Behaviour Policy

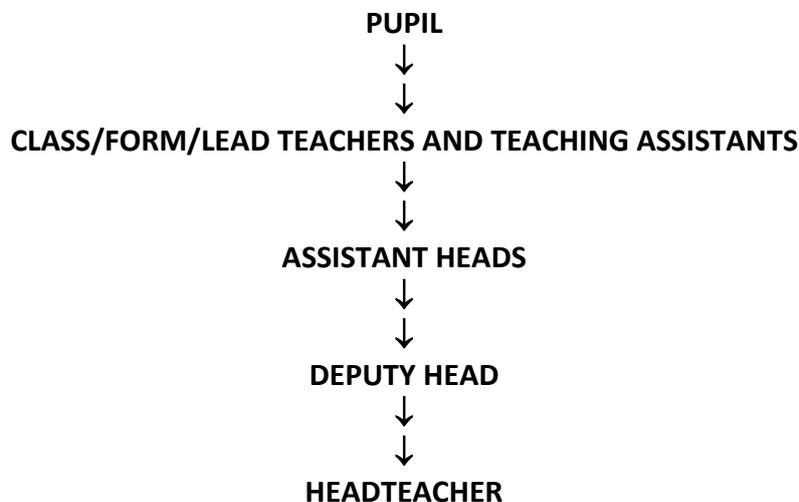| Responsible Staff	CM/HS
Governors Committee Responsible	Full Governing Board
Date Approved	October 2019
Review Date	Annually

1. RATIONALE

Exhall Grange School aims to produce confident, caring and resourceful young people by recognising their equal worth and developing their full potential.

1.1   To create a school ethos, where mutual respect is demonstrated and expected.
1.2   To encourage helpful, co-operative, appropriate behaviour by pupils towards everyone.
1.3   To provide pupils, parents and staff with clear structures and procedures for encouraging good behaviour.
1.4   To create a suitable learning environment which encourages a positive attitude towards work.
1.5   To enable pupils to operate within clear boundaries of what is/is not acceptable behaviour.
1.6   To ensure that pupils understand the consequences of inappropriate, thoughtless and unacceptable behaviour.

2. SCHOOL PASTORAL STRUCTURE

The following diagram outlines the pastoral structure in place at Exhall Grange School.

PUPIL
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CLASS/FORM/LEAD TEACHERS AND TEACHING ASSISTANTS
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ASSISTANT HEADS
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↓
DEPUTY HEAD
↓
↓
HEADTEACHER

3. SUPPORT SYSTEMS WHICH ENCOURAGE GOOD BEHAVIOUR

Exhall Grange places high priority on praising and rewarding effort and achievement. The following systems encourage positive behaviour:

3.1   Rules

Rules for good behaviour are made explicit to all pupils. Most pupils participate in the drawing up of classroom rules. If pupils behave inappropriately, they are reminded of the agreed rules and praise is given openly to those pupils who are behaving well. Consequences of not following classroom rules are agreed and firm, fair and consistent measures are taken to address inappropriate behaviour.

3.2   Celebrating Achievements

Achievements are celebrated throughout school in a range of ways from an informal 'well done' to more formal acknowledgment at assemblies, through displays, newsletters etc. Certificates for good behaviour, good work, sporting, academic and personal achievements are presented at regular intervals throughout the school year during assemblies. The Primary Department hold a Gold Book assembly each week when children's names go into the gold book and their photos are then displayed on a noticeboard in the reception area.

3.3   Reward Systems

The Foundation Stage - Due to the age of the children there is not a formal reward system. However, the role of the adult is to be consistent, provide stability and to encourage a positive self-image within each child. This is achieved by praising the child verbally, immediately he or she has produced a good piece of work, behaved appropriately or has done something worthy of praise. We celebrate a child's individual progress by taking photographs to capture the event, showing work to the whole group and communicating success to parents/carers.

In the Primary Department all staff use some form of reward system within their classroom. This can be a star chart, stickers, cotton reels etc. These daily systems feed into the weekly Gold Book assemblies and reports to parents.

