

## Behaviour for Learning Policy

<b>Approved by:</b>	William Howard School LAB
<b>Date:</b>	September 2020
<b>Proposed review date:</b>	Annually
<b>Owner:</b>	Richard O'Connor (Assistant Headteacher - Pastoral)

### REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Behaviour Policy	June 2012
2	Relationships Policy 2013/2014	December 2013
3	Relationships Policy 2014/2015	November 2014
4	Relationships Policy 2015/2016	10 November 2016
5	Update of bullying report system for students	May 2018
6	Date change: DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges, <i>May 2018</i> .	3 October 2018
7	Covid 19 Version September 2020	End of Covid Restrictions
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## **Introduction**

The Behaviour for Learning policy at William Howard School is integral to delivering a high quality educational experience for all students. Leading, supporting, encouraging and guiding our students to become respectful, responsible and resilient students is underpinned by a positive behaviour for learning principle. One that fosters a sense of belonging, instils self-discipline and ultimately develops a future generation to be proud of. The policy is written to uphold the right for all students to feel safe, to learn and fundamental respect and fair treatment. We believe positive behaviour for learning will develop when students are aware of their behaviour, own their behaviour and maintain a mutual respectful working relationship with their peers and staff.

The policy is non-discriminatory and expectations are clear.

## **Background**

At William Howard School we have clear systems and structures that support staff/student relationships. We encourage independent learning within a supportive structure that aims to develop our students as lifelong learners. Our systems and structures make a large School personal, providing the scaffolding for good learning, independence and character building.

This policy should be read alongside the following School and Cumbria Education Trust policies and procedures:

- Attendance Policy
- Special Educational Needs & Disability Policy
- Health and Safety Policy
- Admissions Policy
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-Safety Policy
- Home-School Agreement
- CET Whole School Behaviour and Relationships policy and procedures
- CET Peer on Peer Abuse Policy

Additional information and guidance can also be sought from the DfE (Department for Education) documents – ‘Behaviour and discipline in schools: advice for Headteachers and school staff,’ January 2016 and ‘Sexual Violence and Sexual Harassment between Children in Schools and Colleges,’ May 2018.

## **Values & Key Learning Behaviours**

Everything that we do at William Howard School is underpinned by the School’s core values of:

- Respect
- Responsibility
- Resilience

These values form the basis of all our decisions and processes throughout the School. It is our hope that anyone visiting the School will be able to identify our core values by the attitudes and behaviours they see as they spend time in our community. Under these values we have 9 positive learning behaviours and expect all staff and students to act, reinforce and shape each of the behaviours in all aspects of school life.

## **Positive Learning Behaviours**

### *Respect*

- Use good manners.
- Actively listen and respond positively.
- Value difference.

### *Responsibility*

- Self-regulate.
- Attend, be on time and engage.
- Create a calm and organised environment.

### *Resilience*

- Seek help and accept support.
- Have courage, encourage others.
- Learn from mistakes.

At any point, if staff are not happy with the behaviour they see, they are to address it explicitly in a positive and encouraging way otherwise, the message is that they accept it. When addressing behaviour that is deemed unacceptable staff are encouraged to use the following 4 principles:

- Behaviour Awareness
- Behaviour Ownership
- Respect Mutual
- Working Relationship

The aim of the School is to ensure that all students remain as part of the School community whenever possible. However, when there is a serious breach of behaviour or if a student is persistently disruptive within the school community it will regrettably lead to exclusion. In these instances, the School is committed to limiting the negative impact of an exclusion by ensuring that appropriate reintegration back into School is always undertaken and restorative practice applied. Behaviour support with a corrective approach will be a key aim of the reintegration.

## **Rationale**

Expectations through our values are made clear continuously throughout the year. This is done through assemblies, lessons and also through bespoke support sessions. Students are encouraged to show respect for all members of the School community and are supported to take responsibility for putting things 'right' when things 'go wrong'.

William Howard School believes in setting high standards. We expect all our students to follow our codes of conduct in relation to uniform and smoking as well as the code of conduct in relation to the use of illegal substances. Smoking and vaping are not permitted on the School site at any time for any members of the School community or site visitors.

Our classrooms are places of learning and we expect our students to take responsibility for their behaviour and their learning to ensure that the needs of all are met in order to get the best out of their learning opportunities.

