KING EDWARD VI HIGH SCHOOL

BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

Encouraging and supporting all our learners to

"Be the best that they can be"

Approved Date	**December 2021**
Headteacher	**Mr J Christey**
Governor	**Mrs M Witts**
Review Date	**Annually**

Ofsted
Good rating

Philosophy

We believe in a value-based, relational approach. This is founded upon an understanding of how our relationships with each other, as a school and as individuals, can enhance and support academic and social learning as well as fostering good mental health and wellbeing. At King Edward VI High School, we believe that learning happens best when there are good relationships; between our staff, between our young people, within the classroom, with parents and carers, and with our wider community.

It is accepted that effective learning and teaching requires a safe and calm environment. Students need to have a clear idea of what is expected of them so that they can begin (with support) to take responsibility for their own learning and behaviour. This will also support them in terms of preparation for life beyond school.

To help to create a positive learning and relational environment within school, all members of the school community need to be supported to understand their rights and responsibilities, and have clear guidelines of what is expected in terms of safe, appropriate, kind and mutually respectful behaviour.

It is important to recognise that due to personal experiences and context, some students will require additional support in terms of behaviour and relationships within school. This policy provides a framework, but adaptations and reasonable adjustments will be made where necessary to accommodate these students and their specific needs.

Refer to Guidance for safer working practice for those working with children and young people in education settings 2015 to which we all adhere to.

Within every classroom, the KEVI 6 for students and teachers will be displayed. The statements contained within encapsulate the school's key expectations in regard to the classroom for all parties. The principles below inform the KEVI 6.

School Aims

- The school aims to prepare young people for life
- To motivate students
- To develop a framework within which the growth of the individual is fostered and where all students feel happy, safe, valued and respected
- To support all stakeholders to develop and maintain positive relationships
- To promote the principles of inclusion
- To improve the health, wellbeing and ability to learn of the most vulnerable, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.

The school proactively supports the following values:

- Supporting and promoting the wellbeing and mental health of all
- Self-respect for others, property and the school environment
- Development of self-management and self-regulation
- Importance of truth, fairness and justice
- Tolerance and consideration of others and their views
- Helping those less fortunate and weaker than ourselves
- Taking responsibility for one's own actions
- Understanding the damage caused by behaviour that involves bullying, vandalism, lying, intolerance and indiscipline

Rights

We believe that all students and stakeholders have rights within school. These are: -

- to enjoy a safe, inclusive and positive environment
- to be valued, respected and treated with kindness and understanding
- to be able to learn and teach without disruption
- to have effort recognised in a format that works for each individual
- to work towards personalised and shared clear, realistic and challenging targets
- to recognise that all members of the school are individuals who should be treated with respect

Responsibilities

- to attend school
- to arrive punctually for school and lessons
- to behave in an acceptable and appropriate way
- to work the best of their ability – academically, in extra-curricular activities, socially and relationally
- to help to maintain a pleasant and tidy school environment
- to work hard to build positive relationships with all members of the school community based on kindness, tolerance and mutual respect

Routines

We believe that routines provide a structure and shared set of expectations that help everyone to feel safe and to know what to expect within school. They also help the school to run calmly, consistently, safely and smoothly.

Our shared routines are: -

- to walk quietly and calmly on the left-hand side of the corridor or stairs;
- to arrive on time and line up outside the classroom with equipment ready;
- to enter the classroom calmly and be silent as the register is taken so that this important document can be filled in correctly;
- to listen carefully to the teacher so you understand what the lesson is about and follow instructions promptly;
- to make your way to the next lesson as soon as you are dismissed quickly, quietly and without disruption to arrive on time.

Shared Classroom Expectations

To make sure that learning environment can be enjoyable, engaging, safe and appropriate for all students, it is important that all students follow shared, consistent expectations within the classroom. These are: -

- everybody should arrive at a lesson punctually and correctly dressed
- everybody should have the correct equipment for that lesson

- mobile phones must be turned off at all times and not taken out whilst in school
- valuable or dangerous items should never be brought in to school
- everybody must be silent while the register is taken
- the lesson should begin calmly and promptly
- all students should remain seated and move only with permission
- all students must follow all instructions first time
- all students should listen carefully to the teacher and not interrupt when anyone is contributing to the lesson
- everybody should speak and act politely and value other people's contributions
- all students should take pride in their work and remain on task
- everybody should keep the classroom tidy – we all want to work in a tidy, safe and pleasant environment

