NORTON CANES HIGH SCHOOL

BEHAVIOUR POLICY

Date:		October 2019
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Ratified by the governing body on:		
Headteacher:	Miss S Birchall	
Chair of the governing body:	Mr L Bullock	
Review date:		July 2020

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1. **Philosophy**

Effective behaviour management is essential for the smooth running of the school. This is based on respect for the individual, the balance of fundamental rights and responsibilities together with the fostering of a sense of community for all of those involved. The philosophy of our school is based on inclusive principles which recognises and respects diversity, strives to promote equality and give

both rights and responsibilities equal weight. The School's Positive Behaviour Policy therefore seeks to develop in students an acceptance of responsibility for their own learning and behaviour and to exemplify ways in which the school endeavours to remove barriers to learning and support the individual in developing their full potential. The school recognises the importance of teaching behaviour for learning and does this explicitly through the curriculum and implicitly through example. This policy extends to pre-school and after school and should be read in conjunction with the Attendance policy, Inclusion policy and the school's SEN policy.

2. Legal framework

This policy has been devised in conjunction with the following legislation from the DfE (list is not exhaustive):

- behaviour and discipline in schools
- 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 in schools

It is also to be read alongside the following school policies (list is not exhaustive):

- NCHS anti-bullying policy
- NCHS attendance policy
- NCHS code of conduct policy (staff)
- NCHS on-line safety policy
- NCHS safeguarding and child protection policy
- NCHS SEN policy.

3. Definitions

For the purpose of this policy:

- Initial teacher = member of staff who taught class where negative behaviour occurred or who witnessed the negative behaviour if outside the classroom
- Appropriate member of staff = the member of staff the initial teacher reported a one-off/serious incident to
- One-off incident = negative behaviour that warrants a sanction greater than a C1

4. Aims of the policy

The behaviour policy is designed to improve student behaviour and the level of consistency from adults that work with students. The policy sets out individual roles and responsibilities, the types of

sanction and student rewards. This structure has been devised through consultation with SLT, Teaching Staff, Support Staff and Students. The policy aims to provide:

- A consistent approach to the sanctions and rewards within the school
- Clear guidelines to all staff
- Students with a clear understanding of our expectations

5. Roles and responsibilities

It should be noted that roles and responsibilities are not exhaustive and should be considered along with staff job descriptions and professional standards

Students will be expected to:

- Move around all areas of the school in a quiet and orderly way
- Follow all instructions promptly
- Be fully equipped
- Show respect for other people and the school
- Use appropriate language and behave in a sensible manner
- Never bully others
- Never use physical contact against another student or staff
- Celebrate the successes of other students
- Not interrupt the learning of others
- Try hard to ensure that they make good progress
- Be in full school uniform and follow the uniform code

Teachers will be expected to:

Manage behaviour by taking the initiative at every opportunity. We expect staff to:

- Model good behaviour
- Meet and greet students
- Deal with all negative behaviour
- Set high standards of speech, manner and dress
- Relate positively to students
- Contact home to discuss student concerns
- Reward students for meeting and exceeding our expectations
- Record incidents on SIMS and My Concern
- Be proactive in supporting other colleagues through the parking system

Support staff will be expected to:

- Model good behaviour
- Deal with all negative behaviour, but where appropriate, inform the appropriate member of staff

- Set high standards of speech, manner and dress
- Relate positively to students
- Contact home to discuss student concerns, where appropriate
- Reward students for meeting and exceeding our expectations
- Record incidents on SIMS and My Concern

Form Tutors will be expected to:

- Be a positive role model for students by modelling expected behaviours
- Plan suitable tutor periods, using time to engage and enthuse students
- Establish a safe, secure learning environment where expectations are clear and standards are maintained
- Make students aware of what is acceptable behaviour and ensure that standards are maintained
- Ensure that expectations regarding correct uniform and equipment are checked daily and rewards or consequences are awarded as appropriate
- Use the reward system and verbal praise to motivate students
- Keep all relevant staff informed of incidents dealt with and actions taken by recording all details on SIMS or My Concern
- Check planners, equipment and be the first point of student contact
- Update a form group notice board with relevant information about attendance and rewards
- Contact home to discuss concerns with parents

