Behaviour Policy
Ref S004

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Amendments	• Additional of a new paragraph at end of Section 4. • Pages 9, 10 and 11 Change Head of Department to Curriculum Leader • Page 13 Internal Isolation changed to Phoenix Project • Change - SIMS to Arbor • Change – Fixed Term Exclusion to Suspension • Removal of old Appendix 3 – COVID-19 Addendum. • Addition of new Appendix 3 – Learning behaviour. • Incorporation of S011 Physical Restraint, Searching and Confiscation Policy • Update to reference Keeping Children Safe in Education (2023) which states that the behaviour policy should include measures to prevent bullying, including cyber-bullying, and prejudice-based and discriminatory bullying. • Additional section for Transition on page 18
Related Policies/Guidance	
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"Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing."
(Tom Bennett. DfE Behaviour Advisor)

1. Introduction

The Governing Body and staff of Chorlton High School embrace this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. Chorlton High School is committed to enabling all of our learners to become Successful, Creative and Happy.

The booklet 'Behaviour for Learning Support Materials' accompanies this policy. This booklet is available in Appendix 2 and aims to support all staff in implementing this behaviour policy.

2. Aims

- To create an environment which promotes and reinforces excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- To promote respect, self-regulation and positive relationships.
- To establish high standards of behaviour, ensuring that the school's expectations and strategies are embedded in our school ethos.
- To provide a consistent approach to behaviour management that is applied equally to all student.
- To encourage a positive approach to behaviour management which frequent praise and the rewarding of positive behaviour.
- To prevent bullying including cyber-bullying, and prejudice-based and discriminatory bullying.
- To encourage the involvement of both home and school in the implementation of this policy.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.
- This policy complies with our funding agreement and articles of association.

4. Interrelationship with other school policies

In order for the Behaviour Policy to be effective and ensure the school meets the legal requirements set out in the Equality Act 2010, a clear relationship with other school policies, particularly equal opportunities and inclusion, has been established:

- B006 Health and Safety Policy
- S007 Anti-Bullying Policy
- C018 Teaching and Learning Policy
- C016b SEND Policy
- S020 Transition Policy
- S003 Attendance Policy
- S010 Exclusion Policy
- S017 Safeguarding Policy
- S013 The Home-School Agreement
- S008 Drug Education & Incidents Policy
- S009 Equality Policy

5. Standards of Behaviour and School Ethos

At Chorlton High School we expect all students to:
- **Be Ready.**
- **Be Respectful.**
- **Be Safe.**

We expect all students to take responsibility for their own behaviour and ensure that any incidents of disruption, bullying and any form of harassment are reported.

All staff at our school have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other, as their example has an important influence. As staff we should aim to:
- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.

- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

In order to support students in their understand of this we explicitly teach our expectations through our **CHS Conduct Curriculum**, through tutor time, during assemblies and consistent key messages in school, on the website and letters home to parents and carers. Here we focus on what positive, successful behaviour looks like, setting key habits and routines that teach students behavioural norms

Examples of the CHS Conduct Learning behaviours are included in Appendix 3.

6. Roles and Responsibilities

All members of our school community contribute to maintain and developing a shared understanding of our ethos.

Governors
- The Governing Body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Governors will support the school in maintaining high standards of behaviour.

Head Teacher and Senior Leadership Team
- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction.
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.
- Continual Professional Development is provided when staff needs are identified.

All Staff
- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all students act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are consistently and fairly applied.
- Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

- The CHS Behaviour Map 2.0 (Appendix 1) provides a one page summary for all staff.
- The Behaviour for Learning Support materials in Appendix 2 should be read by all staff this provides guidance to enable staff to plan for good behaviour routines and provide additional support strategies for students.
- All staff are responsible to ensure there is no differential application of the policy on any grounds.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.

Parents and Carers
- All parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour.
- They have the opportunity to raise with the school any issues arising from the operation of the policy.

The school will investigate all concerns raised regarding the behaviour of others in our school community. Where malicious accusations against members of our school community have been made, appropriate sanctions will be put into place.

7. The Curriculum and Learning

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

8. Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the

students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Where staff are finding recurring issues with certain students or classes, we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this. Curriculum Leaders, Heads of Year and the member of SLT who is leading the school should be the first point of contact alongside using the staged reoccurring departmental behaviour system (see Appendix 1)

9. <u>Rewards</u>

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements.

Students can be rewarded in the following ways:
- Verbal praise, in a variety of contexts.
- Obtaining Achievement Points, which parents can view via the Arbor App.
- Gaining CHS Scholar certificates.
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards, letters and text messages.
- Collective or individual praise in assemblies
- Gaining additional certificates to celebrate specific academic, personal development and pastoral achievements.
- Badges awarded to evidence contributions to school life.
- Invitation to special events which reward high standards, including behaviour.
- Awards Evening.
- Display boards around the school celebrating student success.

10. <u>Sanctions</u>

Although rewards are central to the encouragement of good behaviour, realistically there is a need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible.

The use of sanctions should be characterised by two features:
1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishments.

Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges.
- Detention (break time or after school)
- Referral to Form Tutor, Head of Department, Head of Year, Assistant Headteacher, Deputy Head or Headteacher depending on the nature and severity of the misbehaviour.
- Letter to parents/carers.
- Placing on a Daily Behaviour Report System.
- Internal isolation.
- Referral to Governor's Behaviour Panel
- Referral to Alternative Provision
- Suspension or exclusion from school (Headteacher's decision only).

Parental consent is not required for detentions but it is recommended that communication with home is made by the school before a detention takes place. This may be in the form of a telephone conversation, email message or a detention slip for students to take home. Staff should not issue a detention where they know that doing so would compromise a child's safety or when the students has known caring responsibilities which mean that the detention is unreasonable.