The School believes that its approach to the management of student behaviour should primarily be an educative one. That is, we expect students to show respect for others and to take responsibility for themselves and their actions and to make genuine and positive contributions to the community.

Expectations in terms of both achievement and behaviour at William Howard School are high for all students; they are challenged when these expectations are not met. They are challenged in a way that respects them as individuals and supports them to correct their behaviours and make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of the School community.

## **Monitoring, Evaluation and Equality**

This policy will be reviewed following the end of Covid 19 restrictions. At William Howard School we endeavour to ensure that this policy is not directly or indirectly discriminatory. When reviewing, we assess and consult relevant stakeholders on the promotion of race, age, religion, gender, sexual orientation and disability equality and community cohesion, using an appropriate Equality Impact Assessment. The policy may be amended by agreement with the LAB as a result of such considerations.

With particular reference to students classified as having special educational needs, or a disability, the School will endeavour to ensure that all reasonable adjustments are made and due consideration is given when making decisions regarding the application of the Relationships and Behaviour Policy.

## **Policy Aims**

- To ensure that there is a shared understanding of the philosophy and principles that underpin behaviour expectations at William Howard School.
- To articulate and communicate the values, rights and responsibilities that underpin the development of relationships within our School.
- To support the building, maintaining and repairing of successful and positive learning relationships across the School.
- To support our holistic approach to School life that includes the development of rounded citizens as independent lifelong learners.

## **Rewards**

Our aim is to work with students to ensure that they are engaged members of our community. All staff will use systematic praise and rewards to ensure that students know that they are valued. Praise is most often given verbally both in the classroom and also around School. Achievement points/ House points are used by all staff to recognise effort and excellence in both curricular and non-curricular activities; Year Group Awards are given termly. Rewards are recognised in different ways by individual departments. Departments and Year Group Teams are also encouraged to phone home to give praise directly to parents and also send postcards home to reward effort and achievement in many areas.

## **Relationship Management**

The School's behaviour support structure follows the principles that have been highlighted above. It aims to develop accountability relating to behaviour issues as follows:

Unacceptable behaviour in the classroom is dealt with by the class teacher. Addressing characteristic behaviour is supported by the year group and engagement team. Higher level incidents are dealt with by middle and senior leaders through a series of hierarchical sanctions.

All higher-level incidents are logged electronically via SIMS and as such the School is able to monitor behaviour systematically. This is done by Teaching staff, Curriculum Leaders, Year Group Teams and Leadership Team.

The School has the power to search and confiscate when appropriate. Items prohibited include blades, knives or weapons, alcohol, illegal drugs, 'legal highs', stolen items, tobacco and cigarette papers, 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 the property of, any person (including the pupil). Police may be informed. (See Appendix 1)

Banned items include any articles that are suspected of being used to 'bully' or intimidate another member of the School community and may be confiscated. If held on an electronic device, they may be deleted. We do not allow

chewing gum or the consumption of high sugar and high caffeine drinks including all 'fizzy' drinks. The evidence suggests that these drinks can contribute to poor concentration levels and also poor achievement. Students caught with these on School site will have them confiscated.

If mobile devices are brought to school, they are the student's responsibility. They must be switched off and in a bag during lessons unless expressly being utilized by the teacher in a learning activity. The School is mindful that new and developing technologies can enhance learning. Mobile devices must not be used in lessons without the permission of a member of staff. Students who choose not to follow this protocol risk confiscation of the device. The School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to such electronic devices. It is the responsibility of parents and students to ensure their electronic devices are properly insured.

Members of the School's Leadership and Learning Provision Teams have been authorised by the Headteacher when appropriate, to search students, their bags and their property including their lockers. Whilst School staff will attempt to work with and gain consent from the student, the School has the right to search without their permission. Any illegal or banned items found on students may be confiscated and destroyed or passed to the police. Students responsible for bringing any illegal or banned items to School will also receive a sanction in line with School systems. Police may be informed.

Incidents at a Whole School level may lead to exclusion from the School, either fixed term or permanent. Persistent low-level disruption may also result in fixed term or permanent exclusion. Exclusions are used as a last resort. If fixed term exclusions or isolations take place, restorative approaches may be used to attempt to repair any harm done by the incident where appropriate.

