, cyber bullying and harassment, including racist, sexist and homophobic abuse, deliberate

damage or theft of Biddenham school property, bringing in offensive weapons or illegal substances. These are included in the school's Exclusion Policy. In addition there is a zero tolerance on inappropriate behaviour between peers.

### [Child on Child Abuse Policy](#)

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst as a school we will not tolerate these behaviours we will seek to support all students ensuring that students feel safe to report and know that all parties involved will support students involved in changing their behaviour.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos this may include other situations that may be embarrassing to a student.  
(also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Sanctions will include but may not be limited to:

- A verbal warning
- Restorative Practices
- A letter or phone call to parents
- Detention
- Working with younger students e.g running a lunchtime club
- A parental meeting
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

Biddenham defines Behaviour for Learning as developing the skills and attitudes to become better learners, and emphasises the link between the way young people learn and their social knowledge and behaviour. Positive Behaviour for Learning should recognise arriving to lessons on time, attentiveness in lessons, submitting homework on time and extra levels of effort in class etc; please see the behaviour values for others in [Appendix 2](#).

## Outcomes

We will know we have been successful in achieving our goals when students:

- Experience a positive and harmonious school community without any form of prejudice and / or discrimination.
- Acknowledge in their behaviour in school the value of the principles, rights and responsibilities enshrined in the day to day values held by everyone.
- Respond positively to the support strategies intended to assist them to manage and change behaviours that are barriers to their learning and the learning of others.
- Demonstrate an awareness of school policy, procedures and expectations in respect of Ready, Respect, Reward and recognise that the values encouraged in school should also apply outside school.
- Recognise their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- Recognise that positive behaviour in lessons will impact positively on progress.

## Staff Responsibilities

- Staff will ensure a calm, safe environment by performing duties before and after school and at breaks and lunchtimes.
- A member of SLT will be on duty throughout the day, and in key areas at lunch times. The school operates an 'On Call' system. Staff should use SIMS to report incidents with students.
- All staff should be familiar with the behaviour processes and be able to use these effectively. Staff should apply Ready, Respect and Reward in their teaching and day to day activities creating a culture of shared language and a positive approach to all behaviours.
- Staff should display and follow the school Teaching Standards (**Appendix 1**) and the Ready, Respect, Reward values. (**Appendix 3 - RRR Sheet**)
- All staff should have a seating plan using Classcharts (this should also be used to reward students for over and above behaviours) that shows understanding of the individual student needs.
- Biddenham will not tolerate bullying. The school has a clear policy for tackling any bullying that takes place. Please see the [Anti-Bullying Policy](#) for further details.
- Biddenham will not tolerate any form of prejudice. All prejudiced behaviour will be dealt with using the specific procedure, which includes immediate challenge, report and recording processes and follow up responses.

- Staff may lawfully search electronic devices, without consent or parental permission if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:
  - cause harm
  - disrupt teaching
  - break school rules
  - commit an offence
  - cause personal injury or
  - damage property

Any data, files or images that are believed to be illegal must be passed to the Police as soon as practicable, including pornographic images of children, without deleting them. Staff should not view images on any devices but should pass to the DSL without delay. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Behaviour Management Policy.

## **Rewards and Consequences**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping students to see that good behaviour is valued by all. Treating praise for good behaviour in the same way as we praise good work and effort should be the norm. The most common and frequent reward is praise, informal and formal, public and private both for individuals and groups. Other forms of praise include:

- Using Briefing/sharepoint to let all staff know of good behaviour.
- Whole school and year assemblies.
- Postcard or text home.
- Email to student/parent/tutor
- House points.

Where praise and positive behaviour management strategies have not succeeded students must be made aware of the consequences of their actions and all staff have a responsibility to consistently apply and follow through with the consequences. It is important that the consequences are appropriate to the behaviour and that there is an opportunity made for the member of staff to repair and rebuild their relationship with the student and for the student to reflect on their behaviour. Restorative Practices should be used in this way.

All staff should recognise that in their interactions with students it is the behaviour and not the student which is being addressed.

## **Exclusions**

Where students have failed to comply with the school's behaviour systems, suspensions may be applied. Fixed-Term Suspensions will only be used when:

- Other sanctions have failed to produce a change in the behaviour of a student(s).
- The safety/welfare of staff/students is deemed to be at risk.

- A one-off incident, or series of incidents, is deemed to be so serious that the Headteacher believes fixed term suspension is necessary.