Where antisocial, disruptive or aggressive behaviour recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the school's safeguarding policy.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around school and in lessons. (See Appendix 1)

11. <u>On Call</u>

Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the school's consequence system; our 'on call' provision will be contacted. The on call team consists of our Pastoral Leaders, Heads of Year and a member of SLT who is timetabled as 'Leading the School'.

When the 'on call' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the 'on call' staff judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson.

It is essential that all incidents of 'on call' are recorded by the subject teacher on Arbor and an appropriate sanction is put in place. A central record is kept in school and overseen by the Assistant Head in charge of the behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support students and staff.

12. <u>Resources to support</u>

Staff have high expectations of student behaviour in, around and outside of school. In the classroom we follow a reward based approach whereby we recognise those who are doing the right thing and reward them for doing so, thus modelling great examples of good behaviour and how we expect our instructions to be carried out.

The school deploys addition staff as part of it's pastoral support team. This includes Key Stage mentors and pastoral teaching assistants who take responsibility for providing additional students support on a diagnostic basis.

Staff in the building have a number of strategies available to support students to regulate their behaviour including pastoral support plans, behaviour contracts, behaviour reports and effort reports. They can refer students to Heads of Year for support through our Mental Health Waves model or make a referral to the Access and Achievement Team to assess any additional learning needs. Students can attend the Phoenix Project where in-house interventions are designed and delivered to address issues that may be of concern in school or in the community. Addition interventions also supported identified students, through referrals to programmes such Grow and Rise, City Inspires and Football Beyond Borders. These interventions that carry qualifications and that include input from external support.

The full range of interventions can be found on our Pastoral Menu, that all staff have access to and refer to.

13. <u>Supporting Individual Needs</u>

In some cases a student's behaviour is indicative of more complex issues and circumstances for which sanctions alone may not be appropriate. As such the school will offer support for the student and their family which will be appropriate to their individual needs. This may include:

- Mentoring
- SEN Support
- Pastoral Support Plan
- Early Help Assessment (EHA)
- Support from external agencies and services.
- Managed Move
- Behaviour panel with members of the Pastoral Team.

Support for students will be individual for each student. This may include input and support from the Access and Achievement Team, Safeguarding and the Pastoral Team. The outcomes may also be different for each student. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will collaborate with parents/carers to create the plan and review it on a regular basis.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

When considering a behavioural sanction for a student with SEND, the school will take into account:
- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave adversely due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Students with an education, health and care (EHC) plan
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority responsible for the EHCP to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan

14. Transition to Chorlton High School for Year 6 Students

Once a student receives notification that they have secured a place at Chorlton High School, the transition process begins. Our Transition Coordinators undertake visits to the primary

schools where our future cohort are based to discuss how best we can support a smooth transition.

Based on these discussions, some students may be identified as needing additional support to ensure a smooth move to high school. These students will be invited to attend our 'New Beginnings' programme in June. This allows them to familiarise themselves with our school site, meet key staff and allow us to put the correct support in place for September. We also offer a 'Friendship Day' for students from primary schools where our intake is lower.
In July, our trained Year 7 buddies visit primary schools to meet the Year6 students and talk to them about the experience of moving to high school and what to expect. Expectations regarding behaviour, the school rules and CHS Conduct is shared with the new students.

Shortly afterwards, we host our 'Induction Day' where our new students will have the opportunity to spend the day at Chorlton High School and experience an assembly, meet peers and staff, attend lesson taster sessions and enjoy a school lunch together. This day in school is followed by a welcome evening for our new parents/carers, where they are taken through the Chorlton High journey and expectation are set.

The Summer term prior starting Chorlton High School is also the time when we bring our transition curriculum to our new students. This allows all students to be prepared for September and already be familiar with subject knowledge, skills and concepts as well as being familiar with our expectations according to the CHS Conduct system and our three school rules: Be Ready, Be Respectful, Be Safe.

15. <u>Transition for students who have experienced short, medium or longer term absence from school due to behavioural issues</u>

We offer different strategies to manage and support more complex student behaviour. Some of these strategies may involve a managed move, a fixed term suspension, an exclusion avoidance programme or a longer term move to a specialist behaviour provision.

We recognise that students who require these levels of support often feel apprehensive when returning to us. As a result, we follow a transition process to ensure a supported return, with the emphasis on avoiding possible future serious sanctions and to reinforce our expectations of behaviour.

Following any such absence from school, we organise a reintegration meeting with the student, their parent or carer and a member of the Year group Pastoral Team or a member of the Senior Leadership Team. In this meeting we plan how the student will return and what support mechanisms need to be put in place. These may include the following; a temporary reintegration timetable, signing a behaviour contract, co-writing a Pastoral Support Plan with set targets, or an offer of support from external agencies, a named member of staff as immediate contact if the student is experiencing difficulties, referral to one of our internal support offers, information sent to class teachers with strategies to support students.

For many students their return will be supported through our Phoenix Project where our expectations of behaviour and conduct will be discussed and reinforced. They will also receive

one to one time with our Phoenix Project coordinator to discuss how they can manage their reintegration successfully.

Once back in mainstream classes, students will be monitored daily by our pastoral teams and will also be placed on report to their Head of Year. This support will remain in place until the student is settled and acting in accordance with our CHS Conduct guidelines.

16. <u>Bullying</u>

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves.

Chorlton High School will not tolerate bullying and will seek to deal with it quickly and effectively. All students should be able to work in a caring, supportive environment and bullying has no place in this vision.