During a lesson staff should ensure pupils:

- are silent, polite and focused when someone else in the room is talking
- are not eating or chewing gum
- do not leave the room without permission and if students do leave the room to collect printing, they should take a corridor pass and not go in pairs or more
- pack away only when they are asked to do so
- are dismissed in a calm and sensible manner at the appropriate time

We believe that everyone deserves to be treated with understanding and respect. We also value and promote politeness. Therefore, rudeness and disrespect will be addressed. We also recognise that some students may be experiencing challenging situations within their own lives that can make it difficult to remain regulated within school. These students may require additional support and flexibility in approach to manage the shared expectations of school.

See appendix 2 for specific information relating to social media, possessions and conduct when travelling to and from school

Strategies for supporting students

This policy sets out general guidelines in terms of strategies to support students when they struggle to follow the shared expectations for behaviour and relationships outlined above.

We also recognise that every child and every situation is different. In most cases, the strategies provided in this document will be appropriate and will work well, but they will not work or represent the right approach for every child. As a result, we encourage all staff to use their training and professional judgement to guide their responses to each child and each situation. All staff have been trained in Trauma Informed and Attachment Aware Practice, restorative conversations and emotional coaching techniques.

We are committed to supporting children to have good mental health and to moving away from a purely punitive strategy around behaviour and relationships. Therefore, this document acts as a generic guide but is not prescriptive to every child in every situation.

All staff recognise that behaviour can sometimes be the manifestation of or communication of more complex emotional or mental health issues. We seek to support children to label and understand their feelings and behaviour, rather than condemning their actions without compassion. Learning from situations where things go wrong is a valuable experience and we seek to find opportunities to support children to develop a better understanding of themselves and others whenever possible.

Where possible, we seek to anticipate and pre-empt problems before they occur and take preventative action. With all of the strategies below, none should be used to intimidate or humiliate the child, but rather to prompt a positive change in behaviour.

Within a classroom or around school, strategies could include: -

- Quietly asking the student if there is a reason why they are struggling to follow expectations – if the student requires additional support, contact the school office or arrange a time when you can discuss with the student

- Tactical ignoring; eye contact; facial message
- Restate expectation calmly and clearly; simple questioning or warning of potential consequence
- Clear choice; calmly repeated instruction; diffusion statement
- Take pupils aside, away from peers, discuss in calm, quiet private discussion or explain that you will need to discuss the issue at an appropriate time (after the lesson, break, lunch) in order to support them to understand the need for a change in behaviour
- move the student within the classroom to an alternative seat; detention; assistance from Subject Leader or departmental buddy
- Follow up with pupil afterwards to explain why the expectations around behaviour are important and to plan strategies for the next lesson so that they can be successful
- Monitor behaviour in future lessons; refer to Subject Leader if additional support is required

Always follow up on issues that have impacted on learning, classroom behaviour for learning and/or student wellbeing. Begin by listening and seeking to understand why the student behaved in a specific way. Use the structure of restorative conversations. Be calm and clear about expectations and always rebuild the relationship where possible. Seek to end the meeting with a positive plan for the next lesson.

Following up shows that you care. Avoid confrontation. Mistakes are a normal part of learning. Pupils may need to learn the connection between choices and consequences. However, it is important to remember that not all children are making 'choices' in terms of behaviour. When a child is suffering and has poor mental health, their actions can be instinctive and impulsive. At these times, trauma informed practice will be necessary. Staff can seek additional advice and support from Progress Leaders, the SEND and Safeguarding teams in instances where this is the case if required.

School has adopted the Staffordshire County Council Education Service policy on Restrictive Physical Interventions. Staff should be aware of this document. Physical intervention should be used only in an emergency, when it will prevent a pupil causing injury to themselves and others, and with the intention of supporting a pupil, never in a situation which may be resolved without the use of force. In a situation which looks difficult, staff must summon assistance as soon as possible. In a situation where force

has been used a form should be obtained from the office and completed immediately.

Sanctions

Again, we recognise that some students may be experiencing challenging situations within their own lives that can make it difficult for them to remain regulated within school. These students may not be able to make reasoned 'choices' in terms of their actions or behaviour, and may require additional support, reasonable adjustments and flexibility in approach in regard to sanctions.