### **Exclusions – the Right of Appeal and Legal Duties**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Local Advisory Board (LAB). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

### **Anti-Bullying**

Bullying can happen to anyone at any age. Being bullied at the School is unacceptable. The School is keen to differentiate between argument, shared aggravation and real bullying. In schools there are often disputes and arguments between young people who resort to verbal abuse and sometimes fight to resolve differences of opinion. Where mutual harassment is established, both parties must accept responsibility for their actions. Nobody has the right to hurt someone or make them feel bad. If a William Howard School student is being bullied by another student from the School, either in the School, out of the School or online, the School will use its procedures to deal with it. This may involve the police. The School will work with students often in a restorative way, to ensure that all parties are engaged with the process and that the bullying stops. Whilst the School encourages face to face conversations it is also aware that at times this may be difficult. Students and parents can report incidents of bullying via the 'Stop' link on the school website.

Specific types of bullying include those relating to:

- Race, religion, culture or gender.
- SEN or disabilities.
- Appearance or health conditions.
- Sexual orientation and gender identity.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Bullying can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying often involve an imbalance of power between the perpetrator and the victim, and can include:

- Name-calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Kicking.
- Hitting.
- Pushing.
- Taking belongings.
- Inappropriate text messaging and emailing.
- Sending offensive or degrading images by phone or via the internet e.g. via social networking sites.
- Producing graffiti.
- Gossiping.
- Excluding people from groups.
- Spreading hurtful and/or untruthful rumours.

Cyber bullying can be defined as the use of information and communications' technology and mobile devices deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this policy. In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the police as criminal laws may apply.

### **Peer on Peer Abuse**

As a school we take the 'Peer on Peer Abuse' very seriously and will always treat these incidents as a potential Safeguarding situation. This will include ensuring that all parties are supported, within the boundaries of the latest guidance, appropriately and that where necessary the school will involve the police and the Safeguarding Hub. All incidents of 'Peer on Peer' abuse will be overseen by the schools Designated Safeguarding Lead or his deputy.

### **Homework**

Students must write homework in their planner and include the deadline by which the work must be handed in. Staff may give permissions for students to record homework on devices. Staff will record all homework on SIMS that the parents can access via their SIMS Login. Parents should sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Pupils are encouraged to plan their homework and coursework. The school will provide advice on study skills to help manage workload.

Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents may use the Pupil/Student Planner to write an explanation if there is a good reason why a child was unable to complete homework
- the teacher should be told before or at the beginning of the lesson
- the teacher may record non-completion of work in the Student Planner so that parents may see it
- the teacher will repeatedly encourage homework completion through student and parent contact. If non-homework completion is characteristic, then a higher-level intervention will be necessary.
- Time and support will be given to ensure all students are able to meet homework expectations.

## **Use of reasonable force**

On the rare occasions that students' behaviour is such that force may need to be used, all possible de-escalation techniques will be used first before reasonable force is put in place. Specific staff in the School have been trained to use "Team Teach" techniques. Staff without this training are not encouraged to use reasonable force unless absolutely necessary in order to prevent harm. Reasonable force is used to prevent students from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in behaviours that are prejudicial to the good discipline of the School. On these occasions, the force used will be reasonable and proportionate to the circumstances of the incident and the seriousness of the behaviour, potential or otherwise.

Designated staff are trained in "Team Teach" techniques. Students identified, through review, as exhibiting "at risk" behaviours will have appropriate risk assessments and "Positive Handling Plans" in place which clearly identify "Team Teach" techniques and preferred handling strategies. An unforeseen event may require an emergency response and a positive handling plan will be produced following such an incident. The use of reasonable force, where possible, should be performed within the "Team Teach" framework and by trained staff. This ensures the emphasis is on de-escalation of conflict by proven techniques. All incidents involving the use of physical intervention will be recorded in the log held in the Headteacher's office, as well as communicated to the designated safeguarding lead. We will also inform the parent. Support for students and staff following an incident will be available from staff within Learning Provision.

See link below to the DfE's guidance on the Use of Reasonable Force (July 2013).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Allegations of Abuse against Staff**

Allegations of abuse are taken seriously. William Howard School will ensure that allegations are dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. LSCB guidelines will be followed. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against students who are found to have made unfounded or malicious accusations against School staff. In line with the schools' positive behaviour approach the student will have a chance to rectify and learn from the situation.