The Anti-Bullying Policy (S002) aims to produce a consistent response, by the school, to any bullying incidents that may take place. It sets out how to recognise the signs of bullying, for staff, and outline the measures that the school takes to prevent bullying.

This includes the Chorlton High School Anti-Bullying Charter which was designed for students by students.

Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, school staff will:
- Not ignore it.
- Not make premature assumptions.
- Listen to all accounts of the incidents.
- Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
- Make regular follow-up checks to ensure that bullying has not resumed.
- Carry out mediation, if required.

All incidents of bullying and discussions with the students involved will be recorded, along with the school's response. This will be recorded on a central record through CPOMS. This record will be monitored by the Assistant Headteacher: Director for Inclusion.

17. <u>Communication with Parents/Carers</u>

The school gives high priority to clear internal communication and to a positive partnership with parents and guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are

being taken in response. The key person in this process is the form teacher who has the initial responsibility for the student's welfare.

18. <u>Banned items</u>

Our students have the right to feel safe in school. If we believe that any of our students are at risk through an illegal or prohibited item which has been carried onto the school site by a student or may potentially be harmful to the wider community, we will act accordingly within the legislative framework set out below.

Chorlton High School operates this policy within the Department for Education legislative guidelines 2022 in relation to Searching, Screening and Confiscation.

Prohibited items at Chorlton High School include;
- energy drinks,
- multipack sweets/crisps,
- tobacco, cigarette papers, vaping equipment,
- alcohol,
- illegal drugs,
- stolen items,
- fireworks,
- pornographic images,
- knives or weapons,
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

In this context the term 'offence' includes anything which would be an offence but for "the operation of any presumption that a person under a particular age is incapable of committing an offence".

19. <u>Screening and Searching</u>

The school's role to safeguard the welfare of students, who will be present during searches, the role of the appropriate adult, and what support will be offered to a student after a search. The Headteacher and the staff authorised by her have the statutory power to screen or search students or their possessions, **without** verbal or written consent from the student nor their parent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Conducting 'Screening'

Staff can require students to undergo screening by a walk-through or hand-held metal detector (arch or 'wand') even if they do not suspect them of having a weapon and without the consent of the students.

The protocols for screening using a handheld metal detector are as follows:

- The verbal request to search a student must be carried out, where no other student is present.
- Screening must be carried out in a discreet location, where no other student is present.
- Two members of staff should be present during a screening.
- Where possible, an additional member of staff should be informed where the screening is taking place.
- The request to screen a student must begin using our agreed script; '*To ensure the safety of you and others in school, we would like to conduct a scan of you and your possessions. Before we begin, do you have anything on you that may be harmful to others?*'
- Wand training must have been received before any member of staff conducts a wand search.

If a student refuses to be screened, the school may refuse to have the student on the premises and the student's absence will be treated as unauthorised

Conducting a search

The member of staff conducting the search should be the same sex as the student being searched; and there must be a witness (also staff member) and, if possible, they should be the same sex as the student being searched. There will always be two authorised members of staff conducting the search.

Authorised staff may carry out a search of a student of the opposite sex and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if a search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

During the search

- The person conducting the search may require the student to remove any outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes coats; blazers; jumpers/hoodies; hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping equipment, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.
- Any searches and confiscations carried out follow all Government guidelines and take place in a discreet environment to maintain the privacy and dignity of the student. We are fully aware that students may feel uncomfortable about this process, however, staff are trained

to remain calm and reassuring throughout the process and explain exactly what they are doing and the reasons why.

After the search

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

- Where any article is thought to be a weapon or an illegal item it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- A staff member carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Where a staff member conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where a member of staff finds tobacco, cigarette papers or vape equipment they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible. Where they find 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 person thinks that there is a good reason to do so.
- 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 indecent images of children) 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.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

School staff can legally seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider potentially harmful or detrimental to other students.

The discovery of any prohibited items will result in sanctions being applied in line with the school's behaviour policy and/or in accordance with the guidelines set out in the DFE's legislative document of January 2018.

20. Use of physical intervention

The staff of Chorlton High School aim to provide the best care, welfare, safety and security for everyone involved in a crisis situation.

A member of staff of a school may use, in relation to any students at the school such force as is reasonable in the circumstances for the purpose of preventing the students from doing (or continuing to do) any of the following, namely;
- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including the student himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether behaviour occurs during a teaching session or otherwise.

This applies where a member of staff of a school is:

- On the premises of the school; or
- Elsewhere at a time when as a member of its staff, she/he has lawful control or charge of the student concerned.

'Reasonable force' is impossible to describe definitively. The degree of force should be in proportion to the circumstances and seriousness of the behaviour or consequences it is intended to prevent.

Physical intervention will never be used as a punishment or restriction of freedom, nor will it be used to inflict pain.

Chorlton High school believes that it is unadvisable for a member of staff to intervene without help, such as where a number of students are involved; where the student is older and physically mature, and where the teacher might be at risk of injury.

The School has a team that have received MAPA training and have been certificated. Further staff will be offered the training at the discretion of the Headteacher. As far as possible any interventions required to de-escalate a dangerous situation should be managed by the school's trained staff.

The MAPA training (Management of Actual or Potential Aggression) undertaken by a number of our senior and pastoral leaders enables staff to gain the necessary confidence in handling crisis situations with minimal anxiety and maximum security when behaviour becomes dangerous to individuals in our care. A senior member of staff holds the MAPA instructor qualification and delivers key elements of this training to staff on an annual basis through the MAPA programme. Staff knowledge and understanding of the taught programme is assessed through theory and practical tests. Successful participants are accredited with the MAPA 'Blue Card' which permits them to use MAPA techniques for 12 months from the last date of training.