In cases where they need further guidance, staff are requested to seek advice from Progress Leaders and the SEND and Safeguarding Team to guide their responses.

Important information

Students are the responsibility of the classroom teacher or the member of staff that is supervising them at any given time. They should not be left unattended at any time. If a student needs 'time out' for a few minutes outside the classroom, the classroom teacher must be able to see them at all times. Time outside the classroom should not last longer than 2-3 minutes. Buddying should be used in preference to this where possible. Students must be supervised by a member of staff at all times during lesson time. If a child does leave the classroom without permission for any reason, the teacher must call the office immediately to seek support. Similarly, if a student has been marked present in a previous lesson and does not arrive at the next lesson, the teacher should contact attendance immediately to seek support.

First tier low-level response

Verbal statement: Keep statements brief and clear, and direct them privately wherever possible at the individual concerned. The statement should relate to the behaviour not the individual on a personal basis. Speak calmly, clearly and confidently, without using sarcasm. Support the student to understand why they need to adapt their behaviour. Where possible, give them time to process this information and to then adapt their

behaviour. It is often helpful to move away from a student to allow this time and to reduce friction.

Second tier mid-level response

Buddying: Each member of staff should have a timetable identifying *Buddies* (provided by their Subject Leader), negotiated with other staff in the school, usually someone from a nearby classroom teaching students from another class/year group. The responsibility for the student and follow-up remains with the subject teacher, with support from the Subject Leader. Buddying is the start of a procedure, not the end of one. The relationship between the buddy and the student sent should be a positive and supportive one; they are merely providing a place for the student to continue with their work. Departments may identify other departments as buddies: e.g. History may wish to link with RE; Music with Art or Maths, etc. If staff are concerned that a student will not go straight to the Buddy the Behaviour Management Team should be asked to escort them (call the school office directly to arrange). It is important that the student's classroom teacher speaks to the student after this process to reset and restore relationships.

Behaviour Logs: These are computer records and are recorded on the school's Go4Schools system. They are not a punishment in themselves and appropriate follow-up actions/discussions/support must follow. A record of these are sent home to parents electronically. Behaviour logs for low-level incidents are generally given when a behaviour is repeated – for example, if a student continually chews gum in a number of lessons. Behaviour logs can be given for one-off situations for more serious incidents. When a behaviour log is submitted, time must be spent with the student explaining why the log has been given, why the follow up action has been arranged and how to move forward in a positive way in the future. When recording behaviour o Go4schools, staff must use formal language.

Third tier response

Behaviour Management Staff and SLT: In an emergency or when high-level disruption has occurred, call the school office and ask for support. Guidance has been provided to all staff outlining what constitutes as 'on-call' situation. It is important that staff use the other methods outlined for

low level issues so that this critical layer of support can be deployed rapidly where needed. The responsibility for follow-up still lies with the classroom teacher and/or Subject Leader and not with the member of staff who attends the call out or the Progress Leader.

Catch-up: Catch-up sessions can be used to support students with work that has not been completed and/or to discuss and resolve behavioural and relational issues that have occurred. Where a catch-up session takes place during lunch time, students must be given time during the session to eat their lunch and to go to the toilet. Lunches can be supervised by the member of staff as part of the catch-up. If a catch up is taking place after school, parents should be informed in advance as part of good practice. The classroom teacher should always check travel arrangements before detaining a student after school for any period of time as many of our students use school transport. Appropriate work should always be set for catch-up sessions. Once notice has been issued a student can be detained with or without parent's agreement.

Fourth tier response

Exclusion: An exclusion is a serious sanction. Only the Headteacher has the right to issue a fixed-term exclusion. Exclusions are issued for serious incidents, these might include the use of physical violence, persistent failure to follow staff instructions, abusive behaviour towards a member of staff (this list provides examples and does not cover all incidents). Any exclusion over five days must be put to the Governors' Appeals Committee as must any permanent exclusion. No pupil should be sent home without the headteacher's knowledge and agreement. Incidents that take place off the school site, and whilst under another agencies / schools / PRU`s care can also result in fixed-term/permanent exclusion. During an exclusion, a student must remain within their home and work will be supplied by the Progress Leader. A meeting with parents/carers and the student will be arranged at the end of the exclusion to plan positive behaviour moving forwards.

