

Upper Shirley High: Behaviour and Relationship Policy

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Section 1: Introduction

Our school is an educational community in which all members share a common commitment. We believe our school has an environment where all individuals are challenged to achieve; where we are distinguished as leaders of learning and the passion of our people transforms futures. In our community, we learn how to think critically and creatively and to behave reflectively to share and shape a meaningful school experience. As a result, we will all feel truly connected to the learning experience; will be the best we can be; and be inspired to be a life-long learner.

Underpinning this vision is the importance of the development of relationships between all stakeholders. We use the key principles of **Believe, Respect, Succeed** in helping our staff and students to build strong relationships that lead to successful outcomes, both academically and personally. Staff and students are expected to **restore, redraw and repair** relationships in order to continue their progress.

The purpose of this policy is to ensure that there are systematic and consistent procedures and expectations regarding the exclusion of any student from our school. This policy should be read in conjunction with:

- Teaching and Learning policy which outlines how we challenge our students to achieve
- Exclusions policy that explains our use of the most serious consequence
- Special Educational Needs and Inclusion policy which states our responsibilities and procedures in supporting any students who have been identified as having additional learning needs.
- Child Protection policy
- Equalities Policy and accompanying information
- And other aspects of other policies and procedures as outlined below (Section 3).

Further statutory legislation and guidance from the DFE, *The Equality Act (2010)*, *Keeping Children Safe in Education (2016)* and the *Education and Inspections Act (2006)* that requires schools to publish a Behaviour policy.

Consultation:

This policy was created by the Leadership Team using key guidance from the LA and Restorative Practice Steering (RP) group as well as evidence from the development of RP at USH. The Leadership Team have also read widely, and utilised best practice from different sources, to identify best practice.

Section 2: Procedures and practice

This policy aims to provide a consistent approach for how our community treats one another, striving to ensure our students have strong self-esteem and self-belief. This will always be achieved through a balance of rewards and consequences that will enable them to move into adult life with confidence, aware of their rights and their responsibilities to others and their community.

The following page outlines our 'Policy on a Page' that we use each day within our school. Staff focus upon the positive, ensuring a consistent approach across the school. Where students do not meet our expectations, staff are asked to respond with deliberate calm, giving students thinking time to help them make the right decision.

The USH Relationship Policy

USH -The place where all individuals are challenged to achieve; where we are distinguished as leaders of learning and the passion of our people transforms futures.

Meeting and greeting	<ul style="list-style-type: none"> • Every group must line up and be greeted warmly as they come into the room. All students will enter the room with the correct uniform and be ready for learning. Any uniform issues will be dealt with quietly outside the classroom. • All students will sit in a seating plan based upon the different needs of the students.
Seeking the positive	<ul style="list-style-type: none"> • Use a 'recognition board', from the very start of every lesson, to identify the behaviours and skills you want to see. • Utilise all opportunities to add the names of students to highlight the very best examples of excellence. • Make this part of a collective responsibility where all students achieve and have a sense of belonging to the learning. • Make the negative a private discussion rather than public. • Avoid 'airing the negative'.
Rewarding the very best	<ul style="list-style-type: none"> • Our expectations must be consistently high. • We must always look for excellence and reward the very best for each student. Achievement points logged on SIMS, postcards home, phonecalls and emails.
Respond to behaviour with deliberate calm	<ul style="list-style-type: none"> • Students will be given a clear instruction. • Staff will believe and expect that students will follow this. • Students will be given 'wait-time' of one minute to make the right choice. Explain to the student that, "<i>I believe you can make the right choice. We all need to respect each other and our learning to ensure that we all succeed.</i>" • If a student has not followed this instruction, calmly explain that they will now need to go to the buddy room for some time out. Students should be sent to the department buddy room with work to complete with a set time before they can then re-join the lesson. One minute wait time should be used to help the student make the right choice. A catch up will also be set and contact with home. • If a student continues to not make the right choice, the mediation team should be called. They should also be called if a student leaves a classroom or does not arrive as expected. The team will have a 'restorative chat' and the student will be moved to the buddy room. A catch up will also be set and contact with home. • All information and outcomes are logged on SIMS.
The catch-up	<ul style="list-style-type: none"> • The catch-up is the time to talk to each student about the original behaviour and the reasons for this. • Its purpose should be to restore, redraw and repair. • Parents must be informed and this logged on SIMS.

This policy is reiterated to staff each year and forms a key part of the induction process. This is the responsibility of the Deputy Headteacher responsible for Personal Development, Behaviour and Welfare.

Where required, there is a team of Guidance support who are able to offer advice and guidance regarding the individual needs of our students as well as being a source of support during the school day as required.

A consistent approach to rewards and consequences

It is important that systems are used rigorously and expectations are consistently adhered to. Expectations that are taught, modelled, and practised, are fair to all students.