Staff use the MAPA programme to provide early intervention in order to prevent, deescalate or defuse potentially dangerous situations. The principles taught in this course are effective in resolving potentially violent situations.

Staff trained and certificated in the MAPA programme may use the restraint and control techniques set out in the training programme if an individual becomes a danger to him/herself and or others as an absolute last resort.

Procedure Following a Physical Intervention by a Member of Staff

- All staff involved in an incident requiring physical restraint will report to the Headteacher or Deputy Heads.

- The intervention must be recorded in writing and must include:

  - The names of everyone involved, time and place and names of any other witnesses.
  - How the incident began and progressed with details of behaviour.
  - What everyone said (as near as possible).
  - What steps were taken to defuse the situation.
  - The degree of physical restraint used, how applied and or how long.
  - The student's response.
  - The outcome.
  - Details of any injury and of any damage to property.

- The lead member of staff must ensure all parents/carers are informed immediately, orally and /or in writing and given chance to discuss the incident.

- All incidents involving physical intervention must be stored centrally and will be monitored by the Director of Inclusion and reported to the Headteacher.

Supportive Contact
- There are times in a non-restraint context when physical contact between a student and a member of staff may be deemed to be appropriate. These situations may occur in a caring context when students need reassurance and support.

- It is essential that the member of staff assesses the 'reasonableness' of their actions taking the following into account:

  - The age of the student.
  - The severity and distress of the student.

- The knowledge of the individual student.
- The relationship that exists between the member of staff and the student.

• As with physical contact, the level of contact used should be the minimum necessary to achieve the desired outcome. Due care needs to be taken that this supportive contact is agreed and open with the circumstances in which this takes being clear to all concerned.

• The above assessments equally apply to those situations that demand a member of staff assist a child in their personal care.

21. <u>Malicious allegations</u>

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding Policy (S017) and Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People Policy (P004) for more information on responding to allegations of abuse against staff or other students.

22. <u>Beyond the school gates</u>

Teachers have a statutory power to discipline students for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).
Examples include:
- Students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a student at the school.
- Students who misbehave during an Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of a school programme.
- Students who misbehave whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

23. <u>Monitoring, Evaluation and Review</u>

Behavioural and Reward data will be regularly monitored by a member of SLT to analyse how the school can further promote a positive, caring environment. All aspects of the schools Behaviour policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

Appendix 1: Behaviour Management Procedure

Managing Classroom Behaviour – A Staged Approach

If we are to successfully manage the behaviour of students in our school and allow a focused approach to learning, then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

C1-C3: Class Teacher

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
- Late to lesson (3+ minutes). - Lack of equipment. - Eating, chewing, drinking in class. - Failure to remove coat in class. - Being noisy / talking. - Failure to follow instructions. - Being uncooperative. - Interrupting a teacher / shouting out. - Time wasting / avoiding work. - Using inappropriate language. - Getting out of seat and walking around. - Failure to complete classwork, homework, CAs etc. - Writing graffiti in exercise books or on desks.	The class teacher should attempt a variety of strategies to manage a student's behaviour, e.g. - Quiet word with student. - Reprimand or warning. - Move student within class. - Speak with student outside of lesson. - Immediate positive praise for cooperation / good work / good behaviour (positive correction). - Negotiation of apology. If the behaviour persists then a more formal approach should be taken **C1 Formal verbal warning** A variety of strategies can be used to modify behaviour **C2 Final verbal warning** A variety of strategies can be used to modify behaviour **C3 staff sanction** E.g. 10 min detention or phone call to parents/carers. If further support is needed the class teacher should refer the student to the **Curriculum Leader.**

C1-C3: Form Tutor

Examples of behaviour which should be corrected by the form teacher	Strategies available to the form teacher to assist with behaviour management

• Late to school.
• Lack of equipment.
• Lack of uniform.
• Eating, chewing, drinking in class.
• Failure to remove coat in class.
• Being noisy / talking.
• Failure to follow instructions.
• Being uncooperative.
• Interrupting a teacher / shouting out.
• Time wasting / avoiding work.
• Using inappropriate language / swearing.
• Getting out of seat and walking around.
• Failure to complete class work, homework, CAs etc.
• Writing graffiti in exercise books or on desks.
	The form tutor should attempt a variety of strategies to manage a student's behaviour, e.g.
	• Quiet word with student.
	• Reprimand or warning.
	• Move student within class.
	• Speak with student outside of lesson.
	• Immediate positive praise for cooperation / good work / good behaviour (positive correction).
	• Negotiation of apology.
	If the behaviour persists then a more formal approach should be taken
	• **C1 Formal verbal warning**
	  A variety of strategies can be used to modify behaviour
	• **C2 Final verbal warning**
	  A variety of strategies can be used to modify behaviour
	• **C3 Staff sanction**
	  E.g. 10 min detention or phone call to parents/carers.
	  If further support is needed the class teacher should refer the student to the **Curriculum Leader**.

C4: Curriculum Leader

The Curriculum Leader is in a position to use their experience and skills to deal effectively with students. The Curriculum Leader is ultimately responsible for upholding the behaviour standards of the department.

Examples of behaviour which should be corrected by the Curriculum Leader.	Strategies available to the Curriculum Leader to assist with behaviour management
• Persistent unacceptable behaviour in subject lessons. • Disrupting the education of other students. • Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention). • Verbal abuse of subject teacher. • Fight / disturbance between students. • Failure to complete subject teacher detention.	**C4 Referral to Curriculum Leader** The Curriculum Leader (CL) is expected to manage behaviour in their department using a variety of strategies e.g. • Student placed in their lesson. • Student placed with another member of the subject team. • Discussion with student at an appropriate moment. • Negotiation of apology. • Phone call home. • Letter home. • Meeting with parent. • 30min CL detention (24hrs notice required). • Place student on CL report. If appropriate the CL may choose to: • Refer to Head of Year (at end of lesson). • Refer to SLT (immediate if necessary).

