

Leek High School



Behaviour Policy

Introduction

At Leek High School, we expect all students to demonstrate good levels of behaviour at all times. Good levels of behaviour are paramount to effective teaching and learning, and for ensuring that all students can achieve their best.

Our **classroom code of conduct** describes what we expect from our students during lessons and around the school in order for them to demonstrate good behaviour:

STARTING LESSONS	DURING LESSONS	ENDING LESSONS
Arrive on time and enter the room quietly and sensibly Expect all teachers to enforce the rules that apply to uniform and mobile phones Sit where you are asked to Take out books, pens and equipment and put your bag away	Listen when the teacher is talking and always do as they ask Contribute positively to the lesson Work cooperatively and sensibly with other students Get permission from the teacher before leaving the room	Make sure any homework instructions are written down Wait for the teacher to tell you to pack away and listen to their instructions Leave the room as you would wish to find it Leave the room quietly only when the teacher tells you to
OUTSIDE LESSONS		
Move around the school sensibly and walk on the left along corridors Follow the instructions of teachers as you move around school either outside or inside Always go straight to your next lesson or your year group space at break and lunch Line up quietly as required outside classrooms at the start of lessons Eating is only allowed in your year group spaces and The Fulmar		

We recognise that there are instances in which students may display challenging behaviour as a result of a number of factors, e.g. underlying problems, a negative classroom environment or poor teacher-student relationships. Leek High School adopts a proactive restorative approach towards preventing and managing these instances of challenging behaviour to minimise disruption for other students and promote the safety of the whole school community. Preventing challenging behaviour is the responsibility of both the teacher and the student.

This policy has been created with the aim of clarifying the school's approach towards understanding, preventing and managing challenging behaviour, reducing the number of behavioural incidents that result in escalation, and ensuring that all staff members are equipped to handle these situations. Most importantly, we aim to ensure that all students are able to learn in a positive environment in which expectations of behaviour are clear.

Principles

It is the aim of Leek High School, through a collective approach, to promote excellent standards of behaviour and attendance, whilst maintaining a fully inclusive ethos.

This policy sets out measures which aim to:

- Promote high standards of behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work and achieve their full potential
- Safe-guard and support the welfare of students

The school recognises the varying degree of needs students may have and there should be a diverse approach to ensuring those needs are met. Therefore, this policy should be read in conjunction with the following school policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Searching, Screening and Confiscation
- Special Educational Needs and Disabilities (SEND)
- Teaching and Learning

The school values individuals and individualism. The ethos of the school is one of unwavering commitment to ensuring that all the students have an equal chance to make good use of the education that we have to offer, in order to help them choose their future patterns of life and take full advantage of their opportunities in society. To do this, the school seeks to develop personal confidence, flexibility, independence, the ability to make and sustain fulfilling relationships and to develop the skills needed for the world of work.

At Leek High, we strive to have a preventative approach where we look for early warning signs that there is a situation which may lead to challenging behaviour. Where possible, we look to identify patterns of behaviour, so that techniques can be put in place to prevent it. See Appendix 1 for a list of considerations.

The school will promote positive behaviour and excellent attendance through:

- A consistent approach to behaviour management
- Strong Senior Leadership
- Excellent classroom management
- The implementation and promotion of a consistent and appropriate rewards and Behaviour Recover Practices system
- Staff development and support in putting in place effective behaviour management strategies
- The teaching and modelling of good behaviour
- The provision of good facilities to ensure effective student support systems
- Liaison with parents and other agencies
- Managing student transition
- The use of excellent curriculum and learning material to support quality first teaching

Rewards

The school encourages excellent behaviour, especially where it is regulated by the students. This is done through a mixture of high expectations and clear guidelines for staff, students, parents, governors and trustees. Our inclusive ethos also aims to engender discipline and mutual respect between students, and between staff and students. We seek to celebrate the achievements of students and reward them in a range of ways. Although this list is not exhaustive, some of the rewards include:

- Certificates and prizes for achievement and effort
- Certificates and prizes for excellent attendance
- Celebration assemblies
- Messages to parents/carers (e.g. praise letters/postcards/text messages)
- Positive feedback on written work
- Book tokens or gift vouchers in recognition of hard work and effort
- Rewards trips

Behaviour for Learning

We feel that it is essential to work closely with parents/carers, staff, students, governors, trustees and the community to promote and facilitate positive behaviour. This approach applies to behaviour inside school and in the following circumstances.