Heads of Faculty/Departments and other TLR holders will be expected to:

Heads of Faculty/Departments or TLR holders should aim to lead a successful implementation of the Behaviour Policy within their subject areas. They should:

- Lead the Faculty/Departments area, supporting staff and students to create a positive working environment
- Discuss behaviour concerns with Faculty staff, offering effective support to colleagues
- Ensure Faculty staff record behaviour and rewards on the school systems effectively
- Identify individual students / classes that need support within the faculty area, setting intervention strategies
- Contact home / support colleagues in contacting home to discuss concerns with parents
- Meet with Parents to discuss student behaviour concerns, implementing strategies to improve behaviour in the faculty /Department (Faculty /Department report cards)
- Ensure teaching staff plan suitable strategies to meet student needs
- Ensure that equipment such as pens/pencils/kit is available for student loan if a student

Behaviour Leaders will be expected to:

- Implement the Behaviour Policy
- Support Form Tutors/academic staff in resolving issues of inappropriate behaviour fairly and sensitively
- Ensure that tutor teams are informed of issues
- Closely monitor the attendance and punctuality
- Keep all relevant staff informed of incidents dealt with and actions taken by recording all details on SIMS
- Use a range of strategies to improve student behaviour

- Ensure that parents/carers are informed of all incidents, record subsequent actions and interventions
- Support the AHT with investigations into student behaviour
- Attend meetings with external agencies where appropriate
- Log accurate information into My-concern and SIMs. ▪ Support teachers in classrooms with securing outstanding learning environments

Senior Leadership Team will be expected to:

- Ensure that the departmental practices of the departments they line manage reflect the school's behaviour policy
- Support the Head of Faculty/Student Support Leaders in resolving issues presented in a fair and sensitive manner
- Ensure that all relevant staff are informed of incidents dealt with and actions taken by recording all details on SIMS
- Make initial decisions regarding behaviour incidents, considering all information available
- Ensure that incidents requiring Fixed Term Exclusions / Permanent Exclusion are presented to the Headteacher, in her absence, for authorisation
- Set the highest possible expectations for behaviour at Norton Canes High School

Governing Board will be expected to:

- Accept the school's behaviour policy and set review date
- Set the highest possible expectations for behaviour at Norton Canes High School
- Ensure all exclusions are lawful
- Monitor the application of the school's behaviour policy

6. Teaching and learning

It is understood by all staff that teaching behaviour is an aspect of the curriculum that all staff have a responsibility towards. All staff are expected to teach behaviour by example and that courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas for example in PSHE, RE and PE.

7. Procedures

a. Consequences and sanctions (see Appendix A)

Standard classroom practice is fundamental to establishing a high quality learning environment. To ensure this, all staff will adhere to their roles and responsibilities as members of staff. As well as providing appropriate teaching and learning, it is also essential that staff know students in terms of their contextual needs. In particular, SEN, safeguarding and social barriers that can all impact on classroom practice. It is for this reason that staff differentiate their standard classroom practice to the needs of students.

Where behaviour goes beyond that which can be supported through standard classroom practice, staff should use the consequences system. Within the system are consequences and sanctions that are used by staff members to resolve negative behaviour. All consequences and sanctions need to be applied fairly and consistently across the school. We only use the consequence system when a student fails to meet our high expectations. We make our expectations clear to students, so that if they choose to make the wrong decision, they understand there will be an action. Before applying a sanction, the student should be aware of the negative behaviour and the consequence that will result if the behaviour (or additional behaviour) continues. When applying a consequence and

sanction the teacher should make it clear to the student what negative behaviour has occurred, what the consequence is to be applied and what consequence that will occur if other negative behaviour continues. This should be dealt with in a professional manner. Best practice would state that staff should do this quietly and where possible privately to prevent escalation, for example asking the student to for a quiet word outside of the classroom (where appropriate) or speaking to the student at the student or teachers desk. It is the responsibility of the initial teacher to ensure the incident has been recorded on to SIMS and that, where required, the students' parent/carer are contacted.