The merit system in Key Stage 3 is based upon merit points, which are given for achievements in all areas (See Appendix 2). In Years 7, 8 and 9 the merit system is subject based. Students are awarded merits for Good Class Work, Good Homework, or Excellent Effort. The pupil then has to hand their subject merit to their form teacher who records each merit by the appropriate subject. Once a pupil has gained 20 merits for a particular subject then a subject postcard can be claimed. These are later exchanged for items in the swap shop!

The awards are also logged by form tutors and certificates are awarded for the following:

> 100 Awards – Bronze Certificate
> 200 Awards – Silver Certificate
> 300 Awards – Gold Certificate
> 400 Awards – Diamond Certificate
> 500 Awards – Platinum Certificate

The achievement of Years 10, 11 and Post 16 students is recognised by the EGs Awards. These awards are given for effort, work or special achievements. EG awards are regularly placed in a draw, and the selected winner receives a token (book or gift voucher).

At the end of each year, Gerold Prizes in honour of Mrs Gerold, who was the Chair of Governors for many years, are given to pupils who have, throughout the year, demonstrated excellent behaviour and hard work.

3.4   School Councils and Forums

The School Council has representatives from primary, KS3 and KS4 forms and post 16 and meets each half term. It is chaired by KS4 pupils who are voted in for a term each. The dates and agenda are published in advance and the pupils are encouraged to represent the views of their peers with regard to a wide variety of topics including safeguarding, behaviour, bullying, achievements and commendations, suggesting improvements through consultation and discussion.

Children with visual impairments and/or physical disabilities are able to voice their concerns through the medium of the V.I. and P.D. Forums.

3.5   Achievement Files

Pupils are encouraged to bring into school certificates, badges etc. for achievements gained at local or outside events. These may be added to their school folders or shown to their peers and members of staff. Secondary pupils are actively encouraged to collate all relevant information for their Achievement Files so they can take the final document to interviews etc.

3.6   Partnership with parents/carers

The contribution of parents/carers is seen as a valued factor in their child's general development and in the encouragement of positive behaviour. Partnership with parents /carers is achieved in the following ways:

- Home-school books
- Phone calls
- Parents Evenings
- Annual Reviews
- Reports
- Regular informal contact
- Headteacher's Letters
- Parental Questionnaires.

3.7   Liaison with Outside Agencies

School has developed an extensive network of outside agencies on which they can call for support. These include CAMHS, clinical psychology, social workers, IDS, Autism team etc.

All referrals to outside agencies are co-ordinated by the Head, Deputy Head and the School Nurse and are completed with parents' permission and involvement.

Training has been given to staff by a range of Local Authority Support Services. In-service training on classroom management and de-escalation techniques has been received along with advice on behaviour management strategies and the drafting of individual behaviour contracts/ programmes.

4.   SANCTIONS

From time to time, pupils may behave in a manner which is unacceptable. The appropriate staff reaction to poor behaviour depends on a number of factors. These include the age of the pupil, the level of understanding of the pupil and the presence of special considerations, for example, severe stress or frustration due to the restrictions of disability.

At all times sanctions and disciplinary procedures are consistently tailored to the individual child and the misdemeanour, whilst at the same time ensuring equality and fairness. It is important, at all times, to avoid escalating the situation. While unacceptable behaviour will be challenged, it will be done in such a way as to defuse and de-escalate the situation.

A consistent approach to behaviour is important. This begins with a reminder of the positive behaviour expected and followed by a reminder of the agreed rules and sanctions.

Misbehaviour is dealt with in the first instance by the class/form teacher, who may then refer to the Assistant Head for the relevant key stage or Deputy Head. Any pupil who demonstrates challenging behaviour towards peers or staff will be removed from the situation and dealt with appropriately, finding out why the incident occurred. Serious incidents should be recorded in the Incident Log Books which are kept in the reception area. Parents are informed through the home-school book or by telephone. The incident logs are regularly reviewed and initialled by members of the Leadership Group.

