



## BEHAVIOUR POLICY

Approved

**Autumn 2017**

Review Date

**Autumn 2018**

*(Incorporating statements on the use of reasonable force and screening and searching of students)*

## The Principles

- This policy must be read in conjunction with the school's Safeguarding and Child Protection Policy and staff code of conduct.
- The Governing Body believes that Learning and teaching are mediated through individual and group relationships, and the quality of these relationships either limits or extends the quality of learning and the impact of teaching in individual classrooms and across the school. The social and emotional skills our students do or do not possess directly impacts on their progress as learners and their effectiveness as people. Supporting the development of these skills in our students through individual intervention and through supporting and following our shared approaches is a key professional responsibility of all staff employed to work with children, inside and outside the classroom. It seeks to create an inclusive caring, learning environment in the school by:
  - promoting desired behaviour and discipline
  - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
  - ensuring equality and fairness of treatment for all
  - ensuring consistency of response to both positive and negative behaviour
  - promoting early intervention
  - providing a safe environment; free from disruption, violence, bullying and any form of harassment
  - encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
  - promoting a culture of praise and encouragement in which all students can achieve.

## Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- All staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- All staff will be familiar with the Relational Approaches to Supporting Social & Emotional Development and Managing Behaviour self-evaluation document, which details the attitudes, competencies and behaviours staff need to demonstrate to support the school's approach. See appendix.

Teachers and Teaching Assistants will:

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.

- Model by their own actions the expectations Old Buckenham High School has for students.
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.

Mentors and Support Staff will:

Provide support programmes for identified individuals and groups.

- Advise the Progress Tea on appropriate courses of action.
  - Communicate with parents/carers re concerns and provide advice or support for families.
  - Monitor individuals or groups of students to allow for early intervention and review of support provided.
  - Evaluate support for individuals through reports to the Senior Leadership Team and Governors.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
  - Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of children both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
  - Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### The Use of Reasonable Force

Department of Education's Use of Force Guidance (2010)

*"All school staff members have a legal power to use reasonable force to prevent children or young persons committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline"*

#### Reasonable Force

There is no legal definition of reasonable force - however all staff will recognise:

The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force.

Staff at Old Buckenham High School have identified 3 broad categories of incidents where Reasonable Force may be necessary:

- 1) Action due to imminent risk of child or young person committing an offence
- 2) Action due to risk of injury or significant damage to property (including the child or young person themselves).

Examples of 1(& 2)

- a child or young person attacks a member of staff or another child or young person.

- a child or young person is engaged in or on the verge of starting to damage property.
- a child or young person is running in a corridor in a way that could cause injury

3) Action where a child or young person is behaving in a way that is compromising good order and discipline.

Examples of 3)

- A child or young person persistently refuses to leave the room or attempts to abscond from staff
- A child or young person is behaving in a way that is seriously disrupting the lesson.

A dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Social Services Department under child protection procedures.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a child or young person or parent, cannot be ruled out. In those circumstances it will be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances.

A member of staff using any force should be reported to the Headteacher as soon as possible after the event. All incidents will be logged by the Headteacher.

### The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, including on-line activities, whether or not the conditions above apply, That:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all of these circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

### Screening and Searching

The school follows the DfE Advice for Headteachers, school staff and governing bodies. See appendix.

Key Points

- School staff can search a student for any item if the student agrees
- Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include, noting this is not an exhaustive list and the Head teacher's judgment is final:
  - knives or weapons

- alcohol
- Items to be sold on school premises (students are not permitted to sell items brought into school)
- illegal drugs
- stolen items
- tobacco and cigarette papers (including e-cigarettes)
- matches/lighters/fireworks
- Items bought onto the school site with the intentions of selling
- Pornographic/offensive material or images
- Phone records to investigate incidence of bullying/inappropriate behaviour
- any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i) to commit an offence;
  - ii) to cause personal injury to, or damage to the property of, any person (including the student).

### Malicious allegations

If an allegation is made towards a member of staff that is found to be false and malicious the school will take firm action and consider the allegation as very serious and issue appropriate Consequences. A risk assessment will be drawn up regarding the student to ensure all staff are aware of any future potential malicious allegations.

### Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### The Equality Act 2010

The school ensures The Equality Act 2010 and the update advice issued May 2014 is adhered to. In summary this means the school will:

- not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation and students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

### The role of governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. 2. Section 88(2) of the EIA requires the governing body to:

- a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

## EXPECTATIONS WITH REGARD TO STUDENTS

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the school environment
- Follow the classroom 'golden' rules.