## **Behaviour, Responsibility and Accountability**

The behaviour system has been reviewed and developed to support the Covid 19 restrictions. It is envisaged the consequence and behaviour support system will be reviewed and developed again for the new September 2021 academic year. The early actions within the system are used to deter students from exhibiting poor behaviour and maintain a positive learning relationship with school staff. As recording of behaviour incidences is done centrally on SIMS, through the RAPS and at class teacher level the Year Group Teams are able to interrogate the data to get the whole picture and individual portraits.

The data will form part of departmental meeting discussions and conversations between the Curriculum Leader and the SLT link.

All staff are accountable for the behaviour of students in and around the School at all times. We have systems in place that aim to support all staff to do this whilst expecting each of us to fulfil our own responsibility in this aspect of School life. The behaviour support guidance provides a detailed summary of action for when behaviour is not at the level expected at William Howard School.

## **Behaviour Support System (September 2020)**

At William Howard we implement a positive behaviour principle where behaviour that is acceptable is reinforced and celebrated and when behaviour is unacceptable there is a chance for it to be rectified and corrected. The following document will provide a system to support all staff to shape and guide our young people as they contribute and thrive within our school and wider community. ***The principle of firm but fair with logical and measured consequences will always be employed.***

### **Overview of Approach**

- Students will always be made aware of their behaviour, why it's unacceptable and how they should behave
- Students will be given time to reflect on their behaviour and reset
- Students will be given time to put right what they have done wrong
- Students and staff will be given time to rebuild and restore a mutually respectful working relationship
- Ultimately if students are unwilling to work with us all as a school community, to interact positively and collaboratively, then Fixed Term Exclusions and Permanent Exclusions will still be used to enable the school community to function positively.
- The re-integration process will be used to ensure students are ready to re-join the school community in a positive and productive way.

### **Systems Summary**

#### **Lesson Support**

SLT, YGT and Engagement Team can be contacted via email to [lessonsupport@williamhoward.cumbria.sch.uk](mailto:lessonsupport@williamhoward.cumbria.sch.uk) when a solution to poor behaviour cannot be found or you need support at any point with students in your class.

#### **Lesson Withdrawal**

If a student is withdrawn from a lesson, the member of staff must contact home to discuss the incident and arrange the after school catch up session. An email is to be sent to [DiDavidson@williamhoward.cumbria.sch.uk](mailto:DiDavidson@williamhoward.cumbria.sch.uk) giving the students name, key information about the reason for catch up and date of the catch up session (for their information please copy in the year group team). This should be arranged within 24hrs of the incident where possible. The catch up sessions take place in the withdrawal room with the Engagement Team. The classroom teacher will need to enter the details into the student's planner once it is arranged. If there was anything to note from the contact home a SIMS entry should be made in the student's communication section.

#### **After School Catch Up Session**

Any learning time lost because of unacceptable behaviour will be caught up after school. Students will be asked to collect the work they need to do from their teachers. If students do not attend the engagement team will email the teacher. The student is then to be found and the lack of attendance discussed and another catch up session arranged. If non-attendance is as a result of complete defiance the 2<sup>nd</sup> time then involvement from the YGT and/or ML is to be used to discuss appropriate action.

#### **Nearest neighbour**

No nearest neighbour system due to Year Group bubbles.

#### **Positive Time Out**

Maximum 5 minutes for the student to re-set their emotions and be ready to reintegrate.

#### **Follow up Conversations**

Due to the bubbles staff will seek a convenient time to have a follow up conversation or endeavour to do it at the end of the lesson if time permits.

#### **Internal Exclusion**

Time will be spent on behaviour support with 1 to 1 programmes/Emotional literacy programmes and catching up lost learning.



**Rewards/ Awards**

Catch students being good award the house points and/or your own classroom reward/ award system.

**Social Time Removal**

The Year Group Team will remove and supervise students where necessary if poor social time behaviour is not corrected. If the removal is long term the students will spend their time in the withdrawal room.

**Restorative Conversation**

A restorative conversation is to happen prior to the student attending the lesson where a behaviour incident has occurred. This may be facilitated by the Engagement Team, Middle Leader or Year Group Team where appropriate.

