

Behaviour Policy

Arise Academy



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1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral and religious education programmes.

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.

(‘Behaviour in schools, Advice for headteachers and school staff.’ -DfE September 2022)

2. Roles and responsibilities

Teachers: Are responsible for managing classroom behaviour, setting expectations, and implementing behaviour policies.

Therapists: Are responsible for providing support to students dealing with behavioural issues. They may assess students' needs and develop behaviour intervention plans.

Senior Leadership: Are responsible for overseeing school-wide behaviour management strategies. They handle serious discipline issues, enforce school policies, and support teachers in maintaining a positive school climate.

Pastoral Lead: Is responsible for ensuring behaviour, attendance, safeguarding and issues which arise are managed appropriately by the form tutor.

SENCO: Is responsible for supporting staff with the implementation of behaviour management strategies, conducting assessments, and developing individualised behaviour plans for students with challenging behaviours.

3. Ethos and Philosophy

Living in a human community involves respect for one another's dignity and a recognition that we are moving towards a common goal: to create a happy, safe and aspirational educational environment. It is also important that staff are able to enjoy the working environment and effectively teach and support students in their development towards adulthood. Creating a framework in which the behaviours needed for that kind of community to flourish will involve a strong focus on pre-emptive systems, rewards and clear consequences. To support the development of the behaviours and helping young people to overcome the challenges they find in meeting those standards we will

provide a variety of forms of support.

Most crucially, parents/carers are key to supporting the development of good conduct and their full engagement is welcomed and expected.

4. Relationship to the Equality Act 2010 (Safeguarding and SEND)

It is acknowledged that the planning and delivery of this policy must be in keeping with the school's legal duties under the Equality Act (2010) in respect of safeguarding (see Safeguarding Policy) and pupils with Special Educational Needs and/or Disabilities (see SEND policy).

Three Key Rules: Ready, Respectful and Safe.

We keep these three key rules as the focal point of all corrective conversations and as the rationale for all the systems and rules we have in place. Focussing on these simple rules can prevent situations developing because it will return the student to the core purpose of the school. It relates behaviour to learning, safety and the mutual respect needed to create conditions for learning. All conversations about conduct should be brought back to this.

These are our simple rules, and they cover every aspect of behaviour in the school community.

We are ready to learn

- We arrive on time, equipped and in the correct school uniform.
- We support each other in our learning.
- We work to the best of our abilities.

We are respectful to all

- We listen and speak politely.
- We care for our community.
- We care about our environment.

We are safe

- We show verbal and physical courtesy.
- We tell people and seek help when needed.
- We make sure we are always where we are meant to be.

5. Core Principles for Managing Behaviour

- Consistent, calm adult behaviour
- First attention for good conduct

- Relentless routines
- Restore and repair
- Presence is everything

Consistent and Calm Adults

Adult behaviours are critical to good behaviour management and our adult responses to the behaviour of students should model our expectations for their behaviours. The emphasis is always on calm and clear conversation about behaviour relating to the three core ideas (Ready, Respectful and Safe) or more specifically the habits of learning which will help them succeed in their studies. When it comes to speaking with a student, we encourage staff to use strategies such as pairing up or allowing a cool down time to ensure that they are able to deliver corrective instruction in a calm and reasonable way to a student who is in the right frame of mind to receive the correction and act on it. All staff are required to maintain the high standards of the professional code of conduct policy in the school.

First attention to good conduct

Staff are required to maintain an ethos of positive behaviour management and give full recognition to good conduct. Staff identify, recognise and highlight good behaviour for learning. Every opportunity is taken in and outside of lessons, to take notice of the positive behaviours so prevalent in the school. This ensures that the story of successful behaviour is at the forefront of our minds. Rewards such as merits, vouchers, certificates, badges etc. should be genuinely earned and equitably given. Praise in public, reprimand in private is the preferred approach.

Relentless Routines

There are a number of routines and systems in place which support the behaviour for learning. These are designed to ensure that all members of staff actively ensure that standards are kept across the school. All staff must see themselves as responsible for behaviour management across the school as well as in their own classroom. Daily Logs, CPOMS the assessment of habits of learning are three key foci for all staff to use the power of routines to achieve outstanding behaviour for learning.

Restore and Repair

Restorative conversations are important between staff and students as well as between students. In most cases, this is scripted for a 5-minute conversation. A fresh start is important in re-setting the tone for enabling students to be Ready, Respectful and Safe. The consequence must always happen even though the apology has been given i.e. the apology is not a negotiation out of the consequence.

