

Upper Shirley High School

Relationship Policy Part 1 (School Behaviour Policy)

The application of Restorative Practice approaches (See Part 2)

Policy dated: June 2017

Review date: June 2018

Section 1: Rationale for the USH Relationship Policy

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.

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:

- our Teaching and Learning policy which outlines how we challenge our students to achieve
- our Exclusions policy that explains our use of the most serious consequence
- our 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.

Consultation

This policy was created by the Leadership Team using key guidance from the LA and RP Steering group.

Our Values at Upper Shirley High

Respect We should feel a sense of worth as we all have at least one talent and in turn we can then spot the talent in others. We have the right to show our best work every day and to be 'known' for who we are.

Pride Everyone at Upper Shirley High has a part to play and no one is more important than anyone else. The sense of achievement we are entitled to is universal and we are encouraged to reflect on what we do, celebrating the impact we have; a sense of accomplishment and satisfaction is an amazing thing. We share our own achievements openly and resist the temptation to be bashful.

Ambition Wanting the best means making a habit of talking about our goals and progress. Our ambition to help others realise their potential comes in what we say to people and what we expect them to do.

Independence This means we show initiative and if we believe in something strongly we offer our view with bravery, knowing it may make a difference.

Teamwork At Upper Shirley High we share what we do with others to help them get better. Regardless of differences we strive shoulder to shoulder and we believe in each other.

Trust (the most important) means we can rely on each other and that we each show integrity (...what you do, matches what you say). We show strength and a confident belief in our own and others' ability. Also, crucially if things go wrong, we seek opportunities to build this trust and draw closer to people as a result and learn from it, taking ownership of our part in changing things.

Thinking and behaving – utilising the Habits of Mind

Habits of Mind are a set of 16 problem solving and life related skills. They enable our students to develop the ability to work through real life situations using awareness, thought and prior knowledge to gain positive outcomes. *(See Policy Part 2, 2.0)*

Restorative Practice at Upper Shirley High School

The principles of restorative practices are based upon building and maintaining positive relationships. Restorative practices are delivered using restorative approaches. It is solution focused and deepens and develops student's understanding of the spiritual, moral, social and cultural aspects of life.

It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement. This is based upon 4 key principles:

- Respect** – for everyone by listening to other opinions and learning to value them;
- Responsibility** – taking responsibility for your own actions and learning to make the right choice;
- Repair** – developing the skills to identify solutions to repair harm;
- Re-integration** – using a structured, supportive process that resolves the issues and ensures behaviours are not repeated, allowing students to remain in mainstream classes.

Section 2: Procedures and practice

Putting things right: how a restorative approach might work.

The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make restorative statements part of our everyday language. A more specific outline can be found in Part 2 of the Policy.

All students have a responsibility to:

- Be respectful, courteous and helpful to others. Bullying or racial harassment will not be tolerated at Upper Shirley High.
- Behave in an orderly, responsible manner. Everyone has a right to learn. Respect this right.
- Ensure the expectations are adhered to at all times.
- Be punctual and attend school every day.
- Respect and care for the school environment and the property of others.

- Ensure a high standard of dress is adhered to at all times. Students must wear the correct school uniform.
- Use a restorative approach towards all staff and other students.

All staff have a responsibility to:

- Use a restorative approach towards all students and other staff.
- Establish and maintain relationships with students and parents.
- Demonstrate a high level of care and respect for students.
- Ensure the expectations are adhered to at all times.
- Respond promptly and personally in matters which affect the quality of teaching and learning and the personal development of all students.
- Issue consequences and rewards fairly and appropriately.
- Ensure a high standard of dress is adhered to at all times
- Be punctual.

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. *(See Policy part 2, 2.A)*

Consequences – Fair and Logical Consequences of ‘poor’ behaviour

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.

(see Policy part 2, 2.K)

A consistent approaches towards 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 in the anti-bullying log.

Support will be offered to all those involved using a restorative approach: it may also necessary to implement a fair and logical consequence.

More serious consequences - exceptional circumstances

There are rare occasions when a more serious consequence may be considered (when behaviour can be defined as extreme). This could be:

- Severe violence or genuine threats of violence against another student or member of staff.
- A serious breach of the USH values.

- Serious damage to school property.
- Seriously endangering the health and safety of staff and students.
- Alcohol or illegal substances.
- Bullying and racial abuse.
- Criminal acts – acts that may lead to criminal offences or suggest criminal intent.
- Persistent defiance of school authority at all levels (In this instance it is important that teaching staff affected by the behaviour take a lead in providing a resolution).
- Sexual misconduct.
- Not adhering to our internet “Acceptable Use policy” and safety guidelines.

Searching and Confiscation

All staff authorised by the Headteacher have a statutory power to search students and their possessions without consent for the following items:

- Knives, bladed items, weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers.
- Fireworks.
- Pornographic images.
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property.

If any student is found in possession of any of the above items they may be at risk of exclusion, either fixed term or permanent.

Reasonable Force

It may be necessary on rare occasions for staff that are authorised by the Headteacher to use reasonable force for the following reasons:

- To prevent a student from committing an offence.
- If there is a risk that they will injure themselves or others.
- To prevent them from seriously damaging school property.

An appropriate document will be completed to record the reasonable force that was used (Please see the Reasonable Force policy).

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.

After a thorough investigation of any serious incident it may be necessary to exclude a student from school either internally or externally.

The use of exclusions

Internal Exclusion

A decision may be taken to exclude a student internally. The student will remain out of normal lessons and will not take part in break or lunch. Their school day will be extended to enable them to complete a period of reflection at the end of the day, considering their actions and strategies to ensure the behaviour is not repeated.

Fixed Term Exclusions

The decision to exclude a student is not taken lightly and will be made by the Headteacher. In his absence it is the responsibility of another member of the Senior Leadership team. A reintegration meeting will then be held on the student's return. This meeting will follow a restorative approach which enables the student to be reintegrated successfully back into school. After any exclusion, internally or externally, a "Target for Success" card will be used to support the student as they continue to refocus their attitudes and behaviours.

Permanent Exclusions

The decision to permanently exclude a child from school is always the last resort. Whilst it remains the ultimate consequence for any child, often the risk presented to them is significant. There are, on rare occasions, situations that may result in a 'one-off' permanent exclusion. Whilst it is not possible to list these circumstances they often present themselves as significant safeguarding matters that may result in injury or threat of significant harm, and/or criminal acts.

Empowering parents to support their child's learning

Parental involvement in their child's learning has a significant impact upon improving their academic achievement, progress, behaviour and attendance. It is the responsibility of all staff to make contact with parents when appropriate (refer to the accompanying booklet for guidance). Where inappropriate behaviour is repeated, it is more effective to meet with the parent, child and another member of the school staff. It is the responsibility of the class teacher to arrange the meeting.

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 documents:

- Teaching and Learning action plan as part of the Whole School Development Plan
- National Teaching Standards (2012)
- Resources from the Restorative Justice Council <https://www.restorativejustice.org.uk/restorative-practice-schools>