If a student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school, including on the school buses (Please be aware that if behaviour is negative on the school bus, sanctions will be applied and it may be necessary for the student to find alternative transport to and from school if the behaviour is persistent. Some examples of behaviour which are considered unacceptable are: being rude to the driver or other students, not wearing a seatbelt at all times, continuously moving seats while the bus is moving and being aggressive to other passengers and or the driver)
- Wearing school uniform
- In some other way identifiable as a student at the school

Or, displaying concerning behaviour, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public. For example, if a student is being bullied on the way to or from school, on public transport, outside local shops or in a town or village centre or
- Could adversely affect the reputation of the school

In all of these circumstances, it may be appropriate to contact the police or members of the Local Safeguarding or Support Teams, especially where the behaviour is criminal or someone is at risk of serious harm.

Bullying outside school premises

Where bullying outside school is reported to school staff and this has an impact on students while they are at school, it will be investigated by the school and acted on in line with this policy and the Anti-bullying policy. Whether or not it is appropriate to notify the police or local authority Antisocial Behaviour Coordinator of the action

taken against a student will be taken into consideration. Where the behaviour could be criminal or poses a serious threat to the public, the police will always be informed.

Staff Power to Act

Members of staff employed by the school have a statutory authority to apply behaviour recovery practices to: students whose behaviour is unacceptable, students who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This applies to all paid staff with responsibility for students, such as teaching assistants or lunchtime supervisors. This authority applies at any time that the student is present in school or under the care of a member of staff, including during school trips.

The Authority to Search and Confiscate

Members of staff also have a specific legal power to: confiscate, retain or dispose of a student's property if deemed necessary. Unless there are exceptional circumstances, two members of staff will carry out the search. Searches will be carried out in line with the school's Searching, Screening and Confiscation Policy. Staff have the power to search without consent for items including:

- Alcohol
- Fireworks
- Mobile Devices
- Illegal drugs
- Knives and weapons
- Pornographic images
- Stolen items
- Tobacco and cigarette papers
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If an item is confiscated from a student, the school retains the right to make a decision about whether that item should be returned to a student's possession or not. Certain objects, such as: weapons, knives or child pornography, will be handed over to the police.

Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This use of reasonable force may also be applied when conducting a search without consent for mobile devices, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Behaviour Recovery Practices

It is expected by the school that high standards of behaviour will be encouraged through the calm and consistent application of our code of conduct and that students will take responsibility for their own behaviour. This is supported by a balanced

combination of rewards and behaviour recovery practices. In order to achieve this, the school has in place a staged behaviour system. If students do not meet the desired behaviour expectations set out by the school, they will be logged on this system. Please see below for some examples of the different types of behaviour.

Behaviour considered low-level disruption:

- Persistent inattention
- Persistent talking
- Lack of equipment
- Failure to complete homework to an acceptable standard
- Inappropriate standards or items of uniform
- Punctuality/ persistent poor attendance
- The wearing of make-up or extreme hairstyles
- Chewing gum
- Unacceptable uniform

Behaviour considered high-level disruption:

- Physical abuse
- Bullying
- Inappropriate language
- Failure to comply
- Racism or other prejudicial behaviour
- Inappropriate dangerous behaviour
- Persistent inattention across more than one lesson over time
- Bringing dangerous or inappropriate items into school
- Verbal abuse
- Damage to property
- Theft
- Possession of illegal substances
- Behaviour outside of school which is damaging to its reputation in the wider community

Behaviour incidents and the actions taken to address them will be recorded on the PARS electronic portal.

Student behaviour logs on PARS will be used during discussions with parents/carers about their child's behaviour. Parents/carers have access to their child's behaviour records through the INSIGHT online portal.

Students, who are persistently causing concern, including vulnerable children or children who may have a Statement of Special Educational Need, will have a personalised support plan (PSP) that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the student's unique profile of need. This plan will be based on Person Centred Planning. This plan will be formulated in conjunction with parents/carers and any other appropriate agencies who may be involved with the student. If misbehaviour is displayed by a student, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour recovery practices are used to reinforce with students that certain behaviour is unacceptable and to deter a student from repeating the same behaviour.

The type of behaviour recovery practices will depend on the misbehaviour displayed. Corrective consequences such as moving a student somewhere to have 'time out' (this may be an informal space) within a classroom, away from other students, or moving them temporarily into the Inclusion Hub may be more appropriate. When applying behaviour recovery practices, staff will also consider whether the misbehaviour displayed is a result of underlying SEN or other needs and act accordingly. However, this may not affect the severity of the consequences if the misbehaviour poses a risk to the safety and well-being of another student, students or staff in the school.