There will be instances where a one-off behaviour will warrant a greater sanction than C1. In this instance, staff should use their professional experience. The staff member should ask an appropriate student to go to reception with an appropriate member of staff will organise for the student to be removed, the incident investigated and any action and required sanction to be taken. It is the responsibility of the initial member of staff to ensure the behaviour has been recorded on SIMS and that, where required, the students' parent/carer are contacted.

b. Callbacks and Detentions

If a student receives a C2, the member of staff will inform the student of the sanction and will also inform the student to the location and the time of the sanction. The member of staff will do this in a professional manner.

If a student receives a C3 to C6, he or she will be placed in a school detention. The member of staff will inform the student of the sanction and will also inform the student to the location and the time of the sanction. The member of staff will do this in a professional manner.

During this period, it the direction of the member of staff to the purpose and the content of the detention. However, during subject and faulty detentions it is expected that the time is spent completing any work or homework missed as the result of the sanction. If the sanction is imposed before lunchtime, it is to be completed on the same day. The teacher imposing the sanction will enter the details on to SIMS and ensure the parents/carers of the student is informed. If the sanction is imposed after period three, the sanction will take place the following school day. Again, the teacher imposing the sanction will enter the details on to SIMS and ensure the parents/carers of the student is informed.

If a student does not attend the detention, it is the requirement of the member of staff leading the detention to check if the student was present on the day of the sanction. If the student was not present, it is the requirement of the member of staff to rearrange the same sanction for the following school day. If the student was present, it is the requirement of the member of staff to rearrange the next higher sanction for the following school day. If the student misbehaves during any part of the sanction, it is the discretion of the member of staff leading the detention to the sanction, however, it is expected that the student will at least be issued the next higher sanction to the one they are currently held in.

c. Isolations (internal isolations, external isolations)

The school has the power to use an internal exclusion, as opposed to a fixed term exclusion. There are a number of reasons why this sanction may be more beneficial, for example where the student is "looked after".   The student being placed in internal exclusion should be informed of the reason why.

Internal isolation removes a student from the whole school population for an agreed time. This includes break time and lunch time. Students are given opportunity to get lunch from the canteen. This will be followed by an hour's detention after the school day. A student could be placed into internal isolation whilst a serious incident is investigated. This does not necessarily mean they have

breached the behaviour code. Internal isolation will be used if a student fails to respond positively to the buddy room system or refuses to enter the buddy room. Internal isolation may be used for persistent lateness, as will fixed term exclusions. Relevant staff should be informed and details recorded on SIMS (for attendance). Work will be provided and completed by the student to the required standard whilst in Internal Exclusion. Parents will be informed and kept up-to-date as to progress made during the period in Internal Exclusion and following his/her reintegration to lessons. When possible students should be taken through a period of restorative justice to inform and support a more positive and proactive approach to his/her behaviour once back in lessons and amongst the whole academy population. Students leaving lessons without permission will be placed in IE.

d. Exclusions (fixed term exclusions, permanent exclusions)

Headteachers can exclude a student if they fail to comply with the school's behaviour policy in or outside of school. Schools have a duty of care in relation to student's journey to and from school. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. When establishing the facts in relation to an exclusion decision the head teacher 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 head teacher should accept that something happened if it is more likely that it happened than that it did not happen (DFE Guidance 2017 / Exclusions).

Where a severe breach of the school behaviour policy has taken place, the headteacher can impose a fixed term exclusion. A fixed term exclusion would take place after an investigation has taken place. The investigation will seek to establish fact and the likely probability that something happened. The student(s) involved will be given opportunity to provide a statement of their views, wherever this is possible. All Fixed term exclusions are sanctioned by the Headteacher and in his absence the Assistant Headteacher. Due consideration will be given to how long the fixed term should last. The length of each exclusion will be considered against the type of behaviour and if this behaviour has been repeated. Due consideration will be given if the student to be excluded is due to take any examinations during the period designated. If so, the student is allowed to take his/her examinations, but will leave the academy premises immediately afterwards. Constructive work/tasks are to be gathered for the student which are to be completed at home and returned for marking on his/her immediate return. Parents/carers are to be contacted with a phone call and the reasons for the exclusion clarified and an official letter sent both with the student in question and by first class post. Parents/carers are expected to attend a re-integration meeting to discuss issues raised and positive ways forward on the students return. A student who returns without a parental meeting will be placed into the internal isolation area, other than in exceptional circumstances. The student will also be placed on SLT report following a FTE and targets and review periods will be to the discretion of the member of SLT.