Rewards (consequences of positive behaviour)

Our responsibility to reward good behaviour is a vital component of our support for students. Positive rewards offer a significant motivation for all students. It is the teacher's responsibility to reward positive behaviour consistently. This is achieved through the use of 'recognition boards' in each classroom, where staff are asked to 'Look for Excellence' and use this to model to the students. Our staff are expected to 'air' the positive, in lessons, and through moments of collective reflection, such as assemblies.

This is also seen through the awarding of Achievement points which are collated on SIMs. These are celebrated throughout the year in assemblies and at the end of the year with a big event for the top 50 students in each year group. Other individual rewards are linked to progress (Literacy and numeracy rewards, postcards home regarding data capture etc.). There is also the annual Awards ceremony where all subject areas nominate students who have made an excellent contribution to USH, alongside recognition for outstanding progress.

The House System

The pastoral system at USH is based on a family of four Houses: Aviators, Engineers, Mariners and Venturers. While our tutor groups are organised into year groups, we have a strong house ethos that ensures our students work with children from all of the different year groups.

Our collective focus is to ensure students are ready to learn and that they make excellent academic progress. We enhance this through the different values of our Houses. Students will be rewarded when they demonstrate the values and this will be recorded as above.

Aviators - Actively achieving ambition

Mission statement

Aviators are innovators of their own future, we work together as a cohesive team to support and develop potential.

What does an Aviator look like?

Aviator students seek challenge within themselves and inspire others, they demonstrate our core principles of pride, teamwork and support. Aviator students exercise their creative instincts.

Sir Richard Branson: Aviator, Airline owner, Space travel pioneer, Record label creator, Television and internet company provider, Record breaker, 4th richest man in the UK.

Engineers - We make things happen

Mission statement

Engineers contribute to their community, bringing new ideas to life. Engineers think logically to tackle problems. Engineers create the future.

What makes an Engineer?

Engineers are ambitious, independent and creative. We support each other and determine our own future.

Dr Maggie Aderin: Space scientist and creator of Science Innovation Ltd, Mechanical Engineer.

Mariners - We make ourselves and others proud

Mission statement

Being a Mariner is about being yourself and helping others. We lead and inspire, respect individuality and value teamwork.

What does a Mariner look like?

Mariners strive to achieve and take pride in every success. We celebrate everyone's talents and harness these for our futures. This is why Mariners can smile!

Dame Ellen MacArthur: World renowned sailor, best known for being a long distance solo yachtswoman.

Venturers - Join us on our adventure to success

Mission statement

Venturers make decisions. There are risks in life worth tackling, and you only live once. Venturers challenge themselves to be better than their previous best. We are proud and determined. Venturers are involved. We show commitment and give of ourselves for the benefit of all. We are happy to do more.

How would you recognise a Venturer?

Venturers show enthusiasm and pride in what we do. We trust in each other and we respect ambition. We admire determination.

Bear Grylls: Chief Scout, Former soldier 21 SAS, one of the youngest ever climbers of Mount Everest.

The Habits of Mind

Underpinning all aspects of this policy, including rewards, is our belief in encouraging all students to be independent and resilient learners. As part of this, we develop 'Habits of Mind'; ways of thinking when immediate solutions to problems are not clear.

We believe passionately in equipping our learners for life outside of school, where they will need to apply many different 'habits' as they embark on their future careers. Students will be rewarded when they demonstrate these 'habits' as outlined above.

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating

- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

Consequences (fair and logical consequences)

Logical consequences teach students to accept responsibility for their actions. When students choose to adopt poor behaviour, staff will act restoratively to de-escalate the situation to ensure effective learning is resumed. If the student continues to make the wrong choice they will receive a fair and logical consequence. All incidents of poor behaviour are recorded on SIMS with a specific consequence. This may include a catch-up at break, lunch or afterschool.

Consequences may be given for:

- Low-level disruption to learning
- Failure to complete classwork
- Failure to complete homework
- Lack of equipment
- Infringement of uniform policy
- Lateness to school or lesson
- Rudeness to a member of staff
- Inappropriate language
- Truancy
- Infringement of mobile phone use
- Refusal to follow instructions
- Vandalism
- Theft
- Physical or verbal abuse to staff or students

Poor behaviour off school site

A student can receive a school consequence for poor behaviour while not on school premises, under the following circumstances:

- Taking part in any school-organised or school related activity.
- Travelling to and from school.
- When they are identifiable as a student of the school.
- Their behaviour could have repercussions for the orderly running of the school.
- They pose a threat to another student or a member of the public.
- Their behaviour could adversely affect the reputation of the school.
- Not adhering to our internet "Acceptable Use policy" and safety guidelines.

Consequences will be applied as per this policy when we believe that a student has demonstrated poor behaviour. This can include bringing the school into disrepute if the behaviours outside of school are not acceptable.

