



UNIVERSITY OF
LIVERPOOL
MATHS SCHOOL
EDUCATION FOR 16-19 YEAR OLDS

ULMaS Behaviour Policy

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1. Monitoring and reviewing

	Name	Date	Role
Written	Damian Haigh	22/01/20	Headteacher
Ratified	Board of Trustees	12/02/20	Governance
Reviewed	Education Committee	11/02/21	Governance
Next Review	Education Committee	09/02/23	Governance

2. Aims

This policy aims to:

- Establish a clear and consistent approach to behaviour management
- Make clear what sort of behaviour we expect and promote and which types of behaviour we will not accept
- Summarise the roles and responsibilities of different people in school with respect to behaviour
- Outline how we will record, reward and sanction

3. 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:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

4. [The ethos of ULMaS \(Behaviour Principles\)](#)

What sort of behaviour is expected and promoted in this school?

Students at this school have applied for a place after being provided with information about the special character of the school. They have taken part in a competitive admissions process in which

their needs, values and aspirations have been compared to the capabilities and values of the school. As students they benefit from attending a specialist school which has significant expertise and resource to support their individual needs and from being part of a student body which is both able and highly motivated.

The students and the staff of this school are therefore in the privileged position of being part of a very positive, well-resourced and talented community. We expect everyone to seek to make the most of that community and to work to improve the quality of the learning community for the benefit of all its current and future members.

It is important to us that this school is a place of excellent teaching and learning, high academic standards and genuine enthusiasm for learning in the mathematical sciences and beyond. Just as importantly, this school is a place where everyone is welcome, where we have unconditional respect for each other and where we behave in ways that encourage everyone to feel safe, well-regarded and highly valued. No one should feel like an outsider, and everyone should feel like they belong.

We therefore expect the following of all members of the school community (Student Code of Conduct):

- That they will work hard to learn well, to teach each other well and to support each other both in learning and in wellbeing
- That they will subscribe to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs
- That they will comply with the school's policies and procedures in ensuring that the school is a safe and welcoming place for everyone
- That they will always treat each other with politeness and respect
- That they will be honest in their dealings with each other
- That they will never place each other in danger

5. Definitions

Misbehaviour is defined as:

- Disruption, rudeness or lack of proper respect for other members of the school community
- Failure to complete set work with due care and attention without good reason
- Dressing in a way that is intended to push boundaries or provoke a response
- Being repeatedly unpunctual
- Failing to comply with reasonable expectations around use of the school's systems and procedures including meetings with pastoral tutors, wearing identity badges and use of the school network

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
- Deception, including lying to a member of staff and using someone else's computer login / identity to send messages or edit documents
- Vandalism
- Theft
- Fighting
- Smoking or vaping on the school premises
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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)

6. Bullying

Bullying is a significant risk for the wellbeing of school students and we have therefore developed a policy specifically to address the risk of bullying. See **ULMaS Anti-bullying policy**.

7. Roles and responsibilities

The board of trustees

The board of trustees is responsible for reviewing the written statement of behaviour principles: Section 3 of this document: *The ethos of ULMaS*

The Board of Trustees will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy
- Monitoring the implementation of this behaviour policy
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and reward positive behaviour
- Giving clear leadership on behaviour to both students and staff through setting an excellent example and delivering clear messages in assemblies and staff meetings

Members of staff

Members of staff are responsible for:

- Implementing the behaviour policy and related procedures consistently
- Modelling the behaviour we want from our students
- Intelligently adapting expectations for particular students at certain times, as needed, to accommodate students with Special Educational Needs and students suffering emotional distress
- Recording behaviour incidents as required in this policy
- Supporting each other by avoiding undermining each other, intervening when necessary and maintaining consistent, high expectations of student conduct and engagement
- Adopting a positive, welcoming and appropriately forgiving approach with students
- Showing leadership to students in order to teach them well and keep them safe, setting an excellent example in their own behaviour and delivering clear messages in their teaching and assemblies

Parents/ carers

Parents/ carers are responsible for:

- Supporting their child in working hard, behaving well and adhering to the student code of conduct
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the relevant members of staff promptly

8. [Student code of conduct](#)

Students are expected:

- To behave in a manner consistent with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To behave in an orderly and sensible way in and around the school buildings
- To behave with respect and tolerance towards all members of the school community, the university community and the local community
- To support other students in their learning
- Never to engage in any unfair or dishonest behaviour
- To treat the school buildings and school property with respect
- To dress sensibly and appropriately
- To accept sanctions when given
- Never to behave in a way that might bring the school into disrepute, including when outside school
- To consider others in their use of technology adhering to the school's etiquette around the use of mobile phones and similar devices
- To comply with the Acceptable Use Policy for ICT

9. [Rewards and sanctions](#)

Our students are 16-19 years old and of well above average academic ability. Our approach to rewards and sanctions is therefore quite different to that of most schools. We seek to remind students of their privileged position and to take on the responsibilities that come with that privilege. Our students are treated as young adults and will be expected to respond to that with mature and considerate behaviour.