C4: Head of Year

The Head of Year is in a position to use their skills and experience to support students who may persistently display breach the behaviour policy.

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Year to assist with behaviour management
• Persistent refusal to hand over jewellery / non-uniform. • Persistent refusal to hand over phone / music player etc. • Persistent bullying. • Persistent defiance of the uniform code. • Unacceptable verbal abuse of another student (including racist remarks). • Unacceptable verbal abuse of staff (including racist remarks). • Disagreement / fight between students. • Unprovoked assault on another student. • Unacceptable behaviour to/from school. • Failure to comply with sanctions/strategy laid down by HoD.	**C4 Referral to HoY** The HoY is expected to manage behaviour in their year group using a variety of strategies e.g. • Student isolated with HoY. • Discussion with student at an appropriate moment. • Negotiation of apology. • Place student on Level 1 form tutor report. • Refer to internal / external support agencies. • Student referred to Phoenix Project. • Referral to Governors Student Welfare Panel. • Phone call home. • Letter home. • Meeting with parent. • 30min HoY detention (24hrs notice required). • Place student on Level 2 HoY report). If appropriate the HoY may choose to • Refer to SLT (immediate if necessary).

On Call

Examples of behaviour which should be reported to On Call
• You see an incident outside your classroom that needs to be dealt with.   • To remove a phone or any other piece of equipment that should not be used in the classroom.   • An object has been reported missing or stolen during the lesson.   • A student has made verbal or physical threats to another person in the room.   • A student has been injured in your classroom.   • A student needs taking to a buddy classroom.   • A student is missing from the lesson.

C5: Senior Management Team

Examples of behaviour which should be corrected by SLT	Strategies available to SLT
• Assault on a member of staff. • Serious verbal abuse of staff. • Serious aggression fight / assault on another student. • Failure to follow CL / HoY instruction. • Disruption of CL / HoY lesson. • Drug Possession / Dealing.	• Discussion with student. • Negotiation of apology. • Phone call home. • Letter home. • Meeting with parent. • Placed on Level 3 report to SLT. • Internal isolation. • **C5 SLT Sanction.** • **C6 Suspension (authorised by Headteacher).**

C6 Internal Isolation: Deputy Headteacher

The Deputy Headteacher for the Year group will make a decision as to whether a student should be placed in the Phoenix Project. This decision will be based on evidence collected during the investigation process.

If the Deputy Headteacher feels time in the Phoenix Project should take place this will be recommended to the Headteacher as a C6.

<u>**C6: Headteacher / Governors Discipline Committee**</u>

In making a decision to suspend a student permanently exclude, the Headteacher must have full regard for the DfE exclusion guidance.

The Head and members of the school Disciplinary Committee are expected to acquaint themselves fully of their duties under the relevant DfE guidance. Consequences / Referral Routes.

Consequence	Originator	Action	Referred to:
C1 - Formal verbal warning	Class teacher	• Make a note	No further action required
C2 - Final verbal warning	Class teacher	• Make a note	No further action required
C3 - Staff Sanction /Buddy/ On Call	Class teacher	• Behaviour logged on ARBOR at C3 level. • Student issued with an appropriate Sanction by class teacher. • Student is moved to a buddy class, if appropriate.	On call contacted if additional support is required HOD/Hoy if appropriate
C4 – curriculum issues to CL **C4 – around school issues to HOY**	Head of Department or HOY	• HOY/CL completes behaviour log on ARBOR at C4 level. • CL/HOY discusses situation with student and deals with student using appropriate strategies. • Student issued with an appropriate Sanction by class teacher/CL/HOY.	SLT if appropriate
C5 - SLT sanction	SLT	• SLT completes behaviour log on ARBOR. • SLT discusses situation with student and deals with student using appropriate strategies. • Student issued with an appropriate sanction by SLT.	Headteacher – Fixed term exclusion if appropriate.
C6 – Internal sanction		• SLT discusses situation with student and deals with student using appropriate strategies. • Evidence of the incident is compiled. SLT completes exclusion room referral form and takes to Deputy Headteacher responsible for the Year group to make a decision. • Student is placed in the exclusion room at the earliest opportunity.	Recorded and analysed by behaviour lead with possible further action.

C6 Suspension (authorised by Headteacher)	SLT Headteacher	- SLT discusses situation with student and deals with student using appropriate strategies. - Evidence of the incident is compiled. - SLT completes suspension request form (C6) and takes to the Headteacher. - If student or other students are at risk arrange for the student to be isolated until they are sent home.	Governors Discipline Committee Permanent Exclusion

Appendix 2: Behaviour Management Procedure

CHS BEHAVIOUR MAP 2.0

"THIS IS HOW WE DO IT HERE"

Adults at CHS are POSITIVE ROLE MODELS. They are APPROACHABLE, GOOD LISTENERS, SMILE, HAVE A GOOD SENSE OF HUMOUR, KIND CARING, UNDERSTANDING, FIRM BUT FAIR, ASSERTIVE, CALM, RESPECTFUL, RESILIENT, are PASSIONATE about TEACHING and LOVE their SCHOOL and JOB.