Permanent Exclusion: As stated above, persistent failure to respond to fixed term exclusions could result in permanent exclusion from the school. A permanent exclusion should always be a last resort and should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In addition to the two criteria above, incidents that could result in a permanent exclusion would include: - substance misuse and/or bringing illegal substances on to the school site; physical violence towards a member of staff; bringing a weapon on to the school site with the intent to harm.

Please be aware that this list does not cover all incidents that would result in permanent exclusion and any serious and persistent breach of the school behaviour policy could result in permanent exclusion.

Confiscating property

There are two sets of legal provision that enable school staff to confiscate items from students: -

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and
- Power to search for consent for 'prohibited items' including: -
    - Knives and weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette paraphernalia, e-cigarettes
    - Fireworks
    - Laser pens
    - Pornographic images

o Any article that has been or is likely to cause personal injury or damage to property

Weapons, knives and extreme or child pornography will always be handed over to the police. In terms of all other confiscation, the member of staff will decide the most appropriate way and time to return the object/s to the student.

Monitoring of Pupil's Behaviour/Attitudes

Where a student has been referred (to a Progress Leader and/or Subject Leader) following concern, discussion should occur at the appropriate year/department meetings to ascertain whether the behaviour is intermittent or persistent. They should also seek support to identify whether it is a symptom of underlying problems or a personal situation. Follow up action should then be planned, agreed, monitored and reviewed. Parents/carers informed. It is important that the student is also part of this process and that they understand the support package that is in place to help them moving forwards.

Support Systems for Students – monitoring and supportive strategies

Some students will need additional support to help break down their barriers to learning and to support them to feel safe and to thrive. This may be in the form of supportive conversations and counselling from their form tutor, Progress Leader, Careers Advice, support from the Safeguarding team, the school counsellor, a SNAP profile and plan etc., or more formal support through a Pupil Support Plan (PSP), set up and monitored by the Progress Leaders. The SEND team will also work in partnership with all stakeholders to support children with additional needs. Staff should be aware of the SEN Code of Practice and the staged intervention programme.

Issues should initially be raised by referral to Subject/Progress Leaders, who can then discuss or review progress and identify pupils at risk. In most situations, students should be set clear targets, communication should be made with parents, and if an issue persists further support, e.g. anger management or referral to an outside agency, may be deemed appropriate.

At all times, the students should be at the heart of the process and be part of discussions.

Please refer to Appendix 2 for specific examples.

Staff Support and Responsibilities

It is the responsibility of all teachers to manage and support students within their classroom. Teaching behaviour for learning is an aspect of the curriculum and all staff share a responsibility to model appropriate behaviour by example, so that respect, punctuality and responsibility are implicitly taught on a daily basis. Each classroom teacher has a responsibility to manage lessons in a positive and calm manner. Good classroom management is best achieved by collective responsibility being shared within the Department.

To support individual teachers, whilst recognising the need to allow personal approach for each member of staff, the following checklist may be of help in managing the classroom:

- start a lesson promptly, maintaining pace and challenge
- move around the room – avoid sitting at your desk for extended periods of time so that you can monitor student progress and be very 'present' within the classroom
- speak confidently with clear instructions, using voice control and using eye contact
- expect and reinforce good behaviour for learning and positive relationships
- know and use the students' names
- develop and use a variety of strategies to overcome challenges
- seek support from your Subject Leader or Progress Leader when needed
- refer to additional strategies provided in CPD booklet

Calm, safe and purposeful behaviour for learning should be based on shared expectations and should be maintained by being vigilant, pre-empting issues where possible and adopting whole school strategies of support. These are the responsibility of every member of staff in the school. Expectations should be enforced consistently across the school. All

teachers have a responsibility to challenge a student whose behaviour does not meet expectations at any time. This does not have to be negative and a relational approach should be used unless a student is at risk or in immediate danger.

Subject Teachers

Subject teachers have a responsibility to maintain good behaviour for learning in a positive, relational manner. We recognise that good behaviour for learning occurs when lessons are well planned, effectively personalised, engaging and challenging.

Where an issue is identified, professional judgement, knowledge of the student and relational whole school strategies should be deployed. If these strategies do not work, the teacher should use departmental support systems such as buddying. If concerns persist, then the staff on duty should be called. All incidents should be recorded appropriately on Go4Schools and where necessary, reported to the Subject Leader. All concerns should be followed up in line with whole school expectations.