If a pupil fails to arrive at a lesson or leaves the classroom without permission office staff need to be notified within 5 minutes. They will pass the information to an available member of the Leadership group who will check on the whereabouts of the child and ensure his/her safety.

Where a pattern of poor behaviour persists, parental discussion takes place and an individual behaviour plan will be drawn up. If a behaviour plan is in place information is shared with relevant staff, parents and pupil and the agreed strategies are implemented and reviewed. If behaviour does not improve referral to outside agencies may be required.

Poor behaviour may be addressed in any of the following ways:-

a.   **Withdrawal of Privileges**.
b.   **Detention.** Individual detention at break times or lunch times with relevant teacher
c.   **Detention with member of Leadership group.**
d.   **Targets on I.L.Ps.**
e.   **Behaviour Plans** These are drawn up by staff with the support of a member of the Leadership Group and may also involve the support of other agencies. Information is shared with relevant staff and suggested strategies are implemented and reviewed. (Appendix 5).
f.   **Individual Contracts** are written in partnership with pupils and their parents. These are used when other methods have failed. Contracts target unacceptable behaviour and, as far as possible, are written in positive terms. They are reviewed regularly and are seen as

a short term strategy to address the issues. It is made clear that sanctions will be imposed if the contract is broken. (Appendix 6).

Exclusion is the most serious measure, the ultimate sanction for dealing with extreme indiscipline and/or violence. If this sanction is being considered, it will be the responsibility of the Head Teacher (or the Deputy Head Teacher if acting on behalf of the Head) who will discuss the procedures with the pupil and parents. The head teacher may decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Head will follow the relevant guidance on exclusions provided by the Local Authority and will inform the governing body of any decisions taken.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body. In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

5.   Leaving the School Site without Permission

In the event of a pupil leaving the school site without permission, the Head/Deputy Head need to be informed without delay. They will take all the action necessary to locate the pupil, inform the parents and, if necessary, inform the police.

6.   Physical Intervention and Control

There may be occasions when, for their own personal safety or for the safety of other pupils, staff or property, a pupil may need to be physically restrained. In these circumstances, the minimum necessary force must be used and Head/Deputy should be notified. The incident should be recorded in the Incident Log and parents should be informed.

All **school staff** have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'**Reasonable in the circumstances**' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should avoid acting in a way that might cause injury to themselves or pupils. The least intrusive method of control/restraint would

7.   Screening, Searching and Confiscation

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. The school is not required to have formal written consent for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

The Head and authorised staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. Authorised staff are the Head, members of the senior leadership team and the Key Stage 3 phase leader. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching without consent

If a pupil refuses to empty their pockets or bag and staff believe they are in possession of knives or weapons, alcohol, illegal drugs and stolen items then authorized staff may carry out a search

But:
- they must be the same sex as the pupil being searched;
- and there must be a witness (also a staff member)
- and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

If a pupil is searched it should be recorded in the Incident Log and parents should be informed.

Government Documentation which has informed this policy includes:-

Use of Reasonable Force – advice for school leaders, staff and governing bodies
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies

Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening

Exclusions Guidance
http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance

Safeguarding

http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff

APPENDICES

1.   Strategies for Encouraging Good Behaviour

2.   School Guidelines

APPENDIX 1

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR

RESPONSIBILITY OF ALL STAFF

In the classroom

- Create and sustain a positive, supportive and secure environment for the pupils you are teaching. Well-prepared, stimulating, differentiated lessons generate good behaviour and earn the respect of the pupils.

- Arrive before the class and begin the lesson on time whenever possible.

- Be prepared for the lesson.

- Set and adhere to a clear set of high standards within your classroom.

- Praise positive work and behaviour.

- Aim to keep all pupils occupied, interested, challenged and motivated. The curriculum at Exhall Grange School is differentiated to meet individual needs. Boredom or lack of success can create disruptive behaviour.

- Check all work as promptly as possible and comment in a constructive way.

