

Name of Policy:	Behaviour Policy
Applicable to:	Secondary School
Effective date:	January 2023
Date of next review:	September 2025

Policy Statement:

The school is responsible for the welfare and safety of all students during the course of all school-related activities, and as such this policy is inclusive of the journey to and from school, extra-curricular events organised by the school such as sports trips, residential trips and field trips, and/or any such occasion where a student may be representing the school. We expect that students will be good ambassadors for the school in the wider community.

Purpose and Scope of Policy:

Aims

- To create a culture of exceptionally good behaviour through an ethos of mutual respect amongst all members of the community
- To ensure the safety and emotional well being of all students
- To promote community cohesion through improved relationships
- To refuse to give learners attention and importance for poor conduct
- To ensure all stakeholders are aware of the school's approach to praise and the management of unacceptable behaviours.

Responsibilities:

The School:

- To refer to 'Respectful, Responsible, Ready' in all conversations about behaviour
- Encourage and make use of the schools achievement and behaviour point systems
- To model positive behaviours and build positive relationships
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of his/her needs
- To regularly celebrate learners whose efforts go above and beyond expectations
- **Always address** any learner who is not behaving in accordance with our values, no matter where this behaviour takes place

The Student:

- Be respectful
- Be responsible
- Be ready

The Parent:

- To be aware of the school expectations and to support the school in its mission and values
- To foster good relationships with the school
- To encourage independence and self-discipline
- To alert the school as soon as there are any concerns

Recognising positive behaviour at NCBIS

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach. Systems that emphasise praise are more effective in motivating pupils to make appropriate choices and to repeat the associated behaviour. NCBIS employs a range of strategies to this end. Rewards and recognition contribute because they:

- help to build and maintain positive relationships between staff and pupils and between pupils
- make the school experience more enjoyable for pupils and all staff

- encourage pupils to repeat the desirable behaviours that earned the rewards
- contribute to pupils' self esteem and confidence

Rewards

Level 1	Be awarded positive comments in books, via email or verbally Be awarded achievement point(s) on the MIS Be awarded merit (3 achievement points) on the MIS
Level 2	Be awarded a positive postcard (5 achievement points) on the MIS and Deputy Head writes home to parents. Receive certificates for achievement points at 50, 100, 150, 200 etc in assembly, where possible. Weekly updated display board celebrating top 3 students in each year group with highest number of achievement points. Weekly tutor group league with half-termly prizes for highest collective achievement points.
Level 3	Letters of praise following school reports (attitude to learning and high academic attainment) Letters of recognition for 100% attendance Recognition in assemblies, departments and school publications (e.g. Twitter, yearbook) Be invited to reward events and offsite visits throughout the year
Level 4	Be awarded in the termly awards ceremonies. Be awarded in the annual awards ceremony (Horus Awards)

Modifying poor behaviour at NCBIS

On those occasions where pupil behaviour contradicts the school's values and expectations on behaviour, NCBIS will employ positive interventions and restorative practices to provide the pupil with an opportunity to reflect on their behaviour and to support them in recognising how they can modify and improve their behaviour and future actions.

As a school NCBIS believes that adopting a restorative approach to addressing poor behaviour is the most successful way to resolve conflict and improve behaviours.

Restorative practice aims to transform behaviour and restore and improve relationships. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows pupils to take responsibility for their own behaviour.

Behaviour Support Systems

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. The appropriate class teacher, tutor and co-tutor would usually be the first point of contact should a parent or staff wish to raise any issue or concern. The following staff may also be involved in providing behavioural support :

- Class teachers / teaching assistants / tutors & co-tutors
- Primary Middle Leadership Team / Heads of Key Stage
- Primary and Secondary Senior Leadership Team
- School counsellor
- Primary and Secondary Mentoring Teams
- Head of Inclusive Learning

NCBIS has zero tolerance for the following behaviours:

Tobacco, Vapes, Alcohol and Illegal Substances

Substance abuse in any form is treated very seriously at NCBIS: possession, purchase, sale, or being under the influence of drugs/alcohol during school hours or any school-related activity is strictly prohibited.

Dangerous Objects

Sharp or dangerous objects, weapons, and replica weapons are not allowed on school grounds. The school will not tolerate these objects being brought on to school premises or on any form of educational visit.

Fighting/Assault/Threat of Violence

The school will not tolerate physical fighting (including play fighting), assault, threats of violence or intimidation of any kind.

Bullying and Gang Mentality

The school will not tolerate bullying in any of its forms including but not limited to physical, verbal, emotional or psychological bullying

Public Displays of Affection/Inappropriate Sexual Exposure or Activity

Inappropriate displays of affection, including kissing and/or intimate contact are not acceptable behaviours in school. Any sexual activity or exposure will be treated very seriously and fully investigated.

Types of Behaviour and School Actions

	Behaviours: Classroom	Behaviours: Wider Site	Actions
Level 1 Behaviours	Violating the school essential agreement of being respectful, responsible and ready. Talking whilst the teacher is speaking to the class. Failure to complete work and/or to an appropriate standard in class. Not paying attention. Talking persistently Not adhering to the school language policy. Low level inappropriate use of technology or other educational equipment. Throwing items across the class.	Running in the corridor. Pushing in the canteen queue. Littering. Throwing water/food in any area. Poor bus behaviour. Not following etiquette in assembly (e.g. whistling, talking) Undirected swearing. Accidental breakages / damage to property. Not following the instructions of a member of staff or arguing / rudeness towards	First offence: The teacher will respond to the poor behaviour with verbal warning. Second offence: The teacher will explicitly remind the pupil of the the 3xR's - verbal reminder, reset the expectations. Behaviour point logged. Third offence: Teacher to move the pupil to another seat within the room. Only in exceptional circumstances should a pupil be removed

