



ATHENA
LEARNING TRUST

Bideford College

Behaviour Policy

Review

Reviewed on: 31st October 2022

Reviewed by: Board

Review Period: 3 years





1. Purpose

1.1 The purpose of this policy is to create the environment, espouse the values, and develop the ethos that allows all members of the community within the Bideford College community to feel safe, valued and respected.

1.2 Bideford College believes that for high quality teaching and excellent student progress to be maximised, student behaviour needs to be excellent in all aspects of school and community life so that learning is free of disruption and distraction.

2. Policy

2.1 Bideford College will develop and maintain good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships.

2.2 Bideford College believes in equality of opportunity and will ensure that students are treated fairly, with respect, and with dignity at all times.

2.3 A safe learning environment, free from disruption and distraction, violence, bullying and any form of harassment will be provided for all within the school community. Instances of bullying will be dealt with swiftly.

2.4 Bideford College will encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

2.5 Bideford College will not tolerate behaviour or language that targets a student's gender, disability, national origin, religion, ethnicity or sexual orientation. ALL instances, including casual use of racist, homophobic, misogynistic, or ableist language, will be met with a zero tolerance response. Homophobic, racist, ableist, and misogynistic attitudes, behaviours and language are not welcome within the trust.

2.6 A culture of praise and encouragement will be promoted in which all pupils can progress and achieve.

3. Responsibilities

3.1 It is the responsibility of the Governing Body to:

- Establish a procedure for the promotion of desired behaviour and keep it under review.
- Ensure this policy is non-discriminatory and is communicated to pupils and parents/carers.
- Support the school in maintaining high standards of desired behaviour of pupils and staff.

3.2 The Principal of each school is responsible for the implementation and day-to-day management of this policy and the related procedures.

3.3 It is the responsibility of all staff within the school to:

- Ensure that this policy and related procedures are followed and consistently and fairly applied
- Advise the Principal on the effectiveness of the policy and related procedures.
- Create a high quality learning environment.
- Promote positive behaviour patterns for learning.
- Know what is meant by *reasonable force and when it might be required - as such all staff must read:- [Use of reasonable force DfE 2013](#)
- Ensure there is no differential application of the policy and related procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Ensure the concerns of pupils are listened to and appropriately addressed.

3.4 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with school staff to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy or related procedures.

3.5 All pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3.6 The school will uphold the right to challenge and discipline any inappropriate behaviours 'outside the school gates' such as when:-

- taking part in any school-organised or school-related activity
- travelling to or from school or
- wearing school uniform or
- students are in some way identifiable as a pupil at the school

3.7 The school will uphold the right to challenge and discipline any inappropriate misbehaviours at any time, whether or not the conditions in paragraph 3.6 above apply, that:-

- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or member of the public or
- Pose a threat to others by not following appropriate social distancing / Covid-19 rules or
- Could adversely affect the reputation of the school

3.8 Reasonable force. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

4. Rewards

4.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this.

4.2 Rewards have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the related procedures.

4.3 Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5. Sanctions

5.1 Sanctions are needed to respond to undesirable behaviour.

5.2 The range of sanctions is clearly defined in the related procedures.

5.3 The related procedures make a clear distinction between the sanctions applied for minor and major offences.

6. Suspensions and Exclusions

6.1 It is the responsibility of the Principal in each school to make decisions about suspension and exclusion. These decisions need to follow the suspensions and exclusions policy.

6.2 Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.

6.3 The school will monitor the use of internal reflection and report to governors each half term.

7. Reasonable Adjustments

7.1 Exclusions of students with EHCPs will normally only happen for cumulative incidents if a graduated approach to support the child has been followed.

7.2 Exclusions for one-off serious offences of students with EHCPs can be considered by the Principal. The Principal must assess if the support detailed in the EHCP has been provided and, if not, could this have prevented the serious one-off incident.

7.3 Reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND reviews in line with the Graduated Response Procedure.

7.4 Some students may need additional scaffolding in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCO.

8. Related Policies, Procedures and Documents

8.1 Bideford College Pupil Code of Conduct

8.2 School Sanctions Procedure

8.3 School Rewards Procedure

8.4 School Safeguarding and Child Protection Policy

8.5 Behaviour and discipline in schools' DfE 2016

8.6 Use of reasonable force DfE 2013

8.7 Bideford College Exclusions and Suspensions Policy

9. Monitoring, Evaluation and Review

9.1 The Governing Body will regularly review this policy and related procedures, to ensure its continuing appropriateness and effectiveness.