Stages of concern

For the majority of students, the processes outlined below will enable them to understand what is expected of them with regards to their behaviour and conduct. Where this is not the case, the pastoral team will identify the next steps, in terms of support and consequences, based upon the table below:

<p>Initial concerns</p>	<p>These may be identified through:</p> <ul style="list-style-type: none"> - An increase in behaviour points - An increase in the number of catch ups - Increase in lateness to school or lesson - A decrease in the Attitude to Learning scores of students through the data captures 	<p>The tutor will be responsible for contacting parents and where appropriate, issuing the student with a target card, that identifies the main areas of concern.</p> <p>If this is just in one or two subject areas, the teacher and Head of Department will be responsible for contacting parents and issuing consequences.</p>
<p>Medium concern</p>	<p>These will be identified through:</p> <ul style="list-style-type: none"> - A request for support from the mediation team from different subject areas - Significant concern as evidenced in their Attitude to Learning grades in the data capture - Ongoing punctuality concerns with no sign of improvement - Involvement in a physical or verbal incident towards either a member of staff or a student that has taken place on more than one occasion - Regular catch ups and non-completion of class and/or homework across different subject areas 	<p>The Head of Year and Guidance will coordinate the support and consequences for these students. This may include:</p> <ul style="list-style-type: none"> - Referral to the ELSA or Life Coach to look at the current issues and strategies that could be employed to stop them being repeated - Target Card to the Head of Year with a meeting with parents - Guidance Diary where the student and staff member reflect upon each lesson, successes and areas of concern - Guidance led student pursuit to support behaviour in specific lessons
<p>Serious concern</p>	<p>For the very slim minority of students who do not show improvements in their behaviour, the Leadership Team, alongside the Heads of Year, will also work with the students and their families.</p> <p>Serious concerns may be identified through:</p> <ul style="list-style-type: none"> - Incidents that have required internal or external exclusion. This may include regular physical confrontations - Daily mediations from lessons and refusal to follow instructions for a number of teachers - Ongoing truancy 	<p>Where the above strategies and interventions have been applied and no improvement has been made, the following may take place:</p> <ul style="list-style-type: none"> - Internal or external exclusion - Meeting with parents by the Leadership Team and target card for ongoing monitoring - Behaviour contract that the student, parent and school sign - Referral to an outside agency for further support (SAOS, YOT, No Limits, DASH) - Respite at or a Managed Move to a new school - A placement at The Compass School

	<ul style="list-style-type: none"> - Bringing in any illicit substances into school - Bringing in any weapons into school 	<ul style="list-style-type: none"> - Permanent Exclusion
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Use of a catch up as a consequence

The catch up is the opportunity for the student and adult to spend time together to repair the situation that has led to the consequence. This could be the student studying to complete the work that was missed during the lesson or not completed at home. This might also be a restorative conversation between either the adult and the child or with an adult and both of the children (if the incident was between two students) to reach a better understanding of what took place and what must happen next time to ensure this behaviour is not repeated. Teachers should ensure parents are aware of any afterschool catch-ups through the school diary, phone or email communication.

Catch up 1 – with the teacher. On the first occasion when a student needs to be issued a catch up, this can take place during break, a lunchtime or afterschool. All staff should also ensure that parents are informed by phone or by email confirming the details and that this is logged on SIMS so staff can spot any particular issues or themes.

Catch up 2 – with the Subject leader. If there is non-attendance with the teacher, Subject Leads will see the student, ask them what has happened and explain the next consequence. Parents will again be contacted which may be by phone or could be through a meeting in school if the issues are ongoing. At this point, a discussion will also take place with the student’s tutor or Head of Year to highlight if there are issues in other subject areas to discuss the holistic needs and actions required to support the student. This should also be logged on SIMS with the outcome.

Leadership referral - When there becomes an endemic issue with a student, after all of the strategies above have been discussed, a member of the Leadership Team will ask parents to come in to meet to discuss a way forward. At this point, a variety of support and consequences will be discussed. This may be a lengthier catch-up after school. However, if the issue is across all subjects, and the SIMS behaviour log suggests ongoing issues regarding behaviour and completion of work, these strategies could include movement to different classes or where required, respite or a Managed Move at another school. These would be always used as a last resort. Any actions taken by any members of staff will also be logged on SIMS.

Use of internal/external exclusion as a consequence

Where appropriate, the most serious of consequences will be applied. This could be either an internal or external exclusion (please see the Exclusion policy). As part of any exclusion, students will be expected to reflect upon what led to this consequence, what they could have done differently and how they will be restoring their relationship with the teacher or student.