Permanent Exclusions are used in exceptional circumstances when:

- Despite the school's best efforts, a student continues to behave unacceptably.
- A one-off incident or series of incidents is deemed to be so serious that the Headteacher believes a permanent exclusion is necessary.

The Headteacher may consider a serious breach of the Behaviour Management Policy to be any of the following, however it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or inappropriate sexualised behaviour.
- Assault
- Being in possession of, under the influence of, or supplying an illegal drug.
- Carrying an offensive weapon.
- Absolute refusal to conform to reasonable requests by staff.
- Inappropriate use of IT and/or personal devices by members of the school community.

#### **Linked Documents:**

- [Behaviour for Learning Toolkit](#)
- [Home-School Agreement](#)
- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Exclusion Policy](#)
- [School Prospectus](#)

Date of Next Review: **September 2024**

## Biddenham International School &amp; Sports College



# Biddenham Teachers' Standards

## We all sign up to:

### 1. Consistency and collaboration:

We are a team.

We understand the need for consistency and open communication with all members of staff to support all of our school systems. We use technology effectively.

### 2. Planning - Meet, greet, seat and complete:

We must meet and greet our students at the door, we seat them according to our seating plans and have a starter ready to complete. We plan according to our curriculum and our students' needs.

### 3. Ready, Respect, Reward:

We must be ready for each and every lesson. We are inclusive and respect our students and our school community. We reward positive participation and celebrate quality work.

### 4. Marking and feedback:

We take every opportunity to assess and feedback to students using a variety of formative and summative assessments. We monitor work as we move around the classroom. We track students' assessments, utilising data as appropriate and adapt our plans to promote independence and enable students to be confident learners.

### 5. Expect more, aspire higher:

We know our whole school priorities. We understand our collective responsibility to encourage quality oracy, literacy and numeracy as well as cultural capital and intellectual curiosity, preparing all of our students for their future careers.

**By the teachers, for the teachers.**

## Classroom Expectations for students



“The 4 E’s”

<h3>Environment</h3> <ul style="list-style-type: none"> <li>• Meet, Seat, Greet, Complete</li> <li>• Respect the teaching space</li> <li>• Pack up, tidy up, chairs under desk</li> <li>• Wait to be dismissed</li> </ul>	<h3>Electronics</h3> <ul style="list-style-type: none"> <li>• Phones and headphones put away unless instructed</li> <li>• Chromebooks charged and closed when not being used</li> </ul>
<ul style="list-style-type: none"> <li>• Coats off</li> <li>• Active listening</li> <li>• Hands up to contribute, no shouting out</li> <li>• Allow others to ask questions</li> <li>• Share the air</li> </ul> <h3>Etiquette</h3>	<ul style="list-style-type: none"> <li>• Wear correct uniform</li> <li>• Have your chromebook and charger</li> <li>• Have a pen</li> </ul> <h3>Equipment</h3>

By the students for the students



# OUR BEHAVIOUR VALUES

*'Opening Minds - Transforming Lives'*

## Determination



### READY

Be on time  
Be equipped for the lesson  
Sit in your allocated seat

## Compassion



### RESPECT

Take turns to allow others to share their opinions  
Show active listening  
Be polite and show kindness

## Success



### REWARD

You will feel happy  
Enjoy learning  
Be given praise

## STATEMENT OF BEHAVIOUR PRINCIPLES

*The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014).*

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies. The Behaviour Policy is published on the school website and distributed to all members of staff via e-mail and available to all on request.

The Governors at Biddenham International School and Sports College believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Biddenham International School and Sports College, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our core principles of Friendship & Compassion, Inspiration, Determination, Enjoyment and Success.

### [Mission Statement](#)

We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

### Principles:

1. All students, staff and visitors have the right to feel safe at all times at school.
2. Biddenham International School and Sports College is an inclusive school. All members of the school community should be free from discrimination and prejudice of any sort. Measures to protect students should be set out in the behaviour and equality policies.
3. All policies should be underpinned by our collaborative and ethical principles.
4. School rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
5. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
6. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs, disability and the needs of vulnerable students, and offering support as necessary. These should be known

and understood by all staff and students. The Governors expect students and parents/carers to cooperate with school staff to maintain a positive climate for learning.

7. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents/carers towards the school's staff will not be tolerated.
8. The Governors expect the Headteacher to include guidance on the use of reasonable force within the Behaviour Policy
9. The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school.