- Encourage the development of working relationships within the classroom.

- Keep an attractive, clean and tidy classroom.

- Maintain regularly changed, interesting wall displays.

- Pupils should not be left unsupervised in the classroom. Students in Post 16 may be able to work in the Library, without direct supervision. However, the teacher must use their discretion in the case of some students who need more direct support.

- Strategies should be used to **encourage good** behaviour rather than creating punishments to be given following poor behaviour.

- Aim, at all times, to avoid confrontation.

Around the School

All informal contact contributes to standards of behaviour.

Encourage positive behaviour by:

• Setting high standards of speech, manner and dress.

• Praising good standards of speech, helpful behaviour towards others and smart appearance.

• Dealing with all misbehaviour that you have seen - **To ignore it is to condone it.**

• Discourage pupils from dropping litter and if any is seen around the site or the school, helping pupils to dispose of it in the litter bins.

• Reporting to the form teacher or Phase Leader any pupil who is seen defacing or damaging the property of another pupil.

• Corridor displays should be attractive, interesting, relevant, consist largely of pupils' own work and be frequently changed to produce a fresh, stimulating environment.

Break/Lunch Times

Primary.

• Learning to play together is considered an essential part of growing up. We hope that children eventually understand that they cannot always get their own way or always win when playing games.

• There is a rota for break/lunch time supervision. Staff who are on duty should ensure that they are there on time. No children should be sent outside without supervision. Staff on duty take responsibility for encouraging playground games and activities. There are a wide range of lunchtime clubs which pupils can sign up for.

• Wet break/lunch times take place in designated rooms with the staff on duty.

• Minor incidents of misbehaviour are dealt with immediately by the staff on duty. The class teacher is informed at the end of break if this is felt to be necessary.

• Children who appear to require a "calming down" period are encouraged to sit on the benches.

• Serious incidents are recorded in the Incident Log Book.

Secondary

- Secondary pupils spend break/lunch times within designated areas but must arrive promptly for the start of their next lesson.

- Break duty staff supervise the school site, the corridors and the classrooms/common room on a rota basis

- There is a school tuck shop where healthy snacks can be purchased at break.

- There are a range of lunchtime clubs. Pupils go to the library during registration or break to sign up for lunch time clubs.

- There is rota for lunchtime supervision. A member of the Leadership Group is on duty every day.

- The library and transition space are also supervised at lunchtime

Minor incidents of misbehaviour are dealt with immediately by the staff on duty. The form teacher or assistant head is informed as necessary and sanctions such as lunchtime detentions may be implemented.

Serious incidents are recorded in the Incident Log Book and parents informed.

APPENDIX 2

SCHOOL GUIDELINES FOR STUDENTS

- Be prepared to learn. Always come to school with the right equipment for your lessons i.e. exercise books, text books, pens, swimming/P.E. kit.

- Always be on time for lessons, unless you have an acceptable reason.

- Always walk when inside the school and keep to the left side of the corridors.

- School uniform must be worn by all pupils up to and including Year 11. Simple jewellery such as fine chains, sleeper type or thin earrings may be worn. Make-up should not be worn during school hours. Outdoor clothing should not be worn inside the classroom unless it is very cold.

- Keep the school site and classrooms clean and tidy. Litter should be put into the litter bins provided around the school site and classrooms.

- IPods, MP3 players and other similar equipment are allowed in school but remain the responsibility of the pupil. They are **not** to be used during lesson time. The school cannot take responsibility for these items.

- Pupils will be expected to take the utmost care of all items of school equipment and equipment belonging to other pupils.

- Exhall Grange is a non-smoking site.

- For Health and Safety reasons only staff and those students who have received the relevant training and are 'wheelchair aware' are allowed to push pupils in wheelchairs.

- Mobile phones are allowed in school but should **not** be used in school for either making a phone call, texting, taking photos, accessing email, social network sites or the   internet.   There is a clear mobile phone policy which states that pupils will have their phone removed if seen using it in school. (Mobile Phone Policy)