However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (DFE Guidance 2017 / Exclusions).

e. Recording incidents

To ensure effective monitoring and support, all incidents (positive and negative) are to be recorded on SIMS. In all cases, as stated in 7a and b, it is the responsibility of the initial member of staff to ensure the incident is recorded. If the incident has been referred, the incident still has to be recorded by the initial member of staff, as well as the appropriate member of staff (where appropriate).

8. Monitoring student behaviour

Our school monitors behaviour incidents in order to identify issues and trends and this is reviewed weekly by the pastoral team. Effective use is made of ICT database facilities to support the implementation of its procedures. Staff receive individual and collective feedback (as appropriate) on behaviour issues, trends and the outcome of referrals. Incidents of disruptive behaviour are monitored in terms of:

- The type of incident (including racist, sexist and homophobic incidents)
- Critical days/times in the week
- Critical places within/outside the school
- Students involved
- Profile of students involved (ethnicity, gender, age, SEND, PP and Ability Gaps)
- Timeliness of response
- Critical times within the lesson
- Times within the day
- Learning styles adopted
- Trends over time
- Departments/individuals reporting
- Outcomes

The School ensures that its student record keeping systems provide analysis of the impact of its positive behaviour policy on particular groups of students and in respect of year group, special educational needs, disability, ethnic origin, gender and children in public care. The School ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The policy is evaluated against key improvement objectives which include: i) individual measures:

- Improvement of individual behaviour
- School progress of individuals
- General behaviour patterns
- The balance in the use of rewards and sanctions
- Staff support and training needs
- Behaviour trends over time
- Effectiveness of the policy in encouraging positive behaviour.

Details of issues and trends are provided regularly to staff and each governors meeting as a basis for effective decision making. The School ensures that behaviour issues are discussed with all parents/carers as part of the whole School target setting and review process. The school will report to parents' details of the implementation of the behaviour policy.

9. Support and intervention

Through the review of student behaviour specific interventions will be applied to ensure effective teaching and positive student behaviour. A flowchart demonstrating the route of interventions can be found in **Appendix B**. A chart showing the structure of interventions can be found in **Appendix C** list of potential interventions can be found in **Appendix D**.

For some pupils a structured programme of anger management, emotional literacy, skills, streaming etc will be appropriate

10. Rewards

It is recognised that praise is often more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of reward and encouragement. Attitude to learning scores are inputted by teaching staff each lesson. Staff are encouraged to award Kudos points on the Show My Homework system. These are both

monitored by Mrs Diggory through SMHW and/or SIMS.   Positive attitudes to school life are subsequently rewarded by the following (list is not exhaustive):

- Movie afternoons
- Half termly events such as pizza lunches
- Departments praise postcards or contact home to inform parents of good work
- Reward assemblies to reward pupils for good attendance, good progress or other elements of positive school life
- Reward trips are organised each year and take place in July
- Non-uniform days and raffles are used to reward full attendance at school
- Queue jump lunch passes.

11. Training

Throughout the academic year, staff will be information on students. This is to enable staff the information to prepare and support student behaviour. Staff will also be provided education and training to better assist staff in dealing with students with potentially challenging behaviour.

12. Review of policy

This policy is to be reviewed annually. The date for the next review is July 2020 and governing body approval and implementation in September 2020. The policy can also be reviewed at any point to reflect the changing dynamics of the school

