

# Behaviour Policy and Statement of Behaviour Principles

## Cornelius Vermuyden School



**Approved by:** Mr J. Stanley (COG)

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

Cornelius Vermuyden School upholds the three core values of 'Respect, Resilience and Responsibility.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Pupils use of mobile phones within the school premises at any time is prohibited.

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher is responsible for reviewing and approving this behaviour policy.

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### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct.**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House points
- Postcards
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Signing the pupils expectation card
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff via SLT 'On-Call'
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the SIR room in response to serious or persistent breaches of this policy. Pupils may be sent to the SIR during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The SIR room is managed by the Deputy/Assistant Headteacher responsible for pastoral.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development for all staff.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## Appendix 1: Written statement of behaviour principles

The Cornelius Vermuyden 'Core' principles are Respect, Resilience and Responsibility.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 2 years.

## Appendix 2: Cornelius Vermuyden Disciplinary Grid



### CORNELIUS VERMUYDEN SCHOOL – DISCIPLINARY GRID

OFFENCE		A	B	C	D	E	F	G	H	I	J	K	L
		Expectations Card	Report to SL/Tutor	Break Detention/ After School	Subject Monitoring	SL Detention	Refer to Pastoral Manager	Pastoral Monitoring	Pastoral Detention	SLT Detention	Internal Isolation (SIR)	Restorative Justice	Fixed Term Exclusion
1	Poor Uniform/Dress	1	2				3		Full Expectations Card	✓	✓		
2	Eating and/or drinking in school buildings	1	2				3		Full Expectations Card	✓		✓	
3	Creating litter	1	2 =	2 =			3		Full Expectations Card	✓		✓	
4	Poorly equipped for lessons	1	2 =	2 =	3	4	5	6 (if global)	Full Expectations Card	✓			
5	Misbehaviour in Lessons	1	2 =	2 =	3	4	5	6 (if global)	Full Expectations Card	✓	✓		✓
6	Removal from Lesson		1 =				1 =	✓ (if global)		1 =	✓		✓
7	Missed Detention		1 =			1 =			1 =	1 =	✓		
8	No homework	1	2 =	2 =	3	4	5	6 (if global)	Full Expectations Card	✓			
9	Misbehaviour around school	1 =	1 =	1 =			1 =	✓ (if frequent)	1 =	1 =	✓	✓	✓
10	Misbehaviour travelling to and/or from school		1 =	1 =			1 =	✓ (if frequent)	1 =	1 =	✓	✓	✓
11	Lack of respect towards property	1 =	1 =	1 =			1 =	✓ (if frequent)	1 =	1 =	✓	✓	✓
12	Smoking		1 =				1 =			1 =	✓		
13	Foul and/or abusive language		1 =	1 =			1 =		2	3	✓	✓	✓
14	Truancy		1 =				1 =			1 =	✓		✓
15	Lack of respect towards staff		1 =				1 =	✓ (if frequent)		1 =	✓	✓	✓
16	Bullying		1 =				1 =		1 =	2	✓	✓	✓
17	Theft		1 =				1 =			✓	✓	✓	✓
18	Weapon in school		1 =				1 =			✓	✓	✓	✓
19	Drug-related offences	A range of responses (both pastoral and disciplinary) may be deployed according to the nature of the offence											

## Appendix 3: Cornelius Vermuyden Detention Slip

  
 THE CORNELIUS VERMUYDEN SCHOOL  
**DETENTION SLIP**

Student's Name: .....

Tutor Group: .....

Reason:  
 .....

Detention  Date of Detention: .....

Late Detention  Room No: .....

Teacher's Signature.....

Date.....

**TO BE SHOWN TO PARENT IMMEDIATELY**

If absent on the date of detention,  
then it will be served on return to school

White / Parent Copy  
Yellow / Pastoral Manager



## Incident Report - Staff

<b>Date</b>		<b>Period:</b>
<b>Member of Staff</b>		<b>Subject:</b>
<b>Name of Student</b>		<b>Tutor Group:</b>
<b>Incident Details</b>		
<b>Sanctions/Actions Taken</b>		
<b>Reporting Member of Staff</b>		
<b>Subject Leader</b>		
<b>Pastoral Leader</b>		
<b>Assistant Headteacher</b>		

**Please return this form to the Pastoral Leader**



## Incident Report - Student

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<b>Date</b>	
<b>Your Name</b>	
<b>Tutor Group</b>	
<b>Other Students Involved</b>	
<b>Names of Witnesses</b>	
<b>Please describe below what happened during this incident</b>	
<b>Signature</b>	

## Appendix 6: House Point



**HOUSE POINT**

AWARDED TO  FORM

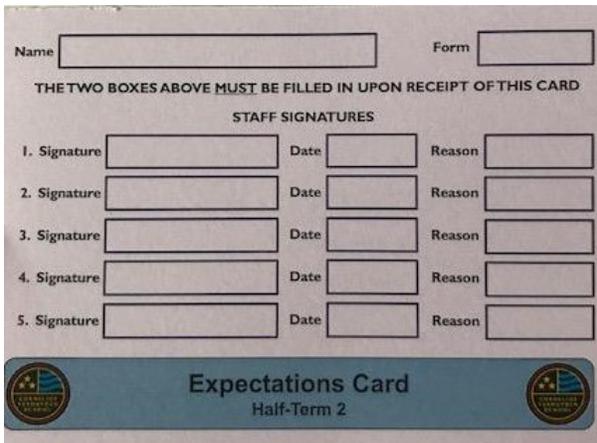
Please tick below as appropriate:

- 1. RESPECT (e.g. Impressive classwork / homework or act of good citizenship)
- 2. RESILIENCE (attainment / progress relative to current / target grades)
- 3. RESPONSIBILITY (e.g. service beyond expectation / extra-curricular participation)

SUBJECT  STAFF INITIALS

REMEMBER TO HAND THIS HOUSE POINT TO YOUR FORM TUTOR

## Appendix 7: Expectation Card



Name  Form

THE TWO BOXES ABOVE **MUST** BE FILLED IN UPON RECEIPT OF THIS CARD

STAFF SIGNATURES

1. Signature	<input type="text"/>	Date	<input type="text"/>	Reason	<input type="text"/>
2. Signature	<input type="text"/>	Date	<input type="text"/>	Reason	<input type="text"/>
3. Signature	<input type="text"/>	Date	<input type="text"/>	Reason	<input type="text"/>
4. Signature	<input type="text"/>	Date	<input type="text"/>	Reason	<input type="text"/>
5. Signature	<input type="text"/>	Date	<input type="text"/>	Reason	<input type="text"/>

**Expectations Card**  
Half-Term 2