The issue of a Fixed Term Exclusion is for the most serious of incidents. An outline of the process can be seen in the Exclusions policy. Vitaly important is the reintegration meeting where restorative language will be used to give the student the opportunity to reach a resolution regarding the specific incident. Students will also go on a Target Card, after the event, with specific targets that they will be expected to meet. The success of this intervention will then be discussed with the parents.

If there has been a serious breach of the Behaviour policy, including the use of illicit substances brought on to the school premises, the possession of a weapon, or a physical act of violence, the

school may need to consider the possibility of a Permanent Exclusion. The outline of this process can also be found in the Exclusion Policy.

Empowering parents to support their child's learning

At all stages, parental involvement in their child's learning has a significant impact upon improving their academic achievement, progress, behaviour and attendance. As part of this strategy and policy, we place the relationship between USH and our parents at the very heart of what we do.

We strive to:

- create an environment in which a genuine partnership exists between home and School;
- ensure that parents are kept aware of their children's behaviour, both responsible and irresponsible, at School;
- seek parents' understanding and support of the School's policies and actions with respect to student behaviour;
- provide advice and support where appropriate and when requested.

It is the responsibility of all staff to make contact with parents when appropriate. Where inappropriate behaviour is repeated, we will welcome parents into school to discuss the current situation, looking at what pro-active support can be offered to prevent further instances.

Parents are encouraged to contact the school if they have any concerns regarding their son or daughter. This can be through a phone message or through the website where parents can email the member of staff concerned.

A consistent approach to bullying

At Upper Shirley High we are committed to providing a caring, supportive and safe environment that allows all of our students and staff to flourish without fear in an environment where individuality is celebrated.

We believe that bullying is repeated, unacceptable behaviour (verbal, emotional and physical) that causes any member of the school community to feel uncomfortable, threatened or distressed. Bullying can make those being bullied feel powerless to defend themselves.

Principles

1. Everyone should be valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion, disability, physical appearance or learning needs.
2. The school will make it clear to all students, staff, parents and the wider community what bullying consists of and that any form of bullying is totally unacceptable.
3. A system of support and/or consequences will be provided to the victim and bully and where appropriate outside agencies will be used.
4. Parents of bullies and victims will be kept informed of developments during the investigation of any reports of bullying.
5. In all subjects, and especially PSHE, the value of the individual will be raised, and the awareness of bullying from the viewpoint of both bully and victim will be heightened.

Types of bullying

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour).
- Verbal (name calling, sarcasm, spreading rumours, teasing).
- Physical (pushing, kicking, hitting, punching or any use of violence).
- Extortion (demanding money/goods with threats).
- Cyber (all areas of internet, email and internet chatroom misuse) as outlined in the “Acceptable use Policy”.
- Racist (racial taunts, graffiti, gestures).
- Sexual (unwanted physical contact, sexually abusive comments).
- Homophobic (because of, or focussing on the issue of sexuality).

We will make it clear that the responsibility for prevention of bullying belongs to everyone and that any unhappiness should be immediately reported. This information may be obtained from a variety of sources:

- Through the student telling a member of staff, tutor or a member of the Guidance and Achievement team.
- From a student who is aware of another’s suffering
- Parental reports.

All allegations or information regarding bullying will be taken seriously.

In the first instance, a ‘no-blame’ approach will be taken in all but the most serious incidents in order to maintain the confidence of both the student carrying out the suspected bullying and victim. The information on an incident will be recorded together with any action taken. Follow-up support will be offered to the victim and to the bully, if that is considered appropriate. This may be in the form of a mediation meeting. Details of incidents will be recorded and analysed regularly.

Where students need more in-depth support (either the victim or the perpetrator), this will be given facilitated by the Guidance Lead and team. This may include one to one work with a member of staff (including the school’s Life Coach) or referrals to No-Limits who work with the school each Monday. If further referrals to outside agencies, such as CAMHs, are required, this will take place in agreement with parents or carers.

The issue of bullying, as well as staying safe, will feature through the Personal, Social and Health Education overview as well as the tutor programme. Opportunities for the consideration of our rights and responsibilities will also form a key thread through our collective reflection in assemblies and within lessons.

Section 3: Concluding notes:

Monitoring and Review:

The Local Governing Body will be responsible for monitoring the implementation of this policy alongside the Deputy Headteacher with oversight for Personal Development, Behaviour and Welfare (PDBW). Key data regarding PDBW will be reported to the Governing Body once a term.

Other linked policies/procedures:

- Child Protection Policy
- E-Safety Policy
- USH Employee Handbook

- Substance Use and Misuse Policy
- Reasonable Force and Restraint Policy
- Uniform Policy
- Exclusion Policy
- Procedure for dealing with knives in school

Other linked documents/reading:

- National Teaching Standards (2012)
- Resources from the Restorative Justice Council <https://www.restorativejustice.org.uk/restorative-practice-schools>
- 'When the Adults Change, Everything Changes', Paul Dix, 2017

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