VISIBLE ADULT CONSISTENCIES:

1. I ALWAYS SMILE AND SAY HELLO TO STAFF AND STUDENTS.

2. WHEN I WELCOME STUDENTS INTO THE CLASSROOM I STAND AT THE DOOR AND MAKE THEM FEEL SPECIAL.

3. I FOLLOW UP ANY BEHAVIOUR ISSUES USING THE "C SYSTEM"

4. I OWN MY OWN PROBLEMS AND I FIND A SOLUTION.

5. I BUILD RELATIONSHIPS AND LET STUDENTS KNOW THAT I CARE.

BASIC CLASSROOM RULES:

1. I TREAT STUDENTS HOW I EXPECT THEM TO TREAT ME, WITH RESPECT.

2. I GIVE STUDENTS A "FRESH START" EVERY LESSON.

3. I ALWAYS ADDRESS THE BEHAVIOUR NOT THE STUDENT.

4. I AM THE ADULT AND WILL ALWAYS "MODEL" MATURE BEHAVIOUR.

OVER AND ABOVE BEHAVIOURS:

1. I AM A VISIBLE PRESENCE ON THE CORRIDORS. IF THERE IS AN ISSUE I WILL DEAL WITH IT.

2. I ALWAYS ENSURE THAT I USE THE SCHOOL REWARDS AVAILABLE TO ME MORE THAN SANCTIONS.

3. I GO AND SPEAK TO MY COLLEAGUES RATHER THAN EMAILING THEM.

REWARDS:

(SEE REWARDS CALENDAR FOR FULL LIST)

DAILY:

Verbal praise, Daily conversations, Class charts achievement points, Class charts star of the lesson, Postcards, Texts Home, Phone calls Home

WEEKLY:

Proud PowerPoint, Postcards, Phone calls Home, Fantastic Friday, Teal Tie, Weekly chocolate treats for pigeon holes, Celebration Assemblies, Q Jump tickets

MONTHLY:

"Your lesson" of the month E.g. "Historian of the month", Head of Year "student of the month"

HALF TERMLY:

Curriculum Leader Letter, HOY Letter, AHT/DHT Letter, Achievement Point certificates, Q of S badges, Attendance rewards, Form breakfast, Form treats, Gratitude weeks (inc Reverse Rewards)

MINIMUM EXPECTATIONS OF STUDENTS:

BE READY, BE RESPECTFUL, BE SAFE

MINIMUM EXPECTATIONS OF STAFF: TEACHERS STANDARDS – No. 7 – I Manage behaviour effectively to ensure a good and safe learning environment.

I have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school and in accordance with the school's behaviour policy. I have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. I manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. I maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (Teachers' standards: overview (publishing.service.gov.uk)

STEPPED SANCTIONS:

C1 – FORMAL VERBAL WARNING

C2 – FINAL VERBAL WARNING

C3 – MOVE SEAT

C3 – CLASS TEACHER SANCTION

C3 – BUDDY

C3 – ONCALL

C4 – CURICULUM LEADER OR HEAD OF YEAR REFERRAL

C5 – SLT SANCTION

C6 – COMMUNITY PROJECT

C6 – STEP OUT

C6 – MANAGED MOVE

C6 – FIXED TERM EXCLUSION

MICROSCRIPTS:

MICROSCRIPTED CONVERSATIONS DON'T ALWAYS REQUIRE A RESPONSE.

"GOOD MORNING, HOW ARE WE ALL TODAY? COULD WE PLEASE REMOVE COATS AND ANY OUTDOOR CLOTHING, THANK YOU"

ALWAYS TRY TO USE A NAME:

"OH SIMON HAVE YOU FORGOTTEN SOMETHING?" (SIMON REMOVES COAT)

IF A STUDENT IS "WOUND UP"

"JUST SIT HERE (OUT OF CIRCULATON) IF YOU'RE NOT READY TO SPEAK YOU DON'T HAVE TO YET"

(SEE "MICROSCIPTS PROJECT" FOR MORE)

RESTORATIVE QUESTIONS:

1. WHAT COULD YOU HAVE DONE DIFFERENTLY?

2. WHAT WOULD BE A POLITER WAY OF ASKING?

3. PUT YOURSELF IN THEIR SHOES, HOW MIGHT THEY FEEL?

4. WHAT DO WE NEED TO DO TO MAKE THINGS RIGHT?

5. HOW CAN WE MOVE FORWARD?

6. HAVE YOU TAKEN RESPONSIBILITY FOR YOUR ACTIONS YET?

7. WHERE WILL YOU BE IN 5 YEARS TIME? WILL YOU REMEMBER THIS? HOW WILL YOU FEEL ABOUT IT?

OUR CULTURE:

AT OUR SCHOOL WE ARE TRAUMA INFORMED, WE FOSTER A CULTURE OF REWARD, WE CONNECT BEFORE WE CORRECT, WE STAY CURIOUS NOT FURIOUS, WE UNDERSTAND THAT BEHAVIOUR IS COMMUNICATION, THAT STUDENTS REGULATE BY EXAMPLE AND THROUGH THE ROLE MODELS IN THEIR LIVES, WE THINK THEY CAN'T NOT THEY WON'T, WE BELIEVE IN RESTORATION NOT PUNISHMENT, WE BELIEVE THAT RELATIONSHIPS BUFFER STRESS, BUILD RESILIENCE AND ARE THE KEY TO A SUCCESSFUL LEARNING ENVIRONMENT, ALL OF US NEED ONE ANOTHER, ALWAYS!

Appendix 3: Staff support for behaviour management

Behaviour for Learning Support Materials

The schools CPD programme provides regular training, reflection and support for developing behaviour management.

This booklet supports the behaviour policy. All staff should familiarise themselves with these strategies and ideas for managing behaviour for learning in a pre-emptive and positive manner.

We understand that all members of staff will at some time have difficulty in managing the behaviour of a student and we encourage all members of staff to ask for help and support when it is needed.

