Behaviour Policy

Developed by: Suzy Mattock/Duncan Richards

Approved by: Governing Body

Review	Date of Approval	Version Approved	Approved by	Comments and amendments
Annual	**19.10.2021**		**Governing body**	
		05.7.2022	**Governing body**	

A)	Overview/Intent	
B)	School Objectives	
C)	Roles and Responsibilities	
D)	Rewards	
E)	Fixed Term Suspensions	
F)	Managing Suspected Radicalisation and Extremism	
G)	Behaviour Pathway	
H)	Students who Abscond from the School Site	
I)	Reasonable Force	

A) Overview/Intent

This policy reflects the High School's belief that to enable quality first teaching and learning to take place, positive behaviour in all aspects of school life is essential. This policy seeks to create an inclusive, caring and safe learning environment that enhances the opportunities of all students.

The school will seek to create a positive ethos through the recognition and rewarding of achievement and effort. The school will use a range of strategies including reward events, assemblies and reporting to parents, to recognise achievement and effort and will keep an accurate record of all rewards issued.

For the policy to be effective all staff and students must take ownership of the policy. The policy will be promoted and implemented throughout the school with this goal in mind. The school, as a whole with all stakeholders, will review this policy annually and assess its implementation and effectiveness.

B) School Objectives

- Implementing an inclusive approach to all elements of school life;
- Celebrating success and effort through an effective rewards programme;
- Identifying and supporting those students who may have underlying reasons (academic and/or pastoral) which act as contributory factors to standards of behaviour falling below the school's expectations;
- Regular information sharing with parents as appropriate on matters around their son/daughter;
- Achieving high standards in terms of behaviour, attendance and punctuality;
- Identifying and supporting those students who require intervention at the earliest opportunity;
- Facilitating and encouraging parental involvement;
- Monitoring positive achievement and negative behaviour;
- Identifying, recording and acting upon any incidents which may be deemed as racial, sexual harassment or bullying in their nature and preventing reoccurrence or repetition;
- Teaching all students, the principles which distinguish 'right' from 'wrong';
  and promoting the school's core values of; honesty, tolerance, democracy mutual respect and positive behaviour to learning;
- Ensuring consistent and fair practice by all staff in terms of discipline;

- Ensure all staff act as positive role models, demonstrating disciplined and respectful behaviour, both professionally and personally towards students at all times;
- Provide a safe environment free from harassment, violence and disruption;
- Encourage good behaviour, respect and tolerance for others and prevent all forms of bullying;
- Promote the ethos of Positive Discipline, encouraging and supporting effort over attainment, and attitude over achievement;
- Ensure all members of our learning community display self-discipline and appropriate regard for authority;
- Ensure procedures in relation to positive and negative behaviours are applied consistently and fairly;
- Encourage, promote and reward self-regulation of behaviour by students;
- Secure high standards in all elements of school life;

C) Roles and Responsibilities

Rewarding Positive Discipline

Students will:

- Take responsibility for achieving the highest standards possible in terms of their effort, work and conduct.
- Recognise, acknowledge and celebrate the achievement and effort of others.
- Act in a way that is conducive to a culture where success is celebrated, including taking part in assemblies and reward events.
- Recognise and reward effort and achievement in line with the positive discipline ethos.

Parents will:

- Attend celebration and reward events where possible.
- Contact school with any achievements outside school so we can share them with the wider school community.

All staff will:

- Act as positive role models, modelling the highest standards of behaviour and attitude for the benefit of all students.
- Promote a culture of achievement and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students and reward achievement.

Curriculum Leaders will:

- Find opportunities to praise students every day within their specific area(s) of responsibility.
- Develop departmental rewards and recognition of achievement within their specific area(s) of responsibility.
- Keep SLT, Heads of Year, the Inclusion Team and parents/guardians informed of achievements within their subject area when possible.
- Arrange trips and visits to rewards the attitude of students and further develop learning.