# Classroom Environment: Work & Equipment

BEHAVIOUR DISPLAYED	BEHAVIOUR SUPPORT
<p><b>Lack of effort, work completion and homework completion, forgetting equipment work is incomplete, not at the standard expected or homework is not completed.</b></p>	<p>Conversation to establish cause of the problem and solution implemented.            It would be necessary at this point to check the student is able to complete the homework or bring the equipment to school.            Model expectation and make it clear what you want to see (e.g. half a page more)            New deadline given or another chance to bring the appropriate equipment.  <i>"Sian I notice you are not putting in the effort I am used to seeing with your work, can I help you further? It would be great to see....."</i></p>
<p><b>Behaviour becomes characteristic and work continues to be incomplete or not to standard, equipment continues to be forgotten.</b>  <i>(ML's made aware of concerns and offer support/solutions)</i></p>	<p>Time offered for students to complete work at another time with the classroom teacher or with department support.            Lending of equipment maybe necessary. Remind students of the kit expectations. Support organisational issues.            Review of the homework being set; does it support learning or create barriers?            Remind student of the homework expectation and why.            Parent contacted via phone or email to raise the concern by classroom teacher.  <i>"Mark I notice you continue to miss the homework deadline or not bring your dance kit, remind me why it is important for your learning to complete the homework/ bring your kit" "I will contact home to discuss how we can support you further"</i></p>
<p><b>Behaviour becomes characteristic and work continues to be incomplete or not to standard despite the support offered.</b>  <i>(YGT made aware of concerns and may offer support/solutions)</i></p>	<p>After school catch up session organised.            (14:45- 16:00 <b>OR</b> until work is complete)            Following discussion with either the Middle Leader/ Year Group Team, class teacher phones home and notifies the parent and Middle Leader.            Email sent to <a href="mailto:didavidson@williamhoward.cumbria.sch.uk">didavidson@williamhoward.cumbria.sch.uk</a>            Name of the student, date of catch up session and reason for catch up session to be included in the email. Catch up session noted in students planner.  <i>"Gladys I notice you have still not completed your work and we both know this is really important for your learning so I have arranged a catch up session after school tomorrow to support you. I will pop in and see how you are getting on. The catch up session starts at 14:45 and finishes at 16:00 but you may leave as soon as you complete your work to the expected standard. I have contacted home and Dad is aware of your expected attendance at the catch up session".</i></p>

# Classroom Environment- Behaviour for Learning

BEHAVIOUR DISPLAYED	BEHAVIOUR SUPPORT
<p><b>Unacceptable behaviour within the classroom but does not disrupt teaching and learning (swearing under breath, displaying frustration, fiddling with something, lateness, head on the desk, staring out of the window etc..).</b></p>	<p>Following reminders behaviour continues or secondary behaviour occurs. Teaching and learning is not disrupted in the main.</p> <p>Student is asked to attend a follow up conversation (written in planner and may be necessary to phone home).</p> <p><i>“Erin just talk me through the lesson today...What happened? What were you thinking? And who is affected by your behaviour today? So next lesson how are you going to put this right?”</i></p>
<p><b>Student does not take responsibility for their behaviour and there is not a positive outcome to the conversation.</b></p>	<p>Middle Leader and Year group support at this level to facilitate further discussion and re-integrate into the lesson.</p> <p>It is essential the classroom teacher continues to show the student they are dealing with the behaviour. Expectations are reinforced and understood.</p> <p><i>“Erin we need to work together to create the best learning environment for you and other students in the class. I have asked Mrs/ Mr.... to come along to see if they can support us further. What needs to happen to support you further? Talk me through what next lesson is going to look like for you? What will be different because you know as a school we pride ourselves on positive language choice and good manners!”</i></p>
<p><b>Behaviour is starting to become characteristic.</b></p>	<p>Possible use of:</p> <ul style="list-style-type: none"> <li>• Positive behaviour report.</li> <li>• Re-established behaviour expectations/plan</li> <li>• Regular contact home</li> <li>• Differentiated work/environment</li> </ul> <p>Support from year Middle Leader/Year Group/Engagement Team to be used at this point.</p>

