

Behaviour Policy

Rationale

The school believes that to create an environment where work of the highest quality is safely achieved, it is essential that standards of behaviour both in and out of the classroom should be clearly understood and respected by all members of the school community.

Purposes

1. To enable students to achieve the self-discipline essential for their social and moral development.
2. To provide an environment where work of the highest quality is achieved.
3. To ensure a standardised approach to both recognition of good behaviour and to breaches of discipline.

Guidelines

1. We operate a positive rewards system culminating in reward certificates and achievement celebrations for students. The opportunity to praise students is always taken.
2. Achievement and success in all aspects of school life will be recognised in assemblies and through the House system. In addition, teachers set a positive example and show a positive approach providing acknowledgement of student progress through positive reinforcement and encouragement.
3. This can form the process of, praise of good work → progress points awarded on SIMS Behaviour → positive referral to Head of House → positive phone call/ letter home → recognition and reward in assembly → recognition/ reward in end of term rewards event.
4. SIMS reward points can be gained for good effort, progress, excellent homework, attendance, extra-curricular, excellent attainment, representing the community and PRIDE and COURAGE.
5. Reward points and are recorded on the SIMS behaviour monitoring system. Students collect points for positive behaviour and progress and are recognised with a variety of rewards on a regular basis. Students who achieve certain thresholds of reward points will be presented with certificates in assembly and contact will be made home, these include 25 reward point commendation, Bronze, Silver, Gold, Platinum awards.
6. When dealing with negative behaviour an approach of reasoning and flexibility to offences is taken that takes into account the individual and the circumstances.

Negative behaviour is recorded on SIMS with intervention and sanctions as necessary in accordance with the level of incident as outlined in the behaviour pathway (see Appendix 1 & 2). There is a hierarchy of sanctions including verbal reprimand, detention, internal exclusion from lessons, step out isolation (isolation from lessons to be completed at another school), fixed term exclusion and permanent exclusion (see Appendix 3).

Exclusion is applied by Head Teacher for incidents and patterns of behaviour of a serious nature. Whilst the school recognizes the need to continue to counsel and care for the needs of all its students, students and parents will be periodically reminded that that the punishment of permanent exclusion is the sanction that will be applied for violent conduct; serious physical assault; being in possession of an offensive weapon; the possession or supply of illegal drugs; concerned with the dealing of drugs or other unauthorised drugs on school premises and on a school visit, including psychoactive substances (known as 'legal highs') or if a student is found to be under the influence. (Reference Exclusion policy)

A hierarchy of support is shown in the Behaviour Pathway (see Appendix 1) and all incidents are recorded in SIMS.

Contact home (via InTouch electronic communication, phone or letter) is made at the appropriate time depending on the circumstances of the student and the incident.

8. Emotive words or a confrontational approach, which can make a difficult position worse, are avoided.
9. Corporal punishment is illegal and any blow is likely to be construed as corporal punishment. Physical intervention ('the concept of reasonable force to control or restrain') may be used in certain rare and extreme circumstances. See section on "Care and Control of Students."
11. Details are logged carefully on SIMS, monitored and sanctioned as appropriate by the Department/Head of House.
12. Contact will be made as appropriate with parents and outside agencies who it may be appropriate to inform/consult/seek advice regarding particular incidents or circumstances.
13. An individual student risk assessment may be considered if a student's conduct poses a risk to the health, safety and wellbeing of other members of the school community in order to ensure that all steps have been taken to minimise risk and address behaviour. This will be completed by the Deputy Head, SENDco and Head of House along with input from relevant agencies.

Care and Control - The Use of Force to Control or Restrain Students

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others or self-injury. In such cases only the **minimum force** necessary may be used and any action taken must be to restrain the student.

Where a member of staff has taken action to physically restrain a student they will make a written report of the incident in the form shown in appendix 1 and discuss this with The Headteacher or Deputy Headteachers. All such incidents will be discussed with parents and other agencies where appropriate. Arrangements will be made for effective support following such an incident, for the member of staff involved, the student and any other students/staff affected by the situation.

Any complaint or allegations of misconduct will be dealt with by the Headteacher in line with school policy. The main priority is to maintain the safety of staff and students at all times and in cases where there has been a serious breach to school discipline which places others in danger.

It is the aim of Neston High School to create a calm environment that minimises the risks of incidents that might require force arising. Staff will use Social and Emotional Aspects of Learning (SEAL) approaches to teach students how to manage conflicts and strong feelings.