Year Group Leaders will:

- Celebrate success and acknowledge achievements and effort within the Year Group setting.
- Contribute to creating a culture of success through Year Group activities and the Positive Discipline rewards programme.
- Provide opportunities to develop democracy and citizenship with students.
- Work together in conjunction with parents, colleagues and outside agencies to recognise positive achievement and effort.
- Develop a culture where positive achievement is recognised for their Year Group of responsibility.
- Contribute to and support rewards activities.
- Celebrate success through assemblies and reward events.

The Senior Leadership Team will:

- Act as positive role models for all staff in terms of implementation of this policy.
- Promote a culture of achievement and effort and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students.

Supporting Negative Behaviour

The school will seek to support students in developing their awareness of inappropriate conduct and will work with students to develop their skills in recognising, managing and self-regulating their own behaviour.

Students will:

- Self-regulate their behaviour.
- Report any incident(s) of bullying, violence, harassment and disruption at the earliest possible opportunity.

Parents will:

- Work with and support school and the Behaviour for Learning pathway.
- Attend meetings as requested.
- Emphasise good behaviour and high expectations.
- Check their son/daughters planner each week.
- Check Attitude to Learning reviews and discuss these with their son/daughter.
- Report concerns/worries/problems to school around negative behaviour as soon as possible.

Subject Teachers will:

- Be responsible for maintaining good behaviour for learning within their own lessons.
- Apply behaviour for learning pathway consistently and fairly in all lessons.

Curriculum Leaders will:

- Support members of staff within their department by operating a departmental system of withdrawal (buddying system) proactively and utilising report cards, parent meetings as they see appropriate.

Year Group Leaders and members of the Inclusion Team will:

- Work together in conjunction with parents, subject teachers, Mentors, the SENDCo, Senior Leaders and external agencies to address serious or repetitive incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

Senior Leaders will:

- Act as positive role models for all staff in terms of implementation of this policy.
- Support colleagues by attending parental meetings for their Year Group link for repeated inappropriate behaviour or one off incidents of poor behaviour.
- Operate an 'On Call' service in response to serious incidents of behaviour or persistent incidents of behaviour which undermine the learning of other students.
- Attend reintegration meetings for any Fixed Term Suspensions for student within their Year Group link.

Learning Support Unit at Netherhall Learning Campus is committed to supporting all students to access learning and recognises that some students may require a personalised approach through structured support for learning to facilitate this.

The reasons for this may be:

- Reintegration into mainstream school following exclusion;
- reintegration into some or all lessons following time spent in 'Supporting Expectations';
- short term withdrawal from lessons which may be identified as flash points;
- Short term periods at other schools to support changes in behaviour;
- full-time or short-term educational provision for those students who may be 'school-phobic';
- short-term alternate provision for those students in years 7 to 11 who display temporary reluctance to access full time provision in a mainstream setting;
- year 10 and 11 students who have been removed from a GCSE subject and where mainstream provision is considered inappropriate;
- facilitating examinations for students who require alternative or special arrangements.

D) Rewards

The Positive Discipline Policy focuses as a community on rewarding first and sanctioning second. We work with families very closely to nurture our students whilst also challenging them to be the best version of themselves. We hold high standards in the school and work hard to support our students in reaching those standards.

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

Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Attitude to learning, attendance, punctuality and respect is evident throughout the building and the school ethos at all levels and is directly linked to rewards and trips. Students are starting to understand that positive actions and efforts are rewarded and praised. Attendance, uniform, equipment and attitude to learning is a key focus for all staff across all Year Groups. This is monitored very closely by all staff and Year Group teams to record on a daily basis to enable rewards to be issued at a weekly, half termly, termly and an end of year basis.

