



Behaviour Policy: Managing Pupils Positively

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Person responsible: **Deputy Head Teacher (Pupil Wellbeing)**

Introduction

Rushcliffe School has clear values in ensuring all students have the best possible education through the positive ethos created by each school within the Trust. The Behaviour Policy promotes these values by providing clear guidelines for the school to use as our foundation when creating an inclusive learning environment where students can achieve.

Rushcliffe Schools has behaviour structures and systems for rewarding and sanctioning pupils. All of our processes revolve around the concept of a 'Managing Pupils Positively'.

The Rushcliffe School Behaviour Policy is based on the following DfE documents:

- Exclusions for maintained schools, Academies and pupil referral units in England 2017;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening Searching and Confiscating;
- Ensuring Good Behaviour in Schools.

All of the above documents should be read in conjunction with this policy.

Our behaviour systems in place for dealing with negative behaviours that go against our core values and ethos are based on DfE guidelines and are agreed with the governing body.

Our Aims

- At Rushcliffe School we are committed to helping every pupil become the finest person they are capable of becoming.
- We need to ensure that the systems we use to create a positive learning environment are clear, understood by all and followed by everyone.

Access: who is this document for?

This document can be accessed by pupils, parents, teachers, support staff and governors. It is monitored throughout the year and evaluated annually. It is a working document that aims to be clear and concise.

Principles

We have five simple principles:

- To provide a caring and purposeful environment where students can learn and feel safe.
- To be consistent in the implementation of standards by providing clear systems that encourage positive behaviour and are understood and followed by all.
- To offer a positive approach to learning with an early response to issues so that achievement for all is realistic.
- To maintain positive relationships with the expectation of high behavioural standards.
- To be recognised for the quality of care extended to all associated with us and because we respect each person's dignity and uniqueness.

Encompassing this, the school have 5 core values that we all work towards:

- We try our best
- We support each other
- We keep each other informed
- We listen to different opinions
- We are proud to be part of the school

Statement of rights

In this school everybody has the right to be:

- safe
- valued
- treated with kindness
- respected as an individual

This means that no one should be treated unfairly because of

- appearance
- gender
- ability
- race
- beliefs
- accent
- or for any other reason

Everyone has a RESPONSIBILITY to treat everyone else in accordance with these rights.

The learning environment

Pupils come to school to learn and all students will be expected to follow this code. Pupils have the right to be taught in a well ordered, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Pupils should arrive at each lesson with the proper equipment and with any homework completed.

Governors will ask about the standard of behaviour:

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- Rushcliffe School expects high standards of behaviour.
 - Action needs to be taken to maintain standards. In order to find out how well pupils are behaving senior staff visit lessons on a daily basis.
 - The Pastoral Team identifies concerns as soon as patterns emerge.
 - e-systems are crucial in providing an accurate picture.

Our expectations

- Crucially, **pupils** have responsibility for themselves. Rushcliffe School has high expectations of pupils and the vast majority respond positively.
- **All members of staff** are expected to respond to poor behaviour and to encourage good behaviour.
- The **Pupil Support Unit** is a key part of the school systems. The PSU co-ordinates the response to all pupil issues and this includes behavioural matters. Appendix 1 covers the role of the PSU.
- **Teachers** are expected to plan and deliver high quality stimulating lessons which allow all pupils to make progress.
- **Heads of Faculty and Subject leaders** are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required.
- **Support staff** are expected to reinforce high standards of behaviour across the school.
- **Tutors** are expected to know the behavioural record of their tutees and to intervene, support, and reward as required.
- **Heads of Year** are expected to have an overview of the standards of behaviour in the year group and to manage strategies which ensure the highest standards.
- **The Leadership Team** is expected to have an overview of behavioural standards across the school and to intervene as required when concerns emerge.
- **The Governors** are kept informed of patterns of behaviour across the school and challenge senior staff if they are concerned.

Behaviour: responding to less than good behaviour

The school responds constructively to all negative behaviour. A number of systems are imposed as a means of ensuring the highest standards of behaviour are maintained at all times.