Presence is everything

The presence of staff and the interactions during the time are of critical importance to the behaviour management of the whole school. Duties, walkabouts, meet & greet, dismissal and everyday interactions create an environment where students are nurtured into good behaviour by calm adults who have unconditional positive regard for them. Consistency is facilitated by the presence of the adults in the school and the way in which they move from

one learning place to another. It is also achieved by the work of support staff such as midday supervisors in the way they monitor and interact with students. Students are expected to see all adults as of equal value in terms of enforcing and supporting the school's expectations of behaviour.

Achievement System: Feedback on successful learning habits

We report to parents on the specific behaviours for learning which make a student successful in study. This keeps the focus of behaviour on the impact it has on learning. These are the specific habits we encourage and feedback to parents on, daily. Reward points are by all staff in order to promote and embed a school-wide culture of achievement. Reward points are accrued by students and discussed during form time at the end of the day, restorative conversations may take place if appropriate during this time in an attempt to reduce further behaviours in the future. The reward points link directly to the end of term rewards trip. Pupils acquire money that they can spend on the rewards trip, this is a fantastic opportunity to celebrate their behaviour as well as develop their 7C's skills.

A point is awarded specifically when a student shows the following behaviour:

Registration AM
Ready - Coming to Registration on time (09:05)
Ready - Coming to Registration with full uniform and equipment
Respectful behaviour shown
Safe behaviour shown
Completed form time activity

Lessons
Ready - Coming to lessons on time (within 5 minutes of starting time)
Excellent participation and effort in class
Respectful behaviour shown
Safe behaviour shown
Following teacher instruction well

Break/Lunch
Eats snacks/lunch in the correct designated area
Positive social behaviour shown
Respectful behaviour shown
Safe behaviour shown
Following teacher instruction well

Registration PM
Ready - Coming to Registration on time (14:35)
Ready - Returning full equipment to form tutor
Respectful behaviour shown

Safe behaviour shown
Participate in restorative/achievement conversation

6. Prevent, Support and Intervene

Supporting behaviour will first be addressed by positive recognition for being Ready, Respectful and safe and staff being alerted to giving 'praise in public'.

Rewards

- ✓ Achievement points leading to certificates, badges and awards in Celebration Assemblies
- ✓ Feedback on schoolwork
- ✓ Verbal praise and written comments
- ✓ Stickers
- ✓ Public recognition in assemblies, tutor groups
- ✓ Reward trips and treats
- ✓ Meetings with Parents/Carers
- ✓ Phone-calls home for praise and reward
- ✓ Celebration assemblies
- ✓ Letters Home
- ✓ Public recognition boards.

When student behaviour is less than *Ready, Respectful and Safe*, it must always be addressed. This can take the form of identifying the behaviour, explaining the expectations and then using appropriate support to correct it. Sometimes it will take more than a simple intervention and further opportunity to reflect and time to use structured conversations about how to put their behaviours right or repair the damage done is required. Such support is given to ensure that future behaviours have a greater potential for change. Where possible we 'reprimand in private'.

Behaviour Interventions

We endeavour to manage interventions in a pro-active way, so we are managing it preventively rather than reactively. Before being flagged up for more intensive intervention, the following routes are available and should be used:

- Form Tutor behaviour conversation
- Form Tutor Attendance/Punctuality conversation
- Pastoral Lead/Leadership CPOMS Behaviour log
- One to one work in with associate staff
- Restorative Support Plan - Tier 1
- Restorative Support Plan - Tier 2

Inclusion Review

Where there are patterns of behaviour of concern, behaviour will be reviewed from an inclusion perspective. The whole picture is taken into account, rather than academic progress, attendance or behaviour in isolation. Students will be allocated to the best avenue of intervention or a combination of routes.

Following Inclusion Review the following intervention routes may be used as appropriate:

In school Interventions

- Formal Parental meeting
- Review of ICP
- Restorative Support Plan - Tier 3
- Academic/ Pastoral Mentoring
- Attendance intervention
- Therapy review
- Medical intervention

External Interventions

- CAMHS
- CHEWS
- EdPsych Referral
- Additional off-site provision
- Other external professional support
- Early Intervention team
- MASH team

Monitoring

The Pastoral Lead and Senior Leadership Team will analyse the behaviour log daily, weekly and monthly to see if patterns are developing which can be interrupted and guided in another way.