E) Fixed Term Suspensions

In line with Positive Discipline programme, Suspensions will be used as a sanction in cases of serious misconduct or multiple incidents. The decision to exclude will be made by the Principal, or in their absence the Deputy Principal, who, before reaching a decision will:

- Consider all the relevant and available facts and evidence to support the allegations made, considering the school's Equal Opportunities Policy.
- Consider the Special Educational Needs and Disability (SEND) status of the student.
- If the student is LAC this will be given additional consideration and the virtual school and social care will be informed of the incident as appropriate.
- In the event of one-off incidents, ensure opportunity has been provided for the student to give their version of events.
- Check whether an incident was provoked by racial, sexual or homophobic harassment.
- If necessary, consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, for example, members of the Discipline Committee.
- Ensure full compliance with government and Local Authority regulations.
- The length of the Fixed Term Exclusion will be determined by the individual circumstances of the incidents.

F) Managing Suspected Radicalisation and Extremism

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. This may present itself in a number of ways and it is the responsibility of all staff to be aware of suspected risks. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named designated safeguarding lead in school who will consider what further action is required.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists

- Seeking to recruit others to an extremist ideology

Searching Students

A student may be searched if they are suspected of concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property.

Prior to any search being carried out students will be encouraged to voluntarily hand over any such items listed above in the presence of a second adult witness. If this hand-over does not happen, or it is suspected there are other items, then a search may be carried out.

School staff will always involve the Head of Behaviour Support or any member of SLT before conducting a search unless it is deemed necessary, in the event of safety, to search the pupil immediately. Searches will be carried out by a member of staff of the same gender unless exceptional circumstances apply.

G) Behaviour Pathway

Subject Teachers will:

- Follow classroom routines and sanctions (coats off, mobile phones away, seating plan adhered to, etc)
- Take action according to departmental/school policy (consequences, buddy)
- Any student who is buddied out of class must have a follow up sanction issued by the subject teacher.
- Follow up on action taken by phone call home, detention, possible involvement of form tutor or Head of Year and/or parental meeting.
- Record incidents including action taken (CPOMS/SIMS)
- All incidents reported to the Head of Department.

Heads of Department will:

- Ensure that subject teachers are completing the above process.
- Track recording system to anticipate potential behavioural issues within the department
- Identify major/persistent concerns that require Head of Department involvement
- Take action e.g. parental contact, department detention, possible involvement of form tutor (including subject teacher involvement)
- If no improvement complete a referral form listing all action taken by both subject teacher and Head of Department.
- If sanction has been completed and no further action is needed complete CPOMS/SIMS report onto Head of Year for INFORMATION ONLY
- If sanctions not completed and no improvement and further action is needed – pass on both incident report forms onto Head of Year - ONLY WHEN CONTACT WITH PARENTS HAS BEEN MADE AND STILL NO IMPROVEMENT

Head of Year will:

- Liaise with HoD's regarding persistent behaviour problems and take action where appropriate.

- Implement appropriate action – detention, parental contact/meeting (with department present), isolation
- Collate student incident forms in order to spot students of concern across a number of subjects
- Liaise with SLT and Inclusion team regarding possible placement in LSU.

If an incident is serious and needs immediate action MK/SM/DR and the LSU team will collect the child where possible.

Follow up action to the incident must still follow the above procedure but the LSU will house the student for the remainder of the lesson.

Only students that have exhausted the intervention that the Behaviour Pathway states and that are recommended by Heads of Year will be eligible for a placement in the LSU.

H) Students who Abscond from the School Site

If any child attempts to leave the school site, where possible, we will try and maintain visual contact within the boundaries of the school site.

If a child leaves the school site, parents will be informed. If a child with complex SEND needs leave the school site, parents will be informed and each case will be considered individually, the police will be informed via 101, if deemed appropriate.

I) Reasonable Force in Schools

At NLC we promote positive behaviour across all areas of the school environment.

We adopt the DFE guidance for the use of reasonable and proportionate force in only certain situations. Staff adopt the guidance from the DFE when using the term 'reasonable' whilst never using any more force than is needed at any time. This will always depend on individual circumstances.

The use of 'reasonable force' in schools and colleges

150. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

151. The Department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

152. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non - discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

153. Departmental advice for schools is available at Use of Reasonable Force in Schools.

154. For information about how to support children with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention can be found at Reducing the need for restraint and restrictive intervention.