Where a class or group within a subject area is identified as presenting behavioural difficulties, this should be referred through the Subject Leader and discussed in Department Meetings. A referral should be made to the appropriate Progress Leader, who may identify trends within groups or individuals. Support will then be strategically planned, implemented, monitored and reviewed.

Support may involve a classroom observation by the Subject Leader to identify development points and the opportunity to observe other staff to help share good practice. Appropriate Inset/CPD may also be identified.

Subject Leaders

All Subject Leaders should ensure that Schemes of Work, appropriate differentiated planning, engaging and challenging lessons and positive strategies to promote positive behaviour for learning are in place, shared and followed by all members of their department. They should monitor the consistent application of this policy in and across their department, by monitoring attendance, punctuality, progress, rewards, and pupils on SEN

register. Departmental quality assurance should also monitor the quality of learning/teaching, planning, engagement and challenge within their subject area over time. They should support classroom teachers by

- Following-up on calls, discussing issues, planning support where needed
- Suggesting strategies and allowing opportunities for peer observation, discussions with Progress Leaders and the SEND and Safeguarding teams,
- Supporting them with strategies to support students who cause disruption in lessons. Parents should be given notice of detentions outside normal school time as best practice
- Organising facilities to withdraw pupils from a group or *buddy* to another teacher
- Support the classroom teacher to involve other key people in school, e.g. SENCo.

Form Tutors

Form Tutors help to promote positive supportive relationships with their tutor groups, through discussion, learning challenges, monitoring and target setting. They should be the first point or reference by any student/parent in terms of pastoral care, bullying, guidance.

Form Tutors are responsible for recording, monitoring and following up and concerns regarding the attendance and punctuality of their form group. Concerns should be addressed using whole school strategies and tutors should seek to support and understand their students. When a concern has been identified it should be communicated to the Progress Leader and/or Safeguarding team as soon as possible.

Form Tutors are responsible for making sure that all students in their form are dressed correctly in school uniform. Where this is not the case, tutees should be provided with a note from Progress Leaders. Each situation will be viewed on an individual basis and appropriate support will be put in place. If a student is repeatedly arriving at school without the correct uniform or fails to follow expectations in terms of school uniform (and no mitigating circumstance is clear), parents will be contacted and the student will work with their tutor or Progress Leader until the correct uniform and

equipment are provided. This supports the student by removing them from situations where they may feel different or singled out from their peers in a negative way.

Form Tutors are also responsible for making sure students have the correct equipment for lessons (pen, pencil, ruler). This should be checked regularly during registration and tracked. We recognise that some students may struggle to have the correct equipment and these students will receive support and be provided with appropriate equipment for lessons. Where this is not the case, sanctions may be used and support provided to help the student to develop the relevant organisational skills in preparation for life.

Any Form Tutor who experiences persistent difficulties with a class or student should refer the matter to the Progress Leader to receive the necessary support.

Progress Leaders

Progress Leaders should monitor the attendance, punctuality and progress of pupils. They should also support their tutor group team during registration and tutorial in terms of the pastoral care of their cohort. They should liaise with outside agencies such as EWS, Social Services, Carer's Groups, School Nurse, etc., as well as parents.

Progress Leaders should be aware of the students who struggle in terms of behaviour for learning, attendance, punctuality, social connection and relationships, issues outside of school, trauma etc and should proactively plan support strategies to help these students within school. They should liaise regularly with parents/carers with face-to-face or telephone contact to develop positive and open lines of communication and relationships of support. E-mails should be used to share data (GDPR aware), to follow up the content of phone calls and meetings in a written format and to request parental contact. Where possible, e-mails should not be the main form of contact.

Progress Leaders may extend the monitoring and support of a student if no evidence of improvement/progress is seen, and may wish to invite parents into school to discuss further support. When a student has been on report,

an analysis should be completed identifying the areas of difficulty (e.g. specific subjects, attitudes, issues) so that support for the student and staff can be put in place. This should be done in discussion with the student so that they are at the heart of the process.

