



Secondary Behaviour Policy

“If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”. Goethe

This policy aims to:

- provide a consistent approach to behaviour management;
- define what student conduct we consider to be unacceptable behaviour, including bullying and child-on-child abuse;
- outline how students are expected to behave, including self-discipline and respect

This policy should be read alongside the Britannica Anti-Bullying Policy, Exclusion Policy and Britannica Basics.

Underlying Principles

Our Behaviour Policy is driven by our ethos; at Britannica we challenge and nurture our students to become responsible, respectful and resolute global citizens.

Our core values:

- ***Excellence*** – We are ambitious, developing resilience, independence and lifelong love of learning
- ***Respect*** - We celebrate diversity, encouraging a respect for the people and the world around us
- ***Responsibility*** - We are engaged, promoting actions and behaviours that support a sustainable future
- ***Integrity*** – We are transparent, honest and ethical in all our relationships
- ***Compassion*** – We are kind and caring, encouraging everyone to succeed

Our values are at the core of everything we do, and are reiterated through our classroom and learning behaviours, as well as our behaviour guidelines. Britannica expects every child and parent to be an integral part of our community and shares in its values. We also expect every teacher to promote positive behaviour and use praise to create a positive learning environment

Promoting Positive Behaviour

The foundations of good discipline and positive behaviour are well prepared lessons and activities, with a range of differentiated tasks, matched to learners' capabilities and interests that are gradually extended to ensure progression takes place.

Secondary staff are expected to:

- model positive relationships at all times;
- explore lesson structures and planning to support behaviour for learning;
- establish effective classroom routines and high expectations;
- develop strategies and techniques for explicitly teaching specific behaviours needed for learning;
- reflect on the impact of the learning environment on behaviour



The whole secondary school community are expected to recognise the set of skills required to develop positive behaviour and these include:

- Collaborative approaches
- Problem solving
- Respecting others
- Emotional well-being and resilience
- Innovation and creativity
- Leadership
- Non-verbal communication
- Emotional intelligence
- Self-awareness
- Motivation

What we expect from our secondary students:

- To organise themselves to arrive at school, at registration, and at all lessons on time. Late arrival will cause a disturbance and hold up others.
- To come to lessons with all books and equipment they will need. This must include a pen, a pencil, a ruler and their laptop.
- To concentrate, think about what they are meant to do, and ask sensibly if they are not sure. To not distract other people from their work.
- Talking about the right things at the right time can be a very good way of learning. Talking about things not related to the lesson is not. We expect students to know the difference.
- To behave with respect to fellow students, teachers and other adults.
- Students should avoid rudeness, shouting, swearing and interrupting people who are already talking.
- To always try to produce work which is the best they can do, and to present it well.
- To respond to teachers' comments about their work.
- To ensure that they are dressed properly according to the school uniform policy at all times.
- To look after the building, its furniture and equipment.
- They should eat at break time and lunchtime, and only in the canteen, not in lesson time. Chewing gum is not allowed anywhere on site.

Observing these basic guidelines at all times will make our school community a pleasant place for everyone.

Legislation and statutory requirements

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

- Behaviour and discipline in schools 2022
- The Equality Act 2010.
- It is also based on the special educational needs and disability (SEND) code of practice.



Inappropriate behaviour

This is characterised by the infringement of any of these three important rights:

1. All students have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.
2. All staff have the right to teach in an environment where students behave.
3. Both staff and students have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored

Inappropriate behaviours that will not be tolerated in school:

- Violence to others: physical and verbal assault towards staff or student
- Rudeness to staff
- Bullying (verbal, physical or cyber)
- Sexual assault
- Use of discriminatory behaviours or language
- Use of offensive language
- Deliberate or repeated disruption to lessons
- Damage to, or theft of, school property
- Smoking/vaping or any other substance misuse
- Endangering the health and safety of a student or member of staff

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students and to staff they may have offended. They will be asked to demonstrate that they can meet the school's expectations by being put on report, serving a sanction, or any other suitable reparation.

Behaviour in examinations

Examinations are an important tool in assessing progress. All years will have school examinations during the year. Students will be advised of the timings of the examination and issued with an examination timetable.

Students must:

- arrive at the correct location at the published time;
- enter the examination room in silence;
- remain in silence throughout the examination and until all papers are collected;
- wait to be dismissed by the invigilators in silence;
- bring the correct equipment to the examination;
- not take any unauthorised materials into the examination room (mobile phones, smart watches etc.)

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations Officer



Behaviour in classrooms

Teachers are responsible for setting the tone and context for positive behaviour within the classroom.

Teachers will:

- create and maintain a stimulating environment that encourages students to be engaged
- use strategies to manage negative behaviours
- set and insist upon high standards of behaviour
- challenge poor behaviour
- seek support from Secondary Leaders when needed
- develop a positive relationship with students, which may include:
 - greeting students 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
 - awarding house points
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Restorative Approaches

Restorative approaches are a range of practices that help students to develop the skills and attitudes necessary to build, maintain and repair community relationships. Restorative approaches are not a 'soft' option as students are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change.

Britannica believes in its power to create a more harmonious learning environment with improved behaviour and learning outcomes for students in all Key Stages, as part of this commitment.

What we do:

- Support students in developing their social and communication skills.
- Have formal and informal discussions to discuss difficult situations when there has been conflict.
- Provide ongoing training and development for staff and students.

Positive outcomes:

- Improved learning environments.
- Reduced fixed-term exclusions.
- Less conflict between students and between students and staff

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the difficulties. Restorative approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully.



The principles of Restorative Approaches are:

- Focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- Create dialogue and communication.
- Respect.
- Within a safe environment they will allow all participants to engage and learn.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Searching and confiscation

The Head of Secondary and authorised staff can search for any item banned by the school rules which has been identified as an item which may be searched for. This includes phones that are not turned off in the bottom of a bag. It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard. The school is not required to inform parents before a search takes place or to seek consent for a search.

The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Any prohibited items found in a student's possession will be confiscated. These items will not be returned.

Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to other schools.

Exclusions

Exclusion from school is the most extreme sanction and will only be used after careful consideration and thought. Please see the Britannica Exclusion Policy.

Updated: November 2024

Next Update Due: November 2026

Responsible: Secondary Leadership Group