# Classroom Environment- Behaviour for Learning Disruption to T&L

BEHAVIOUR DISPLAYED	BEHAVIOUR SUPPORT
<p><b>Unacceptable behaviour within the classroom disrupting teaching and learning (Low level disruption, eg Chewing, phone out, talking, horseplay, shouting out)</b></p>	<p>Reminders are given about acceptable behaviour.</p> <p><i>"Mark you are talking, just remind me what we expect the noise level to be at the active listening stage"</i></p> <p>Behaviour continues to be disruptive despite the reminders.</p> <p>Student is asked to take no more than 5 minutes out of the classroom to re-set and reflect.</p> <p><i>"Mark the continual talking across the class means the class cannot be taught, so I am asking you to step outside to reflect and reset your approach to learning in this lesson. I will be out to support you in about 5 minutes, thank you."</i></p> <p>A conversation occurs before re- integration.</p> <p><i>"Mark the continual talking across the class means that the class cannot be taught, I need you to be aware of the impact of your talking on learning. What do you need to do to come back into the lesson and not disrupt learning further? I know you can do it because I saw it last lesson and the work you produced was fantastic. Active listening means you are silent. Are you in the right place to come in so we can finish the lesson positively together?"</i></p> <p>A follow up conversation will be necessary to reinforce expectations and praise the good for encouragement. A note in the planner or a phone call home may be necessary.</p> <p><i>"Mark the last 20 minutes of the lesson were great, you seem to really understand the water cycle and I loved the way you explained it to Kirsty when you were working in your partner voice. There was a real difference between the start and the end Mark so what do we need to see next lesson?"</i></p>
<p><b>Student continues to disrupt T&amp;L when back in the classroom.</b></p>	<p>Student is asked to wait outside the classroom for lesson support intervention.</p> <p><i>"Mark you continue to disrupt the learning in this classroom through talking when I am, so I will need to call for lesson support, you will need to wait outside until they arrive and we will discuss further then".</i></p> <p>Email sent for lesson support giving student name and venue.  <a href="mailto:lessonsupport@williamhoward.cumbria.sch.uk">lessonsupport@williamhoward.cumbria.sch.uk</a></p> <p>Lesson support determines course of action:</p> <ol style="list-style-type: none"> <li><b>1. Re-integration with support</b></li> </ol> <p>Class teacher or lesson support go through the behaviour that has occurred, asks the student what needs to happen to put it right and then a decision is made as to whether the student is in the right frame of mind to return.</p> <ol style="list-style-type: none"> <li><b>2. Withdrawal to the withdrawal room</b></li> </ol> <p>The student will spend the remainder of their time reflecting and discussing their behaviour with the Engagement Team.</p> <p>They will automatically be placed in an after school catch up session to complete the work they have missed. They will be asked to collect the work from the teacher concerned. Only when the work is completed to standard will they be dismissed from the catch up session.</p> <p><b>Classroom teacher</b> contacts home to explain the behaviour episode and to explain and organise the catch up session. (see after school catch up procedure above)</p> <p>The Engagement Team will facilitate a restorative conversation before the next lesson.</p>