We recognise that behavioural and emotional issues have complex causes and need more than consequences to change them and so students will be directed to support and intervention where possible to help them develop the habits in making the right choice. We are also aware that mental health and supporting positive images of self are important as a foundation for healthy and good choices. Maintaining hope that things can change is important and this will set the tone for the restorative practices and conversations. The clear boundaries are helpful for the majority of students and for the few that will really find it a challenge the task of the pastoral team is to find innovative ways to help that student engage with the discipline of the school for their benefit. We find opportunities to celebrate and recognise students who have made progress in their behaviour for learning and use school systems to give recognition. The Senior Leadership Team will take an active role in ensuring that we develop, celebrate and share the successes of students who are role models in their behaviour for learning.

Consequences in place to support students to be Ready, Respectful and Safe.

Scripted conversations, using student wellbeing and other personal interventions can have great impact on changing behaviours and should sit alongside consequence-based responses.

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child. (2012)

When staff need to manage inappropriate behaviour, they will be mindful of two items: The one to provide a boundary and containment of feelings and behaviour, and the other to co-regulate and be curious about the student’s motives, wishes and desires in context. Behaviour can also stem from a functional or unmet need; e.g. Think HALT - are they, Hungry, Angry, Lonely, Tired? (Dan Siegel)

We do not punish students but understand that students will need boundaries to their behaviour and support after an incident to reflect on the behaviour displayed and its impact on themselves and others using PACE and restorative questions via the restorative support plan, the language used during these conversations should revolve around our Three Rules: Ready Respectful and Safe

- Staff will inform the student that the behaviour or reaction was not appropriate, avoiding language that could lead to shame or humiliation which are detrimental to wellbeing and self-esteem.
- The developmental age and specific needs of the student will be considered when deciding appropriate responses.

Restorative Support Plan

All behaviour is tracked using the “Arise Academy Log” document, this will inform all staff of student behaviour across the school. Behaviour is organised into tiers. Trigger points for behaviour will activate an action. “Restorative Support Plan” will need to be completed following an incident or set of events over a period. There is guidance below on using the Restorative Support Plans revolving around Reflection, Restore and Repair.

We are mindful that restorative conversations may not be able to occur immediately with a student and see this moment as an opportunity for them to be taught restorative skills, such as active empathic listening and expressing thoughts, feelings and needs as the skills needed to maintain and repair relationships.

Tier	Behaviour	Action
1	<ul style="list-style-type: none">• Low level disruption• Inadequate work complete• Impolite communication• Leaving class without	<ul style="list-style-type: none">• If 3 Tier 1 incidents are recorded in a day a Restorative Support Plan document will need to be completed by the learner with their form leads.• If 5 of the same Tier 1 incidents are recorded within

	<ul style="list-style-type: none"> permission Littering in school Late to lessons by 5 to 10 minutes Time out of lessons by 5 to 10 minutes 	<p>a week's period, a Restorative Support Plan document will need to be completed by the learner with their form tutors.</p> <ul style="list-style-type: none"> Conversation with parent(s)/carer(s) is optional following a discussion with the Pastoral Lead.
2	<ul style="list-style-type: none"> High level disruption Refusal to complete work Throwing things in classroom Play fighting Taking staff ID Allowing other pupils into the classroom Late to lessons by 10 to 20 minutes Time out of lessons by 10 to 20 minutes 	<ul style="list-style-type: none"> If 2 Tier 2 incidents are recorded in a day a Restorative Support Plan document will need to be completed by the learner with their form leads. If 4 of the same Tier 2 incidents are recorded within a week's period, a Restorative Support Plan document will need to be completed by the learner with their form tutors. Relevant staff to complete target section on the Restorative Plan. Phone call to be made to parent(s)/carers(s) regarding the behaviours of concern and targets.
3	<ul style="list-style-type: none"> Fighting Theft Time out of lessons for more than 20 minutes (Truancy) Dangerous behaviour Breaking into a classroom Pressed fire alarm Targeted abusive and harmful behaviour Failure to complete Restorative Support Plan document Damage to property (including graffiti) 	<ul style="list-style-type: none"> Arrange meeting in person with parent(s)/carer(s) Complete a Restorative Plan Document with the learner and parent(s)/carer(s). Relevant staff to complete target section on the Restorative Support Plan. Possible referral to specialist agencies. (i.e. MASH referral)

Discretion

The Headteacher reserves the right to use their discretion regarding rules and consequences to help all students make better choices, learn effectively and feel safe and happy at school.

