



The Constance Bridgeman Centre

Behaviour Policy

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AIMS

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students 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.

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 students 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 students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- Exclusion from maintained schools, academies and student referral units in England – DfE statutory guidance.
- The school discipline (student exclusions and reviews) (England) Regulations 2012.
- [DfE guidance](#) explaining that maintained schools should publish their Behaviour Policy online.

DEFINITIONS

The Constance Bridgman Centre (CBC) is a Key Stage 4 Student Referral Unit for those students who are either at risk or have been permanently excluded from mainstream education. We aim to support student behaviour through a policy that is clear, coherent and consistently applied. We believe that all staff and students have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect and British values. Our expectations are that staff and students will behave in an appropriate and socially acceptable way and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

All students will:

- Treat other students and adults and their property with respect.
- Speak politely to other people.
- Aim for 100% attendance and punctuality.
- Take care of all school equipment and buildings.
- Take care of themselves and their property.
- We will not accept misbehaviour of any sort.

Examples of misbehaviour are not limited to:

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

- Verbal abuse / rude or inappropriate language.
- Disobeying teacher instruction.

Examples of serious misbehaviour are not limited to:

- Any form of bullying or intimidation – please see our Anti-Bullying Policy.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting, acts of aggression or any form of physical violence.
- Smoking.
- Anti-Semitic, racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives, bladed items, multi-tools or weapons.
 - Alcohol.
 - Illegal drugs or 'legal highs' for example laughing gas.
 - Stolen items.
 - Tobacco, cigarette papers, electronic cigarettes, shisha pens, matches, lighters or liquids.
 - 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 student).

BULLYING

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

ROLES AND RESPONSIBILITIES

The PRU Management Committee:

The PRU Management Committee will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher:

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

Staff:

The management of student behaviour is the responsibility of all staff at all times. It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues.

Staff will:

- Implement the Behaviour Policy consistently.
- Model positive behaviour.
- Treat all students and adults with respect.
- Speak politely to each other.
- Build student confidence using positive reinforcement.
- Avoid using sarcastic or critical language.
- Recognise and celebrate student effort and success regularly.

- Work in partnership with and keep Parents/Carers informed about positive and negative behaviours.
- Challenge unacceptable behaviour.
- Provide a personalised approach to the specific behavioural needs of particular students.

If unacceptable behaviour occurs, members of staff will follow the Behaviour Management process (see appendix 2).

Parents/Carers:

Parents/Carers are expected to:

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

STUDENT CODE OF CONDUCT

Students 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 students 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 'on-line' and outside school.

If students cannot comply with these expectations, then they may be at risk of exclusion from school.

REWARDS AND SANCTIONS

The successful management of behaviour and rewards is central to the school's ethos of providing an environment in which adults and children can develop positive relationships, showing care, consideration and respect for each other and the community. Our rewards policy is designed to encourage and reward students who apply themselves, behave in a commendable way or support the ethos of the school as role models and to develop their own potential.

Positive behaviour will be rewarded with:

- Praise.
- Commendation rewards & prizes.
- Reward trips.
- Letters, emails, postcards or telephone calls home to Parents/Carers.

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

- A verbal reprimand.
- Removing the student from the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Loss of privileges.
- Confiscation of property.
- Detention at break, lunchtime, or after-school.
- Letters, emails or telephone calls home to Parents/Carers.
- Agreeing a student behaviour contract.
- Putting a student on an Individual Intervention Plan.
- Community service within school.
- Working in isolation from the class.
- Referral to an alternative provision.
- Fixed-term exclusion.
- Permanent exclusion.

Students who fail to attend a detention, or who behave poorly in detention, will be subject to further sanctions.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a student has misbehaved, such as on a school trip or on the bus on the way to or from school or activities that may affect or harm others or bring the school into disrepute.