**Call for immediate lesson support if any student displays unsafe or extreme classroom behaviour.**

## Outside the Classroom Environment

BEHAVIOUR DISPLAYED	BEHAVIOUR SUPPORT
<p>Littering, unacceptable noise level, horseplay, poor language choice, out of bounds.</p>	<p>Reminders are given about acceptable behaviour and student is given the chance to put the situation right.</p> <p><i>“Caitlin as you know we have a saying in this school which is ‘leave no trace’ therefore, the crisp packet you have dropped needs to go in the bin, thank you.”</i></p>
<p>Students refuse to participate in the conversation respectfully and refuse to put the situation right.</p>	<p>Students are removed from social time for a conversation with the Director of Learning and ultimately given another option to put the situation right.</p> <p><i>“Caitlin as you know we have a saying in this school which is ‘leave no trace’ therefore, you were asked to place the crisp packet you dropped in the bin. One of the core behaviours in this school is to respond positively and you did not do that. How might you demonstrate positive and respectful behaviour now?”</i></p> <p><i>“To reinforce what we expect I (member of staff dealing with the situation not the DOL) will be calling home explaining to your parents how you refused to follow reasonable instructions initially but have since rectified the situation.”</i></p>
<p>Students still refuse to participate in the conversation respectfully and refuse to put the situation right.</p>	<p>Students spend their social time in a behaviour support session (DOL’s to arrange) to reflect and rectify their behaviour. This may include contributing something positive to the school community. They will regain their social time once a restorative conversation has occurred with the staff involved.</p>
<p>Anti- social behaviour (e.g. vaping, vandalism, bullying, stealing, unacceptable bus behaviour, truancy etc..).</p>	<p>Students are made aware of their behaviour and why it’s inappropriate.</p> <p>Students given a chance to put the situation right and Anti- Social behaviour is reported to the DOL/YGM and reported home. Refusal to comply will result in the removal of social time until the student has rectified their behaviour and situation. Any learning time lost as a consequence of this behaviour will be made up in the after school catch up session until work is complete.</p>
<ul style="list-style-type: none"> <li>• Verbal or physical aggressive behaviour</li> <li>• Physical and Verbal assault</li> <li>• Theft</li> <li>• Carrying a weapon</li> <li>• Extreme examples of anti-social behaviour</li> <li>• Possession of illegal substances eg. drugs or alcohol</li> </ul>	<p>Students are made aware of their behaviour and why it’s inappropriate.</p> <p>Students will be removed from the whole school community until it is deemed safe for them to return.</p> <p>On return students will be given a chance to put the situation right before a whole school re-integration occurs.</p>
<p><b>Call for immediate lesson support if any student displays unsafe or extreme classroom behaviour.</b></p> <p>SLT are always on duty at break and lunchtime so can support at any time during social times.</p>	

# Behaviour for Learning & Further Support & Intervention

BEHAVIOUR DISPLAYED	BEHAVIOUR SUPPORT
Behaviour is starting to become characteristic.	<p>Students are identified in the weekly RAP meeting when behaviour is characteristic across a range of subjects.</p> <p>Year Group Team and Engagement Team involvement.</p> <p>The Year Group Team and Engagement Team support staff with suggested strategies and approaches. In class support and student monitoring will be part of the process. The following will be considered and implemented where appropriate.</p> <ul style="list-style-type: none"> <li>• Positive behaviour report</li> <li>• Behaviour intervention time/programme organised.</li> <li>• In Class Support</li> <li>• Parent involvement</li> <li>• Curriculum review</li> <li>• Social time strategy</li> <li>• External agency support</li> <li>• Alternative provision</li> </ul>

## Preferred Practices to Support Positive Behaviour within the Classroom

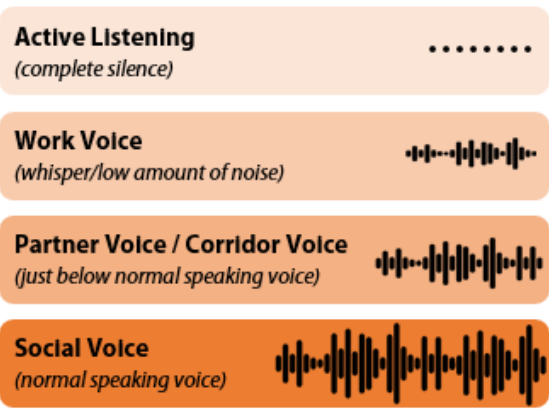
Three preferred practices have been introduced to support a positive behaviour approach in the classroom. Establishing a consistent approach to lateness, questioning and noise levels will result in a positive learning environment for all. It is expected that all staff use the 3 preferred practices resulting in a common language and approach in every classroom. The 3 preferred practices are as follows:

**Late protocol-** If students are late a simple meet, greet and show to the seat routine is used to avoid conflict and ensure a sharp start to learning. The lateness will be addressed at an appropriate time preferably at the end of the lesson.

**Questioning-** There are two ways students answer questions as part of a whole class Q&A session. The first is cold calling, where the teacher will select the student to answer the question and the second is a hands up approach. The two approaches support a positive learning environment where students are expected to actively listen and avoid calling out.

**Appropriate Noise Level-** The 4 levels of noise are used as a common language in every classroom and outer school environment. The levels are used to model the appropriate noise level for all students resulting in an orderly, calm and purposeful learning environment.