Restorative Support Plan Document - Guidance

Reflection

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings. (VRFs)
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

What were you thinking and how were you feeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

Restore and Repair

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?"

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time.

What does the child need in order to move forward?

- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

Period 5															
PM															

Review

7. Incidents of Discrimination

Horizon Care and Education has a zero-tolerance policy towards incidents involving discrimination against race, gender, sexual orientation, disability, religion and culture. The consequences used in response to this will take into account the difference between discriminatory comments made generally and incidents directed at a specific target to cause hurt or offence. All incidents of discrimination are placed on a student's record on SIMS and monitored by the Inclusion team.

8. Screening, Searching and Confiscation

The DfES states (Searching, Screening and Confiscation - Advice for Head Teachers, school Staff and Governing Bodies - February 2014) that members of staff can confiscate, retain or dispose of a student's property, as a punishment, so long as it is reasonable in the circumstances and possession of the item contravenes school policies. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff have the power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;

- Large quantities of confectionery, drinks or snacks, including multi-packs and family-sized items which are brought in either for personal use or for resale.

Students must hand in their mobile phones at the start of the school day. These are kept in a locked safe throughout the day and returned at the end of the school day. Post 16 students may earn mobile phone privileges.

Staff should never search for a child alone. A senior member of staff should be present and if possible, a member of the safeguarding team. We advise staff to ask students to empty bags first, before checking themselves. Similarly, they should ask students to empty all pockets and then remove any outer clothing (coats/jumpers) to be checked. It is perfectly acceptable to ask students to remove shoes and socks. Anything more physically intrusive than the above is not permitted.

9. Exclusions

Fixed term exclusions are the sole responsibility of the Headteacher, or a Deputy Headteacher in case of Headteacher's absence and adhere to the required practice in the DfE guidance February 2014.

Permanent exclusions are the responsibility of the Headteacher and Governing body.

Serious incidents which merit consideration of permanent exclusion:

- Continual refusal to accept the authority of the school
- Violent or aggressive behaviour - even a one off - endangering the health and safety of the students or the staff
- Serious or repeated theft
- Repeated bullying or serious aggressive behaviour
- Physical attack on student or member of staff
- Repetition of behaviour for which the student has already received a fixed term exclusion.
- Bringing, buying, selling, or using alcohol, illegal drugs or solvents on the school premises
- Bringing weapons onto school premises
- Incidents of racist behaviour
- Constant lack of co-operation with the school regarding the implementation of strategies thought useful in improving or modifying, unacceptable behaviour
- Encouraging, or participating in, arrangements for outsiders to enter the school premises with the intent of threatening, or attacking, a student or a member of staff
- Any student who uses mobile or Internet technology, inside or outside of school, to cause distress to others or put their safety at risk.
- Any student who distributes illegal or sexually explicit material, inside or

outside of school.

10. Accusations against school staff

When an allegation is made against a member of the school staff, the matter will in the first instance be referred directly to the Headteacher or if appropriate the Operations Director. An investigating officer will be nominated, and a thorough investigation carried out following the appropriate procedures.

If the allegation is found to be malicious, the Headteacher will decide on an appropriate consequence depending on the nature of the allegation, but this could result in permanent exclusion.

11. Physical restrictive intervention

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, **'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education'** and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in key stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in key stages 3 and 4 require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour puts other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting, causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.

- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom, allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force.) However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary, the well-being of the pupil will be of paramount concern and the physical intervention used will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during physical intervention scratches, bruises and red marks may occur. This does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure an updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been put in place, it is important to recognise that there will be times

when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and Site Managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form and on CPOMS.

In the event of an incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All PIs are reported to Horizon SLT and are checked against historical data to check for trends and patterns.

12. The Power to discipline beyond the school gate

The school has the authority to discipline students for their behaviour outside school hours, including before and after school, travelling to or from school, at the weekend and during holiday periods. This authority can be used for all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. A student can be disciplined for any misbehaviour when taking part in a school organised or school-related activity or at any time when poor behaviour, particularly that which poses a threat to another student or member of the public, could have repercussions for the orderly running of the school or could adversely affect the reputation of the school. This includes the abuse of social media, networking platforms or any form of technology such as the filming or distribution of fights, assaults or any illegal or anti-social activity.