All strategies of support around behaviour and relationships within school should be made on a personalised, child centred, positive basis. Our aim is always to encourage and support children to understand the impact of certain behaviours on themselves and others and to make changes where needed. All stakeholders should be encouraged to have positive working relationships. Trauma informed approaches should be used and all adults should support the students to develop the language and skills to express their feelings, regulate their emotions safely and to develop emotional and social literacy as part of their preparation for life.

Leadership Group

The Leadership Group should support staff by providing shared guidelines for staff and students to follow. They have the role to manage the monitoring and evaluation of the policy and the systems within it.

It will be evaluated weekly through Progress leader meetings and monitored by senior management. We will also use pupil voice, parental feedback and staff voice to monitor this policy and the whole school strategies of support.

Schools Reward System – Under review Covid-19

Rewards

We recognise the importance of rewarding students for good work, positive interactions and behaviour for learning, kind social relationships and for demonstrating qualities that we value in school and life.

Extrinsically motivated rewards

Having an extrinsically driven reward system is useful within school in terms of providing students with a clear target and criteria to work towards to achieve their goal and subsequent reward.

All staff should seek to find opportunities to reward students. Students should be made aware of how to be successful within school and within lessons. Extrinsic rewards should be based upon shared goals, often short-term in nature, so that students maintain interest and engagement in the process.

Form Tutors

Form tutors should share the criteria for success within school. This should include good attendance, punctuality, wearing the correct uniform and being well equipped for lessons. It should also include demonstrating the values that we endorse and support – kindness, understanding, tolerance, respect, listening, hard work, politeness etc.

Each week, the tutor should identify one student who has demonstrated particular progress or good conduct and make a telephone call home to share this with parents/carers and to acknowledge the student's achievement that week.

Progress Leaders, Leader of Behaviour and Inclusion and Headteacher

Each week, these staff should identify one student who has demonstrated particular progress or good conduct within their year group (or whole school) and make a telephone call home to share this with parents/carers and to acknowledge the student's achievement that week and to share a positive message as reward.

End of term target prize (draft)

At the beginning of each term, a target/criterion will be identified and shared with all students. The students will then be encouraged to work to achieve this target/criteria in order to be entered in to a prize draw. This should encourage students to work towards significant and important goals within school and should increase engagement and motivation.

Encouraging intrinsic motivation

We also believe in the importance of intrinsic motivation – intrinsic motivation is internal to the person in that it is something that you have to offer yourself and is driven by personal interest or enjoyment in the work/outcome itself. Because intrinsic motivation exists within the individual, achieving it does not depend on others and is thus an important aspect of preparing our students for independent and happy life. We seek to provide opportunities for them to feel a personal sense of accomplishment when they have overcome a significant challenge or completed an assignment or work project that required perseverance, fortitude and prolonged effort. Intrinsic motivation provides that personal pat on the back or natural high that reflects a student's ability, competency, growth, knowledge and self-control over their endeavors. Intrinsic rewards include things such as: personal achievement, personal academic, social or emotional growth, a sense of pleasure and accomplishment.

To help students with their intrinsic motivation, teachers and staff should:

- provide meaningful work
- allow students to make choices through a high level of autonomy
- provide opportunities for students to show their competence in areas where they feel confident
- provide support, challenge and opportunities so that students can expand on their level of knowledge
- offer frequent opportunities for students to reward themselves by acknowledging their own personal achievement
- allow students the opportunity to connect with their peers to obtain valuable, positive, constructive feedback
- give them a path to monitor their progress with milestones along the way so that they can note their own progress and success

Rewarding students within the classroom

Rewarding pupils for good work and good behaviour one of the effective means of reinforcing appropriate behaviour throughout the school. To be respected rewards must be seen by all as deserved, so it is necessary to have clear criteria for giving rewards. It is essential to remember that rewards such as those set out below are amongst the most effective:

- Verbal praise
- Written praise in books
- Work displayed around the school
- Merits/Commendations Slips/Stamps
- Postcards and letters home
- Certificates in Progress Folders
- Referral to Leadership Group
- Commendations through Assemblies

Appendix 1 – Additional specific information relating to social media, possessions and conduct when travelling to and from school

Social Media

The school recognises the numerous benefits and opportunities which a social media presence offers. There are risks however associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. Whilst the school blocks all access to social media in school and regularly educates its pupils on the dangers associated with its use, problems sometimes occur which impact on the smooth running of the school. The school asks that parents encourage the appropriate use of social media and limit its use if it is being used in a risky or inappropriate manner.