Mistakes will still be made and it is therefore necessary for us to log incidents of poor behaviour so that we can become aware of patterns and have appropriate records to refer to in the case that serious incidents occur and significant sanctions are necessary.

List of normal rewards and sanctions

Appropriate rewards:

- Honest verbal praise which identifies what has been done well and why it is praiseworthy and worth repeating
- Community recognition in which a student's good efforts and achievements are publicly recognised in an assembly, school event, school publication or acknowledged by a senior member of staff via email or in person
- Contact with family to note a student's success or special efforts, but with sensitivity to the possibility that some students may find this patronising if done in the wrong way
- Positive achievement notes in a student's MIS record that can be considered for inclusion in references for university and job applications

Appropriate sanctions:

- Polite but clear public advice to students at the time an incident happened, or soon after

- A verbal reprimand to a student/s at the time the incident happened that makes clear it was unacceptable and prompts an apology
- A private conversation in which the student's mistake/ poor judgement is noted, along with an explanation of the negative effect of the behaviour and a clear direction about how the student can avoid making this mistake in future
- A conversation such as the one above with an incident also being logged in the MIS
- Logging in the MIS without a discussion with the student for a minor event such as non-completion of homework, or poor punctuality
- A meeting with the member of staff who has witnessed the incident during a break / after school
- Elevation to a meeting with a more senior member of staff
- Contact with parents to request their assistance in addressing the behaviour with students aged under 18, or those aged over 18 who have given their consent for their parents to continue to be involved in their education
- Supervised study period/s at lunchtime or after school
- Being placed on a monitoring report to ensure a student is adopting the right approach to study or behaviour
- In the case of Serious Misbehaviour the Headteacher will consider whether a student should be excluded from school either permanently or for a fixed term

NB Other sanctions may be devised in order to address specific instances or the needs of particular students.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site if:

- The student's behaviour could have brought the school into disrepute
- The student's behaviour could have affected another member of the school community (e.g. through "cyber-bullying" or other contact)
- The student is on an educational visit or is on the way to or from school
- The behaviour is otherwise a legitimate concern of the school

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 pupil in accordance with this policy. Malicious allegations will be considered to be a very serious incident.

Please refer to our child protection policy for more information on responding to allegations of abuse.

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

10. Behaviour management

School staff members are responsible for setting and maintaining the ethos of good behaviour in the school.

They will:

- Adopt a positive, optimistic approach when working with students which treats them as mature young people whilst recognising that they are still learning how to behave as adults
- Display the student code of conduct in their classroom and discuss it at appropriate times with their students and tutees.
- Work to develop a positive relationship with all students through:

- Having clear, consistent and reasonable expectations
- Taking note of students' needs and showing emotional intelligence in their dealings with them
- Welcoming students to lessons
- Being understanding when things don't always go to plan for students
- Highlighting and promoting effective learning behaviour, good manners and kindness
- Concluding lessons and meetings positively and looking to the future optimistically
- Planning and delivering engaging and thought-provoking and useful lessons

11. [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

12. [Confiscation](#)

Any prohibited items (listed in section 4) found in a student's possession will be confiscated. These items will not be returned to students.

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](#).

13. [Individual 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.

The school's special educational needs co-ordinator (SENCo) 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.

14. [Transition between phases and sharing information](#)

We will routinely request Educational Records from student's prior schools. If those records include information about behaviour that may be relevant for the student's ongoing education or the safety of other members of the school community, we will retain that information and make appropriate plans in order to manage risk.

As ULMaS is a small school there will be no formal transition plans for transfer between classes and years in school, but colleagues will collaborate to ensure smooth transition where needed.

We will support students as they move to the next stage of their education or career and provide such information to future employers or educational institutions as is requested by our students or is required for the process of transition. In doing so we will comply with the relevant laws on data protection.

If we receive a request from the police for information about any of our students, we will comply where the law obliges us to do so and provide appropriate and relevant information only.

15. [Training](#)

Our staff will be 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 and will be focused on developing effective learner behaviour including developing effective study and reasoning strategies.

16. [Monitoring arrangements](#)

This behaviour policy will be reviewed by the headteacher and the trustees' education committee every 2 years. At each review, the policy will be approved by the headteacher.

17. [Linked Policies](#)

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- SEN policy
- Data Protection policy
- E-safety Policy