13. Appendices

A) Consequences flowchart

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                    ┌──────────────────────────────┐
                    │  Standard Classroom Response  │
                    └──────────────────────────────┘
                                   │
                                   ▼
                    ┌──────────────────────────────┐
                    │              C1              │
                    │        Verbal Warning        │
                    └──────────────────────────────┘
                        │                      │
                        ▼                      ▼
    ┌─────────────────────────────┐   ┌─────────────────────────────┐
    │ C2F (homework and classwork)│   │       C2B (behaviour)       │
    │ Teacher Callback            │   │ Teacher Callback            │
    │ (Up to 15 minutes)          │   │ (Up to 15 minutes)          │
    └─────────────────────────────┘   └─────────────────────────────┘
                        │                      │
                        ▼                      ▼
    ┌─────────────────────────────┐   ┌─────────────────────────────┐
    │ C3F (homework and classwork)│   │       C3B (behaviour)       │
    │ Faculty Detention           │   │ Wholeschool Detention       │
    │ (30 minutes)                │   │ (30 minutes)                │
    └─────────────────────────────┘   └─────────────────────────────┘
                        │                      │
                        ▼                      ▼
            ┌──────────────────────────────────────────┐
            │            P1 Faculty Park and            │
            │                    C4                     │
            │ Progress Director Detention (45 minutes)  │
            └──────────────────────────────────────────┘
                                   │
                                   ▼
            ┌──────────────────────────────────────────┐
            │         P2 SLT Park (pink slip) and       │
            │                    C5                     │
            │        SLT Detention (60 minutes)         │
            └──────────────────────────────────────────┘
                                   │
                                   ▼
            ┌──────────────────────────────────────────┐
            │                    C6                     │
            │ Isolation and SLT Detention (60 minutes)  │
            └──────────────────────────────────────────┘
                                   │
                                   ▼
            ┌──────────────────────────────────────────┐
            │                    C7                     │
            │      FTE (Headteacher's discretion)       │
            └──────────────────────────────────────────┘
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B) Route of intervention

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                                    ┌──────────────┐
                                    │  Classroom   │
                                    │   Teacher    │          ┌─────────────────────┐
                                    └──────┬───────┘   ◄───── │ Concern with behaviour │
                                           ▼                  │   and/or progress      │
                                    ┌──────────────┐          └─────────────────────┘
                                    │    Assess    │
                                    └──────┬───────┘
                                           ▼
                             ┌──────────────────────┐
                             │  Classroom Teacher    │          ┌─────────────────────┐
                             │     Intervention      │  ◄────── │ No improvement after │
                             └──────────┬───────────┘           │   two week review    │
                                        ▼                       └─────────────────────┘
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Refer to Behaviour Team (BT)/BT Monitoring — Subject specific

Refer to Behaviour Team (BT)/BT Monitoring — Wholeschool

Assess

No improvement after two week review

Refer to FL

Behaviour Team Intervention

No improvement after four week review

Assess

Refer to Inclusion Team

Concern with teaching standards

Faulty Intervention

Assess

Refer to AHT (T&L)

No improvement after four week review

(subject to Inclusion Panel discretion and behaviour policy)

Inclusion Team Intervention

Referral to Governor's Governor's disciplinary committee

Key (responsibility):

| Classroom Teacher |
| Behaviour Team |
| Faculty/Department Leader |
| Inclusion Team |
| Governor's disciplinary committee |

Governor's disciplinary committee Intervention

C) Structure of interventions (these numbers are to reviewed periodically due to the new system and should be only seen as suggestions)

Faculty	Universal service	Wave 1	Wave 2	Wave 3
Up to 5 negative incidences				
5 negative incidences in a HT				
10 negative incidences in a HT Failed subject report				
15 negative incidences in a HT Failed HoD report				

Wholeschool	Universal service	Wave 1	Wave 2	Wave 3
Up to 10 negative incidences				
10 negative incidences in a HT				
20 negative incidences in a HT Failed form tutor report				
30 negative incidences in a HT Failed PD/KW report				

D) Examples of interventions

Classroom/Form tutor Interventions:

- Change of seating plan
- Contact home
- Letter of concern
- Parental meeting?
- Subject report
- Appropriate resources

Faculty Interventions:

- Contact home
- Letter of concern
- Parental meeting
- Zone report
- Change of group/set
- Mentoring (via student services)

Progress Director Intervention:

- Parental meeting
- 1:2:1 mentoring
- Year report
- School counsellor (via student services)
- Early Help (via student services)

Student Services Intervention:

- Parental meeting
- Round robin
- Team teach
- Referral to social services
- Referral to school counsellor
- Referral to specialist teacher
- Referral to counselling psychologist
- Referral to educational psychologist assistant
- Referral to educational psychologist
- Referral to governor's disciplinary committee
- Consideration for EHCP

Governor's Disciplinary Committee

- Re-referral to Inclusion panel
- Managed move
- Consideration for permanent exclusion
- Final written warning