Staff will use de-escalating techniques when a serious incident arises and are authorised to only use force when the risks involved in doing so are outweighed by the risks involved in not using force ie If the student is in danger of self-injury or from inflicting injury on others.

Any form of restraint that is likely to injure a pupil will only be used in **extreme situations** and when there is no viable alternative and staff will, as far as possible, not use force unless or until another adult is present to support, observe and call for assistance.

Staff receive training on de-escalation techniques and a system of critical incident support is in place for extreme situations.

Relevant documents:

Appendix 1: Behaviour Pathway

Appendix 2: Care and Control - Use of Force to Control or Restrain Students

DFE The Use of Force to Control or Restrain Students

Appendix 3: SIMS Behaviour – Incident Levels & Hierarchy of Sanctions

Appendix 4: Behaviour rewards

This should also be read in conjunction with the following policies and documents;

Exclusions

Drugs

Anti-Bullying

Critical Incident Policy

Safeguarding Policy

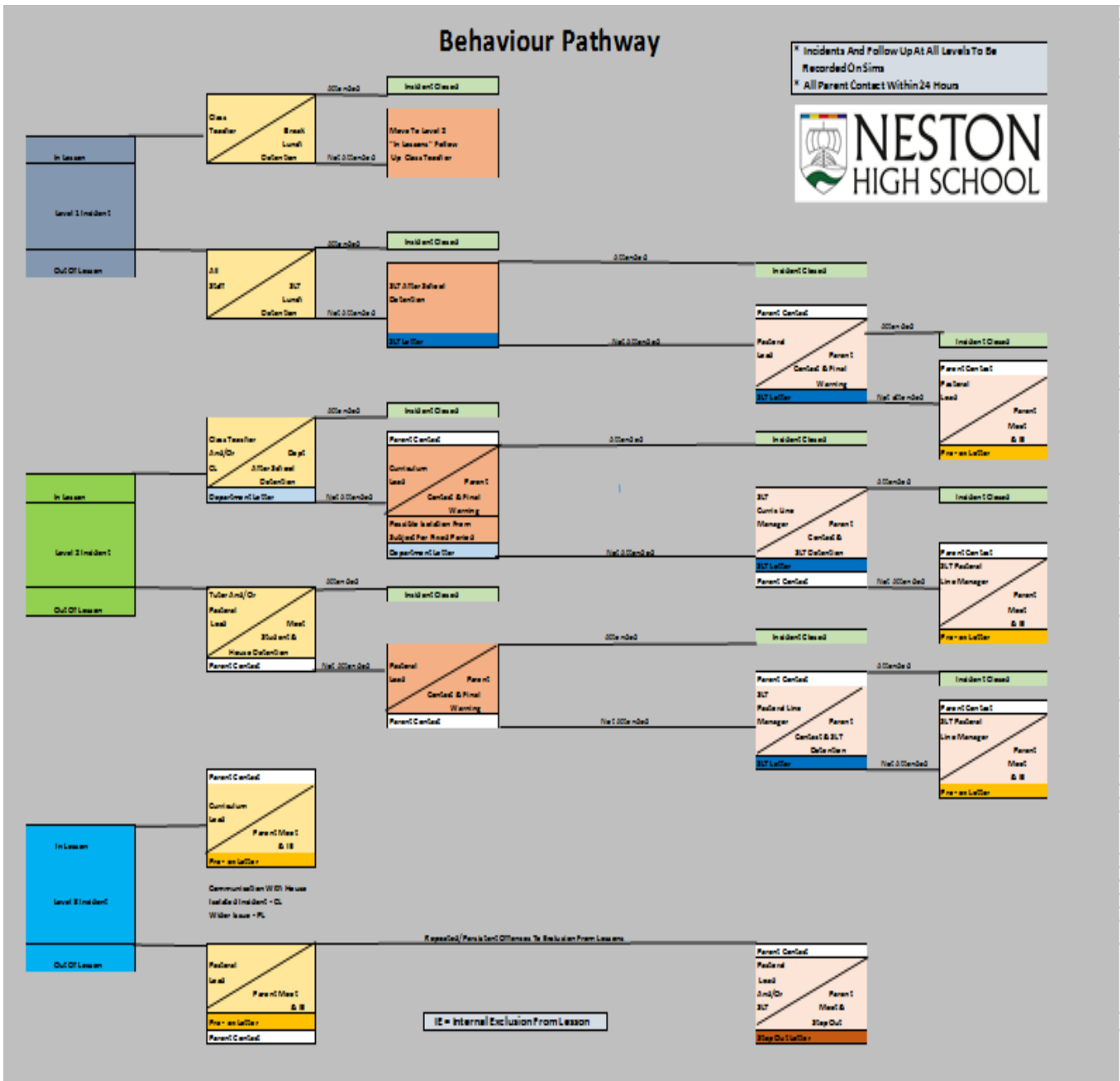
Keeping Children Safe in Education 2016

Conclusion

1. This policy on managing behaviour provides a comprehensive consideration of the management of student behaviour to ensure that students develop self-discipline, develop morally, socially, personally and achieve the highest academic standards of which they are capable.
2. Staff are equipped with appropriate resources and training to apply the behaviour management policy and procedures. Support and guidance is available through the Behaviour Pathway with further help from the Leadership Team.
3. The policy should be read in conjunction with those on Class and Corridor Codes, Anti- Bullying, Drugs and Exclusions which give further details on procedures.
4. Guidance on the use of force to control or restrain students is adapted according to the current guidance from Local and National Government. It will be reviewed as part of the regular Behaviour Policy and in the light of evaluations from the monitoring of any incidents.
5. It is recognised that to help students achieve the highest standards, policy and practice should be under regular review. This policy will be reviewed on an annual basis.

Name of Policy	Behaviour
Name of lead member of staff	JHN
Committee Responsible and Date	October 2017
Equality Impact Assessments	October 2017
Date of next planned review	2018/19

Appendix 1: Behaviour Pathway



Appendix 2 – Form – Care and Control - Use of Force to Control or Restrain Students

Part 1 of this form should be completed straight after an incident has occurred and handed to Mrs Hudson - Deputy Headteacher.

Part 1

Staff name		
Student name	Year	House
Date, time and location of incident		
Name(s) of staff involved (Directly or as witnesses)		
Details of other staff involved (Directly or as witnesses)		
Description of incident including any attempts to de-escalate and warnings given that force might be used		
Reason for using force and description of force used		
Any injury suffered by staff or students and any First Aid/medical attention required.		

Part 2

To be completed once the incident has been dealt with.