Behaviour Recovery Practices may include (this is not an exhaustive list):

- Speaking to the student about their behaviour
- A warning and reminder of the school rules
- Temporary time in a classroom or the Inclusion Hub to complete a reflective task to allow the student a period of calm
- Break-time recovery time
- Lunchtime recovery time
- Parental/Carer Contact
- After or before school recovery time (between the school hours of 8.30am-5.30pm). Please note that teachers have a power to issue behaviour recovery time to students (aged under 18). Behaviour Recovery time can be given: on any day that a student has not been given permission to be absent; on weekends and during non-teaching days such as Teacher Training Days. Parental consent is not legally required for a student to complete after school recovery time. Students cannot be excused from after school recovery time if this is a consequence that has been deemed necessary by a member of staff in school.
- Parents/Carers must be prepared to make the necessary arrangements in order to support the school in maintaining a high standard of behaviour
- Referral to Heads of Year/ Heads of Department/Senior Leadership Team
- School based community service such as: litter picking, supporting with the gardens/farm, tidying a classroom or the dining hall or removing graffiti
- Behaviour monitoring through the use of a report system. Reports could be set up for uniform, effort, attitude to learning or punctuality
- Temporary withdrawal from lesson(s)
- Serious misbehaviour may result in the need to withdraw from rewards trips/activities. If the school has already paid for the trip, it may not be possible for a refund of the cost of the trip to be provided.
- Internal Isolation within the Inclusion Hub. (It is for the individual school to determine how long a student will be removed from lessons and the activities they will complete while they are removed.)
- External temporary exclusion
- Permanent Exclusion
- Reduced Timetable
- Modified Timetable
- Managed Move to another school

If the use of behaviour recovery practices has no significant effect on improving or eliminating persistent poor behaviour a referral to the school Inclusion Hub will be made. Students referred to the Inclusion Hub will receive additional support which will typically include the use of external agencies (e.g. CAMHS/EWO/LST/SEND/Vision/YoT). If appropriate a referral to the District Inclusion Panel (DIP) may also be made with the permission of parents/carers.

When applying behaviour recovery practices staff will:

- Make it clear that it is the behaviour that is the focus and not the student
- Avoid early escalation by using the staged behaviour and warning system in place. The staged warning system may take on different forms according to the needs of individual students. For example, some students respond more positively to visual warnings written on the whiteboard rather than verbal ones.
- Avoid whole group sanctions where possible.
- Take account of individual circumstances
- Encourage students to reflect on any negative behaviour and to rebuild relationships with staff and their peers if necessary.

Temporary Fixed Term Exclusion

Unless there are exceptional circumstances, following a temporary fixed term exclusion, there will be a meeting with the parents/carers and the student. It may also be appropriate to invite any other agencies involved.

On return to school, a student will complete some behaviour recovery work in the Inclusion Hub or another appropriate place in school, whilst an assessment is carried out to determine the student's readiness to return to the classroom. If necessary, a period of time based the Inclusion Hub might be deemed necessary in order to reintegrate students fully back into lessons.

Peer on Peer Abuse which could be subject to behaviour recovery practices under the Behaviour Policy

Please see the school's Child Protection and Safeguarding Policy for further information on Peer on Peer Abuse.

This refers to allegations of abuse made against other children. This can also include sexting. Peer on peer abuse can take many forms and will not be tolerated by the school or passed off as "banter" or "part of growing up".

Through the procedures and policies put in place, the school seeks to minimise the risk of peer on peer abuse and deal with any instances of it quickly and effectively.

Types of Peer on Peer Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse (e.g. biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

The school will deal with instances such as these as quickly and effectively as possible. However, it is important to consider that there may be many reasons why a child harms another. Therefore, it is important that the school seeks to understand why a young person has engaged in such behaviour, including if the behaviour was accidental, before considering the action or sanction to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is considered by the DFE as behaviour which is:

- The behaviour is repeated, or has the potential to be repeated, over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation Bullying can take many forms and can include:
- Physical assault
- Teasing
- Making threats
- Name-calling
- Cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger). There may be some situations of cyberbullying that the school feels it is necessary to involve the police.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law.