> "I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised."
>
> Ginott 1972

Standard Operating Procedure for Lessons

START
- ☐ Teacher greets students at door with a warm smile/positive comment until the majority of students are seated. Ensure students on corridor move to their respective classrooms.
- ☐ Teacher ensures students remove coats/non uniform items as they enter.
- ☐ Students sit in assigned seating plan place.
- ☐ Students get out equipment and undertake an appropriate task whilst teacher completes meet and greet.
- ☐ Register is taken.
- ☐ Teacher builds on 'Hook Activity', explains objective and success criteria during planned lesson. Independent Assessment is set, collected or recorded and links to the lesson are discussed.

DURING

- ☐ Any student arriving after 3 minutes is late. Teacher speaks individually to them and logs in Arbor.
- ☐ Teaching Assistants and other adults are assigned to specific tasks and students.
- ☐ During any Q&A: Teacher to employ a range of strategies to ensure all students engage in Q&A sessions. One voice at a time.
- ☐ During any Group work students are assigned groups and specific roles to fulfil - to ensure all students can engage and are challenged.
- ☐ Students should not move out of seats without asking for permission.
- ☐ 'Consequence' system is used for any behaviour issues or where students are not completing work/participating satisfactorily.
- ☐ Regular praise and encouragement are given to students.
- ☐ No eating or use of electronic equipment in classrooms.
- ☐ Students may drink water at the teacher's discretion, but bottles should be in bags.
- ☐ No toilet (except where students have a pass, or in case of urgency, when the students should be issued with a written note by the teacher).

END

- ☐ Plenary- consolidation of learning.
- ☐ Equipment/books are collected.
- ☐ Students pack away and classroom is tidied.
- ☐ Teacher assigns reward points and Star of the Week, if appropriate.
- ☐ Students put chairs under tables and stand behind chairs.
- ☐ Students are dismissed by teacher row by row, ensuring they do not put on non-uniform items.
- ☐ Teacher moves to door to greet next class.

As staff we should aim to:

Staff should model the good behaviour they wish to see from students. This includes calmly resolving conflict using the school's behaviour policy.

All staff who work with our students should:
- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Mujis and Reynolds (2001) reviewed teacher effectiveness and identified that effective teachers:

- Rarely show anger and model reason.
- Do not overreact.
- Use consequences consistently.
- Use meaningful praise regularly.
- Express firmness and express clear expectations.
- Explain well and set challenging, varied and appropriate tasks.
- Communicate the direction of learning (give student a reason to learn), manage more than one 'event' at once.
- Give learners responsibility and choice about their learning.
- Maintain pace and use clearly shared, realistic time limits.
- Do not overtly focus attention on one student but remain aware of the whole class.

Being Assertive

Staff who develop successful relationships organise the space and time to respond to emerging situations while maintaining progress in the lesson. Effective communication skills are key in achieving this balance and these communication skills are common with assertive staff. An assertive teacher 'states or expresses passively and affirms' and demonstrates the following skills in the classroom:

- Sets clear boundaries.
- States expectations – academic and behavioural.
- Are consistent in approach.
- Effectively combines verbal and non-verbal communication skills.
- Listens to students.
- Values student's opinions.
- Good model of behaviour.
- Humour - with students not at them.

Actively building trust and rapport

Positive relationships are at the heart of all we do and building rapport with students requires effort, commitment and skill.

In order to influence and guide students it is necessary to enter their world and be aware of their perspective. People achieve more when they are confident and trusting and having confidence and trust encourages risk taking which leads to learning.

Staff can build rapport with students by:
- Learning names.
- Greeting students in corridors during the school day.
- Showing interest in what they do both in the classroom and out of it.
- Show interest in them as human beings.

It is also important to work at repairing and restoring relationships when they have broken down. If experiences in school/in a class are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As a member of staff you can alter this. We need to let students know that we respect and value them. Praise the good choices they are capable of making. Catch them being good as it allows them a way back.

Celebrating good behaviour and achievement

Praise the good choices students are capable of making helps to raise self-esteem, they help students to see that good behaviour is valued.

Celebration can be by:
- Giving verbal praise.
- Using the ATL lesson grades
- Giving achievement points for outstanding conduct, good work and academic achievement.
- Handing out certificates.
- Writing positive names on the board.
- Contacting home praising high standards of behaviour.
- Having a display board in your class to celebrate student achievements.
- Handing out raffle tickets/rewards to students for outstanding conduct, good work, contributions in class and academic achievement.

<u>**Language of choice**</u>

The school's consequence system is built around language of choice and creates an important link between choice and consequence. This system allows all students should take responsibility for their behaviour and have opportunities to correct their mistakes.

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices.

For example, 'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'. 'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and, in this way, to influence future choices.

<u>**Speaking to Students - things to remember**</u>

1. **Tone and register.** The temptation when addressing a student who is not meeting school expectations is to speak in a different pitch. Say what you want to happen exactly as you want it to happen. Be straightforward, direct and clear. Keep your voice even and low and try not to scream. Say what you mean clearly.

2. **Repetition.** If a student questions your instruction repeat what you want them to do again and possibly a third time, not getting drawn into their debate to not follow your request. This shows you are focused on what needs to happen, rather than what they want to happen. E.g. 'No Sam, you need to take your hat off.   Sam…. that hat still needs to come off…. We can talk about it later, but right now the hat needs to come off."

3. **Serious talk means be serious.** If you need to tell a student off, or if you are advising them of the possible consequences of their behaviour, speak in a tone which is even and stern. Do not deliver the message in a way that suggests you are sorry about it all, as this erodes the sincerity of your belief in what you say.