Follow up – post incident support and disciplinary action against students.	
Any information shared with external agencies.	
When and how parents were informed and record of views expressed	
Has any complaint been lodged?	
Report compiled by: Name and role	
Signature	Date
Signature of Deputy Headteacher/Head	Date

Copy to teacher involved, Head/Deputy Head, Head of House of student.

Appendix 3 - Behaviour Incident Levels and guidance

Ensuring learning and progress is the responsibility of the classroom Teacher, and as such when a teacher encounters negative behaviour, they should use a range of positive engagement strategies to create a learning environment.

If a teacher finds that their efforts to engage the student in this way is ineffective, a range of discipline measures can be used such as break time detention or a verbal warning (Level 1 incident). For a more serious incident or repeated lower level incident (Level 2 incident) an after school department detention will be issued and communication home is made. Issues of a serious nature (Level 3 incident) will result in parental interview with curriculum leader/HOH/SLT and may lead to internal exclusion from lessons, a step out isolation or a fixed term exclusion). In cases where there are repeated incidents or wider concerns, staff should seek the support of their curriculum leader who in turn can access additional support from the Head of House and SLT.

Should a Teacher require more immediate support, this will in the first instance come from colleagues within their team. To support this department teams have a support rota identifying who they can call upon should it be needed.

All incidents should be recorded on SIMS Behaviour.

In the rare event of a critical incident, staff should follow the 'Critical Incident' Policy.

Appendix 4 Reward Systems

There are currently a number of rewards available to help with the learning and progress of students in lessons.

Reward points: these should typically be given to students who make expected levels of effort and progress in lessons for each lesson. These are recorded on SIMS by the teacher. When certain thresholds of rewards are achieved there is communication home and a certificate presented in assembly.

House Assemblies: students are awarded certificates and prizes in regular house assemblies for attainment, progress and special events of excellent citizenship.

Termly Presentation Assembly: Students with the most Reward points for the term, with additional factors such as attendance, effort, attainment and progress considered, are invited to receive certificates and be entered into a special prize draw.

End of year Presentation Ceremony: Students with the most Reward points for the year, with additional factors such as attendance, effort, attainment and progress considered, are invited to receive certificates and be entered into a grand prize draw.

Classroom Rewards: Teachers and support staff are encouraged to develop additional rewards that engage and sustain the learning and progress of students.

Subject Rewards: Curriculum leaders are encouraged to monitor and reward the students in their subjects with high numbers of Reward points. Departments use a variety of strategies such as presentation events, trophies, vouchers, prizes.