Other forms of behaviour that may be classed as Peer on Peer abuse are:

- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

In cases where the school identifies Peer on Peer Abuse, steps will be taken to ensure:

- It is investigated thoroughly in line with the school's Child Protection and Safeguarding Policy.
- Steps are taken to administer relevant sanctions
- Appropriate support and interventions are put in place to meet the needs of the individuals involved

- Consider preventative strategies that can be put in place to reduce a further risk of harm

Expected action to be taken by all staff in response to Peer on Peer abuse

- The school will always seek to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage it in a reactive way.
- The school will apply the behaviour recovery practices set out in the behaviour policy.
- Further support for peer groups or individuals will also be offered if this is considered necessary

Responsibilities

The Local Governing Body

The Local Governing Body has a responsibility to define the principles underpinning the Behaviour Policy and to ensure that all aspects of the policy and its application promote equality for all students.

The Headteacher

The Headteacher is responsible for creating a policy that can be used as a platform to encourage positive behaviour, regular attendance and discourage any form of prejudicial behaviour or bullying. The Headteacher is also responsible for outlining the more specific measures. For example: rewards, sanctions and behaviour management strategies that constitute the Behaviour Policy.

All members of staff in the school have a significant role to play in supporting students to achieve the aims of this policy and the wider aims of the school.

Form Tutors

Form Tutors are the first point of contact for students, parents and carers. They are responsible for promoting high standards of uniform, behaviour, and punctuality and attendance. They are supported by Heads of Year and the Senior Leadership Team.

Classroom Teachers

Classroom Teachers are responsible for positive classroom management and establishing clear and consistent classroom routines. They will do this by using agreed classroom management and behaviour strategies (see table on the next page). They will also ensure that they are familiar with any additional needs that students may have.

If a student is considered to be disrupting the learning of others and is failing to comply with the classroom teacher, they may be removed from the lesson.

If a student poses a risk to the safety and well-being of other students or a member of staff, a request will be sent for support from staff on call.

Classroom Routines

See below for examples of classroom routines and expectations which encourage clear and consistent boundaries and high expectations across the school. Please note that this is not a definitive checklist.

Planning for positive behaviour because this will automatically set the tone for outstanding Behaviour for Learning. Appropriate planning will ensure that there are sufficient levels of challenge and support to meet the individual needs of all students.
A consistent approach: <ul style="list-style-type: none"> ✓ In the way behaviour recovery practices are applied. ✓ In the way that staff and students interact.
Making lesson objectives or success criteria clear to students.
Meeting and greeting classes at the door of classrooms and showing an interest in students as individuals.
Reinforcing standards of uniform.
Ensuring that there is a calm and orderly start to the lesson.
Knowing the needs of each class through the use of a seating plan which highlights the various groups of students: SEN (Special Educational Needs), PP (Student Premium), LAC (Looked After Child), PLAC (Previous Looked After Child), SB (Summer Births), EAL (English as an Additional Language), GA (Gifted and Able), FSM (Free School Meals).
Having a positive and encouraging outlook.
Rewarding positive behaviour.
Rebuilding relationships through a restorative and reflective approach if any misbehaviour has occurred.
Having positive interaction with parents whenever possible.

Heads of Year

Heads of Year have a key pastoral role. They work alongside: classroom teachers, form teachers, support staff and senior management to ensure the highest levels of behaviour, attendance and achievement for the students in their year group.

The Senior Leadership Team

The Senior Leadership Team (SLT) are a regular physical presence around the school to support staff with a consistent application of this policy and may be involved on a day-to-day basis with students who are displaying persistently poor behaviour.

Parents and Carers

The school believes in working closely with parents/carers, staff, students, governors, trustees and the wider community to promote and facilitate positive behaviour and an inclusive ethos. All members of the school are expected to help to maintain an atmosphere conducive to learning, with courtesy and mutual respect. We expect full parental support with any behaviour recovery practices applied. The parent/carer is the expert where their child is concerned. Therefore, a close working relationship is essential in providing the student with the most effective support.

It may not always be appropriate to contact parents/carers in the first instance of negative behaviour as the student involved may need the opportunity to adapt their behaviour independently. If the behaviour persists, or the behaviour displayed in the

first instances is considered more serious, then contact with parents/carers will be made. This may not always be at the time of the behaviour due to the restrictions of staff timetables, duties and meetings.