Mobile phones and smart watches

Mobile phones and smart watches are not permitted in school without a completed parental consent form. Any mobile phone permitted in school must be turned off at all times and not visible whilst on the school premises, this includes before and after school. If a student is found using or having on display their mobile phone or smart watch whilst on school premises it will be retained in the school safe to be collected by a parent or carer. If parents wish to contact students this should be done through the school.

Food and drink

The school recognises the importance of being able to eat healthy food and drinks in a pleasant dining environment. As a consequence, food and drink can only be consumed in the designated areas, all litter must go in the bins provide and tables kept clean. All food bought from the canteen must be consumed either in the dining hall or main hall. Energy drinks and drinks in glass bottles are not permitted in school. Water is freely available at a number of locations around the school and students are encouraged to keep themselves hydrated at the appropriate times.

Travelling to and from School

The school is immensely proud of its students and wants the local community to be proud too. Pupils are reminded that whilst travelling to and from school in uniform they are representing and are answerable to the school. If any student is found to be bringing the school into disrepute whilst travelling to and from school an appropriate and timely sanction will be issued by the pupils Progress Leader.

School and public buses

There are number of our students that cannot, because of where they live, walk to school and many of these take the school or public bus service. Students are reminded they are representing the school whilst using these services.

If there are problems with a student continually choosing to ignore or challenge any of these rules they risk not being allowed to use the service.

Leaving School Premises

Once a student is on the school site they are not allowed to leave without the permission of their Progress Leader or a Senior Leader during normal school hours. If permission has been granted the student must still sign out and in at the Attendance Office. The exceptions to this rule are students that have been issued a lunchtime pass to go home for their dinner, students with a documented medical appointment who have signed out at the attendance office and students going off site on an organised school event with the appropriate parental permission.

Confiscating property

There are two sets of legal provisions which enable school staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and

- Power to search without consent for "prohibited items" including:

  - knifes and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - e-cigarettes
  - fireworks
  - laser pens
  - pornographic images
  - any article that has been or is likely to cause personal injury or damage to property

Weapons and knives and extreme or child pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Appendix 2 – Monitoring and support strategies

A Daily Progress Report is a method of monitoring behaviour, work, positives and progress etc, not a punishment in itself. Follow up actions may follow if a pupil does not meet his/her targets. This will, in normal circumstances, be initiated by the Progress Leader, but monitored daily by the Form Tutor. If necessary, the report can move in stages through Progress Leader to the Leader of Behaviour and Relationships. No stage should ever last more than a week and the reports should be scrutinised to identify trends or areas of specific concern and areas of specific progress. A subject-specific report can also be initiated by the Subject Leader. Parents should be informed when a student is placed on report, and kept informed of progress.

Card system - In certain circumstances and with the permission of their Progress Leader a student could be issued a personal card. This card can be used by the student to exit a classroom should a situation arise that the student feels they cannot deal with. After a personal card has been used the student goes straight to a prearranged room and reception is informed. Follow up support will be put in place.

Pupil Behaviour Contract - When a student continues to struggle with specific aspects of their behaviour a Student Behaviour Contract can be draw up between the student and the school. The purpose of the contract is to clearly identify the unwanted behaviour and get an agreement with the student and their parent/carer that a conscious and continued effort will be made to reduce the instances of the unwanted behaviour.

SNAP Support Plan – A SNAP support plan is produced through an on-line package and provides opportunities for student, teacher and parental input. Using this programme, a Progress Leader can build a bespoke plan of support and monitor this over an agreed period of weeks.

Pupil Support Plan - A Pastoral Support Programme (PSP) is a school based intervention to support individual children and young people who have had several fixed term exclusions that may eventually lead to a permanent exclusion, or who may be at risk of failure at school through disaffection or rapidly deteriorating behaviour (DfES circular 11/99). This may include non-attendance at school. The PSP is a school's final attempt

to support a student. Over a set period of time, and with the commitment of all stakeholders, the pupil is supported to become more successful in school to the point that instances of poor choices and inappropriate actions become rare.

Managed Move - Regrettably and despite the best efforts and support of all stakeholders a PSP sometimes fails and an alternative approach is required.

In these cases, the school works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the student the opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the student concerned.