MALICIOUS ALLEGATIONS

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

BEHAVIOUR MANAGEMENT

At CBC we believe that regardless of each student's needs, most students want to learn and be successful, however, some students will test the boundaries of acceptable behaviour. Success is measured not by the absence of problems but by the way we deal with them. In general, students who feel psychologically safe and are provided with good quality, differentiated learning opportunities will behave appropriately.

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 students to be engaged.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing a clear routine.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh whenever possible.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.
 - Making reasonable adjustments to sanctions or expectations for students with specific needs.

USE OF REASONABLE FORCE

In some circumstances, staff have a legal right to use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Control means passive contact, such as standing between students or blocking a student's path, to actively lead a student by the arm away from a classroom or difficult situation. Restraint means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

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. School staff will always try to act in a way that will minimise the chance of injury to the student but this may not always be possible.
- Reasonable force may be used to enforce a search for any prohibited items.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Reasonable adjustments will be made for students with disabilities and special educational needs in line with the Equality Act.
- Where there is on-going restraint required to ensure the safety of student's support plan will be put in place to address the concerns.
- Be recorded and reported to Parents/Carers.
- Staff will be trained in the use of appropriate and reasonable force.

STUDENT SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student. Given the context of the school and the complex needs of each student, all staff regularly meet to discuss additional support that can be provided to ensure the needs of each student are met.

The school's Special Educational Needs Co-ordinator (SENCo), along with the Senior Leadership Team (SLT) and in-house Pastoral Team including Mentors, and Safeguarding Lead, will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with Parents/Carers to create the plan and review it on a regular basis.

SEARCHING, SCREENING AND CONFISCATION

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained.

- Under this authority, we reserve the right to search and screen students under the following circumstances and to confiscate prohibited items.
- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.
- Searching should be carried out by a member of staff who is the same sex as the student. There must also be another member of staff present. There is limited exception to this; if there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Members of staff who have the authority to search are the Headteacher, SLT and any staff authorised by SLT.
- Parents/Carers will not be informed prior to a search or to seek parental consent.
- Parents/Carers will be informed if screening or searching uncovers items that will result in disciplinary action or Police involvement.

SEARCHING WITH CONSENT

- We can search students for any item with consent from the student.
- Parent/Carer permission or pre-notification is not required.
- We do not require written or formal consent in advance of a student search; it is enough for a teacher to ask a student to turn out their pockets, empty their bag and allow access to a search.

SEARCHING WITHOUT CONSENT

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; Parent/Carer permission or pre-notification is not required
- The Headteacher and any authorised staff have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that a student may have one of the banned items.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.
- A student refusing to co-operate with a search will be subject to disciplinary action by the school which may include but is not limited to after school detention or fixed-term exclusion.

SCREENING

- We reserve the right to require students to undergo screening by a walk through, or hand-held metal detector, with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon.
- All KS3 / 4 students will be screened each day before entering the main school building.
- All students are expected to comply with a request for screening which involves no physical contact.
- If a student refuses to comply, we may refuse the student access to the main school premises under our duty not to expose students, staff or visitors to risks to their health and safety. The student will have to wait in reception for a Parent/Carer to arrive for a wider discussion. Any school absence in this instance will be recorded as an unauthorised absence not as exclusion.

ELECTRONIC DEVICES

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so i.e., they reasonably suspect that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a good reason to examine or erase data files, school staff must reasonably suspect that the data or file could be used to harm, disrupt teaching or break school rules.
- If the device is returned, relevant files may be retained by the school to support disciplinary action or where appropriate to be passed on to the Police or Safeguarding teams.

CONFISCATION

- School staff can seize any prohibited item found as a result of a search.
- Staff can also seize any item which is found and considered to be harmful or detrimental to school discipline; this includes deleting electronic items or passing illegal material onto the Police.
- Depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- Confiscated weapons, knives, bladed items, items believed to have been stolen and illegal drugs will be passed onto the Police or disposed of by the school.