Parents and Carers should:

- Respect the Behaviour Policy and disciplinary authority of school staff
- Notify the school at the first available opportunity of anything that may impact on their child's behaviour such as a bereavement or if their child is staying somewhere other than home (even if this is a temporary arrangement)
- Support the school by making sure that their child adheres to school rules
- Send their child to school punctually every day, making sure they are ready to learn
- Attend meetings with staff if requested to discuss their child's behaviour
- Ensure that the school is aware of any SEN or other factors which may result in serious concerns about their child's development. The school would prefer information to be repeated than to not receive it at all
- Work with the school to support their child with achieving positive behaviour
- Ensure that if their child is excluded from school, the child is not found unsupervised in a public place during school hours

The aim of the school is to have an open and positive relationship with parents. To facilitate this, the school communicates with parents/carers in a range of ways:

- Via the school app, text message or e-mail or letters sent home
- Via telephone
- Meetings with form tutors, teaching staff, Year Heads or the Senior Leadership Team
- Drop-in sessions
- Parent workshops/consultation evenings
- Coffee mornings
- Open days

Please be aware that as the majority of staff are timetabled to teach, any concerns should be raised via a phone call or e-mail into school where you will be directed to the appropriate person or course of action. This allows the staff to address any issues in a confidential manner. Please be aware that staff cannot discuss matters of a confidential nature in the school reception area.

It is advised that, should you wish to speak to someone directly, you contact your child's form tutor initially regarding any queries or concerns as they are in the best position to act as the main contact between home and school.

Staff Development and Pastoral Support for Staff

The school operates a cycle of Continued Professional Development for staff; Behaviour for Learning is regularly monitored, reviewed and evaluated as part of this cycle. Staff receive training collectively, on an individual basis or as part of a small group, according to the needs of the staff or the groups of students they teach.

The school will not automatically suspend a member of staff who has been accused of misconduct. Advice will be taken from the Board of Trustees and

external agencies. Information will then be drawn from the guidance, 'Dealing with Allegations of Abuse against Teachers and Other Staff'.

Further Needs of a Student

The school adopts a holistic approach to looking after the students in its care. We seek to work with students and families to allow students to make as much academic and social progress as possible. This includes looking after the welfare of students and safeguarding them against harm. The school recognises that continuing behaviour concerns from a student may be the result of unmet educational or social needs. This may mean that it is appropriate to refer a student or family to an external agency or complete a multi-agency assessment. These agencies may include:

- The Local Support Team
- The locality SEND and Inclusion Hub student counselling service
- The School Nurse
- The NHS Mental Health Trailblazer Locality Team
- The Education Welfare Officer
- The Youth Offending Team (YoT)
- The Dove Counselling Service
- Social Services (including the Social Worker in School – SWIS)

There are also a variety of in-school support mechanisms that may be triggered if the behaviour of a student is consistently negative or disruptive.

These may include:

- Parent/Carer consultations as early as possible to prevent behaviour from escalating
- Pastoral Support Plan with regular reviews
- One to One Support
- Risk Assessments
- Counselling
- Liaising with the Local Support Team
- Referral to the District Inclusion Panel
- Referral to the Learning Support Team
- Referral to the Behaviour Support Team
- Autism Outreach Referral
- Personalised Curriculum Plans
- An EHC needs assessment
- Educational Psychologist involvement
- Any other interventions that the school deems necessary.
- Referral to the Inclusion Hub for a period of additional support outside of the usual classroom environment

Looked after and Previously Looked after Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful school attendance and, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. These past experiences can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Therefore, staff will endeavour to have an understanding of the impact of trauma and attachment in an educational environment when they are applying the school's behaviour policy.

Therefore, the school will endeavour to make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary. An individualised programme to support the behaviour of a LAC student may be appropriate as part of this. Virtual School Headteachers have a key role to ensure these children have the maximum opportunity to reach their full educational potential. The school strives to work in partnership with the Virtual School Headteacher and the Local Authority to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement.

When the behaviour of a looked after child is a concern, the school will communicate concerns to all necessary individuals/agencies as soon as possible. The school also recognises its role in supporting agencies with the identification of a looked after child's emotional and mental health needs and the impact that these elements could have on behaviour.

Please refer to the school's Looked after Children policy and Child Protection and Safeguarding policy for specific guidance on behaviour and Looked After and Previously Looked after Children.

Signed by:

_____ Headteacher Date: 07/10/21

_____ Chair of governors Date: 07/10/21

This policy is due to be reviewed in October 2022