	<p>Arriving late to class without excuse</p> <p>Shouting/calling out and interrupting teaching and learning</p> <p>Arguing with members of staff</p> <p>Not completing homework/classwork</p> <p>Chewing gum.</p>	<p>members of staff (including security).</p> <p>Entering a classroom without teacher being present.</p>	<p>from a lesson, and should be supervised. A restorative conversation will take place, detention set.</p>
<p>Level 2 behaviours</p>	<p>Repetition of any level 1 behaviours</p> <p>Repeatedly violating general expectations and classroom rules. Consistent poor work habits that are having an impact on the pupils' learning and that of others.</p> <p>Deliberate damage to other pupils' work.</p> <p>Academic dishonesty.</p> <p>Continued uniform violations (see uniform violations guidance)</p> <p>Belligerent behaviour including swearing.</p> <p>Inappropriate use of technology.</p> <p>Lying.</p> <p>Tardiness (see punctuality guidance).</p> <p>Inappropriate public displays of affection.</p>	<p>Repetition of any level 1 behaviours</p> <p>Inappropriate behaviour during a fire alarm.</p> <p>Deliberate damage to school property such as graffiti (e.g. on desks)</p> <p>Spitting.</p> <p>Rude hand gestures.</p> <p>Deliberate damage to other pupils' work or being.</p> <p>Serious inappropriate use of technology or other educational equipment.</p>	<p>First offence: Lunchtime detention (30 mins) will be set by the staff member on Edulink. It can be repeated if/as necessary. During the detention a restorative conversation should take place.</p> <p>Second Offence: After school detention - to be served from 2.40pm - 4pm. Can be repeated if/as necessary and can be escalated to/served with the relevant line manager. The detention should be logged on Edulink</p> <p>Third Offence: Internal (1 day fixed term) suspension - and can be repeated if/as necessary.</p>

Level 3	<p>Repetition of any level 2 behaviours</p> <p>Behaving in a way that could cause injury to one's self or others.</p> <p>Abusive or discriminatory behaviours (e.g. spreading rumours or using racist comments) against any member of the school community.</p> <p>Bullying of another pupil (see bullying policy procedural flowchart)</p> <p>Willful damage to property.</p> <p>Repeated acts of defiance; use of intimidation, coercion or force.</p> <p>Theft or extortion.</p> <p>Physical assault or fighting including "play fighting".</p> <p>Academic Dishonesty in an external/public examination.</p>	<p>Repetition of any level 2 behaviours</p> <p>Behaving in a way that could potentially cause injury to one's self or others.</p> <p>Truancy.</p> <p>Entering classroom or laboratory spaces against the instruction of the teacher or without their knowledge.</p> <p>Smoking or vaping.</p> <p>Misbehaviour whilst representing the school on a trip or activity, which may damage the reputation of the school.</p> <p>Defiance.</p>	<p>Immediate Sanction: External (2 day fixed term) suspension - and can be repeated if/as necessary. A restorative conversation will take place prior to a pupil being readmitted to school.</p>
Level 4	<p>Repetition of any Level 2/3 behaviours, or a single act of extreme misconduct, including the zero tolerance behaviours defined by the Senior Leadership Team.</p> <p>Physical fighting.</p>	<p>Repetition of any Level 2/3 behaviours, or a single act of extreme misconduct, including the zero tolerance behaviours defined by the Senior Leadership Team.</p> <p>Physical fighting.</p>	<p>Immediate Sanction: External (fixed term 5-10 day) suspension. Referral to the Principal.</p> <p>Permanent Exclusion from school.</p>

	Severe verbal abuse. Possession of an offensive weapon. Possession of illegal substances. Bullying* Sexual harassment, including the mis-use of technology to do so.	Severe verbal abuse. Possession of an offensive weapon. Possession of illegal substances. Bullying* Sexual harassment, including the mis-use of technology to do so.	
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Important Notes:

This policy was written in line with UK Government guidance and is both supported and underpinned by the following publication:

Department for education (2022), Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf, (accessed 1st March, 2023)

What constitutes ‘proof’? When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher/SLT must apply the civil standard of proof, i.e., ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The school is not obliged to share evidence to validate its decisions.

Fixed Term Internal Suspensions: students are to remain in the office of the Head of Key Stage or SLT for the duration of the sanctioned suspension. Students will not be visible to other students to see them as they pass by. Students will be given work by the subject departments and expected to complete by the end of each day. Students will be allowed to go to break after the Secondary School has had theirs.

Internal suspensions can be sanctioned by Heads of Key Stages, Deputy Headteachers and/or Head of Secondary.

Fixed Term External Suspensions: students are to remain home for the time sanctioned by the Deputy Headteacher or Head of Secondary. Parents will be requested to meet the Deputy Headteacher and Head of Key Stage on re-entering the school. Provisions and targets are in place to ensure the behaviours are supported. This could be, but not restricted to, SLT report.

Fixed Term External Suspensions can be sanctioned by Deputy Headteachers and/or Head of Secondary. For External Suspensions that are fixed at more than two days, will be sanctioned by the Head of Secondary.

Suspension Consequences: As a result of any behaviours that warrant a suspension, NCBIS' management team holds the right to withdraw students from any external trips, events or activities. Parents will bear the cost at any stage of the cancellation policy.

In the event that any student receives two suspensions within one academic year they will be referred to the Principal of NCBIS to be considered for Permanent Exclusion. The Principal of NCBIS and The Board of Directors will make the final decision.

*NCBIS recognises that Bullying takes place in many forms. Where a pupil is found to have bullied another member of the school it is possible that an internal suspension or temporary exclusion will be imposed. However, if the bullying is judged serious/persistent enough, the Principal and the Board reserves the right to enforce permanent exclusion (Refer to Anti-Bullying Policy).