### APPROPRIATE NOISE LEVELS



## **Bus Behaviour**

Expectations on the bus are no different to the expectations within the whole school environment. It is the students' responsibility with the support of the bus company, school and parents to behave in a safe and respectful way. Under the current Covid 19 restrictions students must comply with the following rules:

- Facemasks to be worn at all times on the bus.
- Students sit in the seat allocated as per official seating plan.
- Students wear seatbelts at all times and do not under any circumstances move seats when in transit.
- Students use good manners and respond positively towards bus members of staff.
- Language on the bus is positive and the older students on the bus set a good example for the younger members of the bus community. This also covers the use of inappropriate gestures to the wider public.
- There should be no food or drink on the bus and therefore no litter.
- Bullying behaviour will not be tolerated, students are encouraged to celebrate difference.
- Behaviour at all times must not distract the bus driver from his/ her duties and noise levels should be below normal social voice.

Behaviour not in line with the above expectations may result in a bus ban and/ or a higher level sanction. Students will be supported to correct their behaviour and rebuild a positive relationship with the bus company and/ or driver.

## **APPENDIX 1:**

### **Procedures for Searching Students**

School staff are legally entitled to search students and their possessions for 'prohibited' items with or without the consent of the student and for items 'banned' by the School with the consent of the student when authorised by the Headteacher.

William Howard School is a Restorative School and as such we aim to work with students and parents whenever possible. However, there are occasions when staff at School may suspect that a student is carrying or has in their possession (in a bag or their locker) items which are either 'prohibited' or banned by the School. Items which are prohibited include:

- knives or weapons
- alcohol
- illegal drugs or drugs paraphernalia
- stolen items
- tobacco and cigarettes or smoking paraphernalia, eg. e-cigarettes
- papers fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

Members of the School's Leadership Team, Pastoral Team or Engagement Team, are authorised by the Headteacher to search students using the following guidelines. In the first instance, students will be encouraged by authorised staff to give consent to the search and to empty their bag, pockets, locker etc. when asked to do so. Only when staff have reason to believe that a student may be carrying an item that is likely to put either the student or another member of the School community in danger will staff physically search a student. Whilst School staff will attempt to work with and gain consent from the student, the School has the right to search without their permission.

The first option should always be to seek the student's consent.

Students should always be searched by a minimum of 2 adults (one of which should be 'authorised').

Ideally both should be of the same sex as the student but there must always be one member of staff who is the same sex as the student. Exceptionally, if the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, they may carry out a search of a student of the opposite sex and may do this alone.

Authorised staff may only search without the student's consent for 'prohibited' items.

Any search should, whenever possible, be done in private.

A student's possessions will only be searched in their presence unless it is believed that there is a serious risk of harm and the search has to be carried out immediately.

The member of staff should ensure that the student is aware of exactly why they are being searched. If a student refuses to comply with a request to empty their pockets etc. then the School will follow the Sanction Structure procedure as the student will have 'refused to comply with a reasonable request.

A member of staff can use such force as is reasonable to search for a 'prohibited' item.

A member of staff involved in the search must complete a record which details where and when the search took place, why it was being conducted, what was found and what, if anything, was confiscated.

All parties involved in the search, including the student, must sign the record, which will be kept with the confiscated items and held securely in the main School office.



Parents/carers will be informed that a search has been conducted. Parents/carers will be given the option to collect confiscated items (unless they are illegal generally (see confiscation advice) or to students under the age of 18) within 10 School days. All items will be kept for 10 School days and if not collected by parents they will be disposed of. This information will be added to the student's behaviour event log. Staff in the main office when items are either collected or disposed of will inform year group teams when items are collected or disposed of. Additionally, any items that it is suspected are being used to 'bully' another member of the School community may be confiscated as can any item banned by the School rules such as high sugar and high caffeine drinks including all 'fizzy' drinks. Students caught with these on the School site will have them confiscated by the School. The School can seize any item, however found, which they consider harmful or detrimental to School discipline.

Ref: "Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies" January 2018

## **APPENDIX 2:**

### **The Power to Discipline for Behaviour outside the School Gates**

The School will respond to non-criminal inappropriate behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School. This includes any inappropriate behaviour when the child is taking part in any School-organised or School-related activity, or travelling to and from the School, or wearing School uniform, or in some other way identifiable as a student at the School.

Even if the conditions above do not apply, the School will respond to inappropriate behaviour at any time which:

- could have repercussions for the orderly running of the School, or
- poses a threat to another student or member of the public, or
- could adversely affect the reputation of the School
- could adversely affect the local community