4. **Certainty.** If you always do what you say you will, then you will almost never need to shout loudly or repeat yourself. Students learn quickly who shouts a lot but never calls home, who is not seen as strict but also who always follows through on what they say they will do.

<u>**Defusing difficult situations**</u>

1. Keep as calm as possible. Aggression, loud voices, open tempers are often fuel to the flame in an emotional situation.

2. Speak assertively, without aggression or submission. Speak slowly, and just slightly above conversational level, unless the situation demands a blunt response e.g. a fight. However, if you need to use a blunt response, try to not direct it at one person as you may find their aggression is redirected towards you.

3. Summon help as soon as possible. Remember, you work as part of a team!

4. Remove the audience. Get the student away from their peers. This allows the student to focus on you, rather than peer pressure.

5. Use reason when you can. Letting a student cool down before speaking to them often means they are more likely to work with you to resolve the issue

6. Never respond to a threat of any kind with a similar response. At all times, remember your position as a member of staff and try to maintain a sense of composure and dignity. E.g. do not respond sarcastically to a student who is deliberately rude. You do not need to win arguments. Walk away and then follow up with appropriate members of staff.

Always follow up on issues that count

Always follow up on students' choices with a consequence. As following up shows that you care and what you say is important. Be positive about future behaviour when following up, keep the focus on the behaviour not the personality. Remember you do not need to follow up immediately. Choose your time carefully. Waiting sometimes brings better results.

Talking to parents

The school gives high priority to developing a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour. When phoning home or having a meeting with parents think about:

1. How you will start the conversation. If you jump right in with negative comments the parent may become defensive and take the conversation personally. Start with a positive comment and then build in how you would like the student to improve 'John is normally excellent, but he's let himself down and I need your help to get him back on track….'

2. Making contact with parents when things are going well or have improved. This develops your relationships with parents, particularly when you need to have more difficult conversations.

Strategies available to the class teacher to assist with behaviour management

- Quiet word with student.
- Reprimand or warning.

- Move student within class.
- Speak with student outside of lesson.
- Immediate positive praise for cooperation / good work / good behaviour (positive correction).
- Negotiation of apology.

Pre-empting behaviour through planning

Teacher Techniques:	Details:
Resource organisation	Model good learning habits, label drawers and resources, provide folders, provide 'if you were absent' catch up sheets. Give clear rules on where to sit, how to get pens/worksheets, give students organisational roles.
Use relevant resources	Make learning real; motivate students through use of music, film clips, TV formats, demonstrations to help students relate to the information they are being given
Link to exams	Tell students how this work links to assessment and why they need it, 'In the exam you will be expected to write a paragraph on this', 'To get a Grade 5 this is vital', Use 'Revision Boxes' in their work.
Prepare students for transitions	Narrate what is going to happen next and why, 'In a moment you are going to share your ideas with a partner', 'there is going to be a rule change in a minute and you won't be able to look at your notes to answer these questions'.
Choice	Give students options, 'you can choose to write this assessment as an essay or a poster which you present to 3 other students', 'you can either answer the questions or design a child's help book to explain the information given'.

Key Strategies to use in the classroom

Teacher Techniques:	Details:
Choice	Gives students some control over a situation which is less likely to initiate point blank refusal. 'I want you to get on with your work or (consequence), it's your choice.' 'Are you choosing not to follow the rules on…?' 'Sit over here or next to Peter.'
Take Up Time	Allows student not to lose face. 'Open your book and start work now please Jane, I'm going over to see John who needs some help but I'll be back in a minute to see how you're doing.'
Partial Agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. 'Yes, you may have been talking about your work but I would like you to…' 'Yes, it may not seem fair but…'
Catch the being good	Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.
When-then direction	Avoids the negative by expressing the situation positively, e.g. it is better to say 'When you have finished your work then you can…' rather than, 'No, you cannot go out because you haven't finished your work'.
Tactical ignoring	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour and focus positive attention on others: 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the student what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task: 'Okay Marie and Mark we are looking at the water cycle on page 23 of your books'.
Consequences and sanctions	Use of school Consequence System to provide consistent and clear guides, 'Remember the School Rules Mohammed, if you get to C3 I will be giving you a detention'.
Casual comment	'Are you okay Steven? What did you think of…?"
Proximity	Moving nearer to students off task or displaying inappropriate behaviours.

Rule reminder	"Susan, remember we only accept answers from people with hands up." "If you're stopping others from learning, what will happen?"
Deferred consequences	Deal later with a student who is misbehaving and therefore remove the audience (the rest of the class) who are watching the drama unfold and also avoids possible confrontation. Dealing with a student one to one is more likely to have a positive outcome: 'I'd like to sort this out Amy, so let's finish the task and I will talk to you outside the room once everyone knows what they are doing'.
Redirection	"David, what should you be doing?"
'I' statements	"I can see you are upset so when you have calmed down I will listen to what your problem is and see if I can help."
Use praise for learning	'I like how you are raising questions there.' 'You are really focused on the accuracy of these measurements, well done'.
Pace and timings	Ensure there are clear time limits and visible/audible countdowns of that time to give students a sense of urgency.

Use of force or restraining students

Legally staff may use such force as is reasonable to prevent a student from:
- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property, including their own.
- Behaving in a way which is prejudicial to the good discipline and order of the school.

However, unless you have had restraint training the school's advice is to **never attempt to physically restrain a student. Do not attempt to 'keep' students in classrooms by blocking the door.**

Call/send a student to get support and let the student leave the classroom. The student will be picked up by colleagues, helped and then brought back at the appropriate time to resolve the situation.

Appendix 4: CHS Conduct - Learning Behaviour Habits