The school's behaviour systems are:

The 'Rushcliffe Way' offers general guidance as to how we expect everyone to behave at Rushcliffe School. (Appendix 2)

The 'Systems for a Positive Ethos' supports the school's core values and provides a clear and fair framework for all staff to follow when challenging behaviour that is not in line with our school ethos. This includes our system for sanctioning poor behaviour during unstructured time (Appendix 3)

The E- Behaviour System:

If a pupil is misbehaving across the subjects then it is important that the tutor and year teams know. If all staff use the E-behaviour system consistently and appropriately, then the picture is clear. If some do and some don't then it is blurred and it is hard to intervene effectively. To ensure consistency the school uses a Faculty Sequence System (Appendix 4).

Negative e- behaviour points can be given for:

- Not organised for lessons.
- Failure to complete homework.

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- Interrupting learning.
 - Failure to complete tasks.
 - Refusal to comply with basic instructions.

Responding to less than good behaviour:

- *If lessons are well planned the need to employ sanctions is dramatically reduced.*
- *If pupils are aware that staff have a consistent approach to school rules and expectations then sanctions are less necessary.*

Most minor disruptions will cease due to Teachers' skills. However there will be occasions when a more formal response to disruptive behaviour is required and the stages of the Faculty Sequence System will be used (Appendix 4). Should the Faculty Sequence System have no effect the following stages will take place:

1. Serious Incident Form completed on SIMS and referred to the PSU for Head of Year Intervention and contact home.
2. Isolation – intervention by Senior Leadership Team.
3. First Fixed- Term Exclusion followed by readmission meeting with Head of Year and Senior Leader that focuses on specific intervention to support reintegration.
4. Second Fixed- Term Exclusion followed by readmission meeting with Deputy Head Teacher (Pupil Well-Being) and Head of Year that focuses on specific intervention to support reintegration.
5. Third Fixed- Term Exclusion followed by readmission meeting with Head Teacher and Deputy Head Teacher (Pupil Well-Being) that focuses on specific intervention to support reintegration.
6. Fourth Fixed –Term Exclusion followed by readmission meeting with Head Teacher and Governor that focuses on specific targets to support reintegration.
7. The Senior Leadership Team explores alternative provision with parental involvement.
8. Permanent Exclusion.

For one-off serious incidents exclusions and representatives at readmission meetings with differ from the above stages in accordance with the seriousness of the incident.

Appendix 5 ('Confrontations with Students') offers advice for staff and should be referred to.

Fixed Term Exclusions/Permanent Exclusions:

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supporting Headteachers in using exclusions as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

A decision to permanent exclude a student will be taken for: serious 'one –off' incidents, or a persistent breach of the schools expectations for behaviour, or when allowing the student to remain in school would seriously harm the education or welfare of others in the school.

The Steps to Success is the whole school report card system led by the Heads of Year. It focuses on improving behaviour for learning in lessons and across the school. (Appendix 6)

'Pastoral Team: Intervention Waves' are used to support students whose negative behaviour is affecting their learning and the learning of others. The Intervention Waves focuses on avoiding exclusion from the school and supports an inclusive learning environment for all. Intervention Waves are communicated half termly by the Pastoral Team to all teachers and support staff.

Rewards: the key to achievement

We seek to enhance motivation and commitment to learning. This means that rewards matter. Verbal praise and encouragement is used extensively throughout the school through the use of positive language, encouraging phrases written in pupils' books and our effective whole school reward system.

Formal systems to reward pupils are in place across the school and within each Year Group (Appendix 7) but everyone at Rushcliffe School should remember that the vast majority of pupils are eager to please and eager to be successful. They deserve to be congratulated and spoken to in an encouraging way.

Positive e-behaviour points should be distributed regularly. These are followed up with certificates of recognition at key milestones (Appendix 8)

Positive e-behaviour points can be given for:

- Consistently presenting work to a very high standard.
- Good contribution in discussions.
- Extra effort in homework.
- Evidence of independent learning skills.
- Marked improvement in effort and attitude.
- Worked well.
- Supporting peers.
- Performed well in assessment.
- Took responsibility for learning.
- An LRC Award.