The Headteacher must be informed of all complaints from members of the public. It is perfectly acceptable to inform the complainant that we always take such reports seriously and deal with them thoroughly, but on no account should a student be identified or flagged up to a member of the public - e.g. by showing SIMS photographs without consultation with senior staff and the Safeguarding Team.

13. Behaviour expectations

Ready to Learn

- We are ready to meet our teachers at the beginning of lessons on time.
- The teacher is the expert in the classroom; staff lead learning and ensure that everyone's input is appropriately heard.
- We arrive to lessons ready to learn by completing the 5 for 5 at the start of the

lesson.

- We approach each lesson with a positive attitude for learning, ready to begin the lesson.
- We arrive at school prepared for the day, in the correct uniform and knowing that we are representing our school community on the journey to school.
- We are ready to learn and follow instructions throughout the day.

Respectful to all

- We use language that promotes positive learning. This includes common courtesy and addressing each other politely.
- We greet each other positively and treat each other kindly.
- Staff support respectful behaviour by engaging in duties as well as supporting school trips and events.
- We use restorative conversations to ensure relationships are rebuilt and repaired for the next time.
- We value individuality and personal choice and are sensitive to different characteristics such as gender, sex, sexual orientation, ethnicity, disability, religion and beliefs.
- We give our first attention to best conduct and behaviour and ensure students are made aware of when their behaviour is not appropriate for learning.
- We respect a school wide culture of achievement.
- We treat our environment with respect.

Safe Together

- We are aware of safeguarding procedures including how and when to report concerns and who to talk to.
- We never do anything or say anything that would put ourselves or others at risk. This includes our online behaviour.
- Parents support the school safeguarding policy, and we provide opportunities for education around E-safety and community concerns.
- We demonstrate kindness and never present behaviour that is physical, threatening or aggressive.
- We respect people's personal space and personal belongings. All staff are trained in the use of Physical Restrictive Intervention, and this is only used in appropriate ways and as a last resort.
- We do not have unsafe items in school, and we use Search, Screening and Confiscation policy carefully, recording any time the procedure is used.
- We are safe because we care for ourselves, our school and each other.

How do we recognise positive behaviour?

As a school, we are committed to first attention to good conduct. Unconditional positive regards is at the heart of our daily interactions with students, and we communicate achievement points and behaviour points home on a daily basis. The pastoral system is crucial to recognising positive behaviours and contributions to the school wide culture of achievement. To this end, staff are committed to making positive phone calls home, on a

weekly basis, in order to maintain a positive rapport with parents and carers and to reinforce to students that positive behaviour will be recognised and celebrated. Achievement points will also be displayed publicly and recognised with stickers, certificates and other rewards. Positive behaviour is regularly monitored by the form tutor, Pastoral Lead and Senior Leadership Team.

How do we improve negative behaviour?

We improve negative behaviour, first and foremost, in modelling the behaviour we expect from students. We are relentless in our expectations of routines, and our pursuit of an inclusive, school wide culture of achievement. We believe in behaviour expectations and consequences and staff have the statutory authority to challenge poor behaviour with a systematised, graduated approach. Staff also have the authority to challenge poor behaviour beyond the school gates and in the wider community. This includes the authority to ensure that the high expectations within school are met in relation to bullying, anti-social behaviour and Ready, Respectful, Safe. This authority is supported by the related anti bullying and inclusion policies set out by the school and ratified by the governing body. (Section 90 and 91 of the Education and Inspections Act 2006)

How do we communicate with parents and carers?

We communicate regularly with parents via email and phone. We make a commitment to be in regular contact with parents and carers. Parents and carers make a commitment to supporting the school with regards to conduct, progress and achievement. We actively encourage parents and carers to engage in conversation with students in relation to his.

Other means of communication may include text messages, emails, letters and phone calls home. There is a basis expectation that parents support the school in its efforts to ensure that students achieve excellent outcomes and learn to the very best of their ability.

How do we support staff to fulfil our behaviour policy?

We believe that the wellbeing of staff is paramount to the wellbeing of children. We believe that no educator should be faced with violent or aggressive behaviour from students, and we are committed to a Positive Behaviour Strategy to support this.

All staff are trained in areas related to behaviour management and we communicate this regularly and with clarity. Staff are able to request CPD and other training via their line managers throughout the year and during the appraisal process.

All staff in school have access to Employee Relations support as well as a clear line-management structure which outlines how support can be gained.

Our Senior Leadership Team are visible and approachable. This policy takes into account union guidance and will be reviewed in light of the same on a yearly basis.