EXCLUSION FROM SCHOOL

All decisions to exclude a student from school may only be made by the Headteacher. Exclusions are used infrequently and only where there has been a serious breach or persistent breaches of the school's Behaviour Policy.

PERMANENT EXCLUSION FROM SCHOOL

Permanent exclusion from school will be considered for the following offences:

- Use of, or possession of weapons, knives or bladed items.
- The possession of or use of drugs on the school site.
- Drug dealing.
- Serious threats of and actual use of violence.
- Bullying or discriminatory abuse including but not limited to Anti-Semitic, homophobic, racist or sexual.
- Persistent and serious breaches of the school Behaviour Policy.
- Where the school believes that a child's presence in school represents a serious threat to others.

MONITORING ARRANGEMENTS

This Behaviour Policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Headteacher.

LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to and should be read in conjunction with the following policies:

- Exclusions Policy.
- Safeguarding Policy.
- Anti-Bullying Policy.

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- All members of the school community have the right to practise their religion and to have their beliefs and practices respected.
- Staff and volunteers set an excellent example to students 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 students and staff.
- The Exclusions Policy explains that permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The PRU Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2 – THE BEHAVIOUR MANAGEMENT PROCESS

Behaviour Management Procedures derive from an understanding that:

- (i) High expectations of behaviour are a strategic imperative.
- (ii) Our students are responsible and accountable for their behaviour.
- (iii) There is a consequence in the form of a school response, for acceptable and unacceptable behaviours.
- (iv) Our staff are here to help students accept responsibility for their actions and to offer guidance so that students may manage their own emotions and behaviour more effectively.
- (v) That helping students to manage their emotions and behaviour is important in itself, but also is invaluable in enabling students to access the curriculum.

NON – NEGOTIABLES

THE BEHAVIOURS LISTED WILL RESULT IN THE CONSEQUENCES BELOW WITHOUT EXCEPTION

<u>BEHAVIOUR</u>	<u>CONSEQUENCE</u>
<u>3 LATE'S TO SCHOOL</u>	REFLECTION ROOM/CATCH UP*
<u>INAPPROPRIATE BEHAVIOUR DURING LUNCH/BREAK</u>	LUNCH IN REFLECTION ROOM
<u>PLAY FIGHTING</u>	RECESS ACTIVITY BAN
<u>REFUSAL TO WORK</u>	DETENTION
<u>WALKING OUT OF A LESSON</u>	
<u>REFUSAL TO FOLLOW INSTRUCTIONS</u>	
<u>DAMAGE TO SCHOOL PROPERTY</u>	COMMUNITY SERVICE/POINTS FINE
<u>DISRESPECTFUL/RUDE/ABUSIVE BEHAVIOUR</u>	INTERNAL EXCLUSION
<u>PHYSICAL ABUSE/ASSAULT</u>	INTERNAL / FIXED TERM EXCLUSION
*The first late in any week gets a 10 point deduction; any more lates will result in time in reflection room to catch up with missed work.	

FAILURE TO COMPLY WITH THE CONSEQUENCES ABOVE MAY RESULT IN A FIXED TERM EXCLUSION OR A PERIOD OF TIME BEING EDUCATED AWAY FROM THE SCHOOL COMMUNITY



The Constance Bridgeman Centre

REWARDS

YOU GET COMMENDATIONS IS THROUGH YOUR DAILY PROGRESS CARD
WHERE YOU CAN EARN UP TO 28 COMMENDATIONS A DAY

TO CHOOSE YOUR REWARD VISIT THE OFFICE BY APPOINTMENT WHEN
YOU HAVE ENOUGH COMMENDATIONS TO SPEND!
THE SHOP HAS LOTS OF GOODIES INCLUDING THE BELOW:

<u>COMMENDATIONS</u>	<u>REWARD</u>
250 COMMENDATIONS	£20 VOUCHER
500 COMMENDATIONS	CINEMA TRIP WITH LUNCH
750 COMMENDATIONS	£70 VOUCHER
1500 COMMENDATIONS	SMART WATCH / AIRPODS
2000 COMMENDATIONS	£250 VOUCHER
3000 COMMENDATIONS	IPAD

VOUCHERS CAN BE FOR JD SPORT, GAME, WESTFIELD OR ANY SHOP OF
YOUR CHOICE

**ANY DAMAGE TO SCHOOL PROPERTY WILL RESULT IN COMMENDATIONS
BEING DEDUCTED**

RESPONSIBILITY AND REPARATIONS

A student accepts responsibility by:

- 1 Giving their version of what happened.
- 2 Understanding other versions.
- 3 Outlining what they could have done differently to avoid conflict.
- 4 Making reparations, including apologies where appropriate, for their actions.

Reparations may include a written and/or verbal apology. Verbal apologies may be in private or public depending on the circumstances in which the original act took place. Reparations may also include community service or a financial repayment for damages to private or school property.

APPENDIX 3 – CHECKLISTS FOR CARRYING OUT A SEARCH

If you are carrying out a search of a student or their belongings i.e., their bag, then please ensure this checklist is followed and not deviated from. Once you have completed the search, please leave a copy of the checklist on the student's file with the date of the search and your signature showing you have followed the checklist. The answer to one of the first two questions must be yes in order to proceed:

- Have you been asked to carry out this search by a member of SLT?
- If not, have you significant grounds to suspect the student is carrying or concealing an item that constitutes an immediate health and safety risk to the student or others?
- There are two members of staff present, one conducting the search and one observing.
- The person conducting the search is the same sex as the student being searched.
- The student has placed their bag on the table.
- The student has been asked to remove their coat or blazer and empty the contents onto the table.
- The pockets and lining of the student's coat or blazer have been checked by either member of staff.
- The student has been asked to turn out the pockets of their trousers and place the contents onto the table.
- If the student is wearing boots or footwear that covers the ankle; the student has been asked to remove these.
- If the student is wearing trousers, they are asked to roll the trouser legs just above the ankle to ensure there is nothing concealed – *this is checked with a visual check*. If the student is not wearing trousers a visual check is carried out. Once this visual check has been performed the student should replace their footwear.
- The student has held their arms up by their sides so that a wand can be used, the wand should be held just away from the student and used as per the training to check the four quadrants of the body.
- The student is given the opportunity to replace items into their pockets.
- The student's bag is opened and the contents placed onto the table, all pockets on the bag should be checked.
- The student is given the opportunity to replace the contents of their bag.
- If a prohibited item is found at any point in the search it is to be confiscated and taken to the Headteacher or the member of SLT who asked you to perform the search.
- If the student is found to be carrying a prohibited item, they should be escorted to a member of the SLT and an investigation completed.

APPENDIX 4 – CHECKLIST TO BE USED FOLLOWING THE USE OF REASONABLE FORCE TO RESTRAIN A STUDENT

In the event that a member of staff has had to use reasonable force to restrain a student, the following must be done by the member of staff or their line manager:

- The student who was restrained should be escorted to a place of safety to calm down, for example, the office of a member of the SLT. They must never be left alone in that room.
- If there is a medical emergency or injury then the medical officer must be called to the scene immediately.
- Once the student is calm, they should be asked to write an incident report; if the student needs medical attention this must come first.
- The incident should be brought to the attention of the appropriate member of the SLT.
- The Line Manager (or another member of the SLT or the teacher who had to use reasonable force) should ensure that the member of staff is well, unharmed and able to resume duties. If not, this must be brought to the attention of the SLT.
- The teacher who had to use reasonable force should submit a statement to the person carrying out the investigation.
- If a student is restrained Parents/Carers will be informed either via telephone or the home school report. The Parent/Carer will be informed of the general circumstances and reason for the restraint to reassure the Parent/Carer that this was reasonable force – do not use any other student's name.