'Shining Brightly Assemblies':

At Rushcliffe School we recognise and celebrate pupils who are 'shining brightly' through a rewards assembly for each year group on a half termly basis. The assembly celebrates pupils who are 'shining brightly' in various categories including: sporting achievements, extracurricular involvement, high attendance record, achieving a high number of positive e-behaviour points, as well as Tutor nominated awards.

Progress Reviews are a valuable source of information and the evidence is used to help Year Teams decide who should be congratulated – and who should be reprimanded. The information is also used to inform the annual Achievement Evenings.

Achievement Evenings:

The best schools celebrate success - and Rushcliffe School is one of the best schools. Achievement Evenings are held annually. Parents/Carers are invited. The evenings are held to celebrate all that is good about the year group and should be as inclusive as possible.

Beyond the classroom: duties and informal contact

Of course not all misbehaviour takes place in the classroom of course. Rushcliffe School takes bad behaviour seriously, wherever and whenever it takes place. It may be that the school is not able to intervene in some circumstances but pupils need to be aware that any incidents that take place on the school site, on the journey to and from school, or when our school uniform is worn will be followed up.

- Staff are expected to be on duty in designated places.
- Duties are important.
- Staff should be pro-active and use the 'Systems for a Positive Ethos'. (Appendix 3)
- Staff should adopt a calm, de-escalating approach to situations.

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- An active adult on duty can prevent smoking (illegal, including e-cigarettes), bullying (hugely damaging to individuals), fighting (damaging to individuals and the reputation of the school), dropping litter (creates work for premises staff and damages image of the school), leaving the site (contravenes safeguarding responsibilities), being in an unauthorised area (unsafe).
 - Pupils should be able to rely upon staff to help keep them safe.
 - Staff should be able to rely upon pupils to show common sense and respect for each other and their school.

Discipline beyond the school gate:

Where bad behaviour occurs when a student is travelling to or from school the school reserves the right to issue a sanction, including exclusions where appropriate.

Students should wear their uniform correctly when travelling to and from school and must not be involved in behaviour that could bring the school's name in disrepute.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur off school site to the police and the school as soon as possible.

Misbehaviour on school buses will lead to school sanctions being used appropriately.

Negative behaviour on school trips and residential will be dealt with using the school systems and parents will be informed promptly.

Use of reasonable force

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Please refer to the DfE guidance 'Use of Reasonable Force. Advice for head teachers, staff and governing bodies'.

Weapons

Rushcliffe School has deemed that in addition to legislated guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought in school. In addition to knives; axes, BB guns, air guns, Catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipes, bats, other blunt instruments, or items judged by the head teacher to be carried with the intention of inflicting injury on another individual – this would include blades removed from pencil sharpeners, etc.

Screening, searching and confiscating

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of pupils support staff as soon as possible and complete the necessary information/paperwork to explain how the item was found. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the school can be collected by parents/carers except where the school has chosen to dispose of the confiscated items e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

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- The head teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
 - Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
 - Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the head teacher thinks there is a good reason to do so.
 - Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
 - Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the head teacher thinks that there is a good reason to do so.
 - Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
 - Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
 - If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
 - Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained while the school carries out its own investigation.

Staff support

Support is offered to all staff. Staff are encouraged to work together to solve problems regarding behaviour. Staff are encouraged to develop skills for dealing with behaviour through continued professional development.

Monitoring and reviewing

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken by the leadership and management team of the school. A report will go to the governing body. The evaluation will inform any modifications regarded to the policy. This will be undertaken regularly to ensure that the policy is effective. The monitoring of rewards and sanctions will be recorded and checked by the Pastoral Team.

Conclusion: remember what we are trying to achieve

If these practices are employed consistently across the school then everyone should truly be able to fully enjoy the learning experiences available at Rushcliffe School and have the chance to 'shine brightly'.

Appendices

1. Role of the PSU
2. The Rushcliffe Way

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3. Systems for a Positive Ethos
 4. Faculty Sequence System
 5. Confrontations with Students: Guidelines
 6. Steps to Success
 7. Year Group Rewards (7 – 11)
 8. Reward System