## EXPECTATIONS WITH REGARD TO STAFF

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

## EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
  - inform staff of any concerns
  - respond to concerns raised by members of staff
- ensure students come to school in school uniform, correctly equipped and prepared to work

## Student Leadership and the reward system- The OBHS Award

The school believes that rewarding positive behaviour encourages students to behave well and promotes a sense of belonging to the school. The reward system encourages students to participate fully in the life of the school and recognises achievement across a broad spectrum of activities. The OBHS Award promotes the sense that individual achievement contributes to the wider achievement of the House and school. This award is to recognise effort and achievement in three areas:

	Bronze	Silver	Gold	Platinum
Academic progress	10	25	50	100
Contributions to the school and community	10	25	50	100
Extra-curricular activities	10	25	50	100

Examples of House Points that will be awarded:

#### Academic progress

- Sustained effort in lessons (1 point per subject per term)
- Creating an outstanding piece of work (1 point)
- Reaching and maintaining your target grade (1 point per subject per year)
- Exceeding your target grade (2 points per subject per year)
- Achieving a Reading Star Award (2 points)
- Achieving a Reading Star Award Distinction (2 points)

#### Contributions to the life of the School and community

- Form Captain or Prefect (5 points\*)
- School Council representative (5 points\*)
- Literacy or Numeracy Assistant or Mentor (5 points\*)
- School Ambassador or member of a student panel (2 points\*)
- Student Librarian (5 points\*)
- Helping at Parents or Open Evenings (2 points)
- Significant involvement in a fund-raising activity (2 points)
- Being of significant help to others (1 point per occasion)

#### Extra-curricular activities

- Regular member of a team, club or group (2 points per term)
- Competing in an inter-house competition (1 point)
- Competing at Sports Day (1 point per day)
- Significant involvement in a concert (2 points per event)
- Significant involvement in the annual production (5 points)
- Active involvement in a one-off event (2 points per event)
- Completing the Carnegie Book Award (2 points)

#### Student Leadership roles:

Year Group	Student Leadership opportunities
7	Form Reps, Student Council
8	Student Ambassadors, Form Rep, House Captains, Student Council
9	Chapel Road mentors, Form Rep, Student Council
10	Sports House Captain Boy/Girl, Mentors, Paired Reading, Student Council
11	Head Boy/Girl, Senior Senate, Senior Prefect, Prefect, Mentors, Paired Reading

House Points can be awarded by any member of staff for achievement in a number of areas from academic effort, achievement, positive contribution to the school. House Points are recorded on G4S enabling parents and students being able to track their progress.

## SUPPORT STRUCTURES FOR STUDENTS CAUSING CONCERN

The following structures exist within the school to support students whose behaviour is causing concern.

### Tiered Approach

The school operates a 'Tiered approach' to meeting the needs of students with additional needs including those with social, emotional and behavioural needs. The senco and pastoral team meet regularly to identify which students have additional needs and agree how best the school can meet those needs and identify where external agency support is required. Individual Support Plans are used when necessary.

### Mentoring Scheme

A team of mentors works within the school to support and encourage students who are not achieving their potential.

### Placement on the SEN Register

Students on the register are monitored by the SENCO and appropriate interventions are put in place.

### Involvement of Pastoral Support Workers

The school has a team of Pastoral Support Workers, based in the Progress Centre who work with students on an individual basis.

### Pastoral Support Plans

These plans are for students who are in danger of permanent exclusion. They last for sixteen weeks. Students are set targets and the school's interventions are stated.

### Governor Behaviour Panels

When the school has serious concerns about the behaviour of a student and there is a risk of permanent exclusion or the behaviour of a student has not positively responded to the normal interventions a behaviour panel may be arranged. One or more governors are invited into school to meet with the student, parent and appropriate staff member to discuss the situation. The purpose of the panel is supportive and to look for solutions and is not considered a sanction.

## PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR-

All incidents must be logged on Go for Schools(G4S) and mandatory actions followed. It is the responsibility of the member of staff who 'opens' an incident on G4S to ensure actions are followed up and the incident is closed.

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom.

More serious incidents can be dealt with by the teacher, but must also be recorded in Go for Schools. The Curriculum Leader is expected to deal with the matter, in line with their departmental policy.

It is the responsibility of the Heads of Year to monitor students' behaviour across the curriculum. They will become involved if a student's behaviour is causing concern in a number of subject areas. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

Members of the Senior Leadership Team are available throughout the day to remove students from lessons where there is serious disruption. Subject teachers should send a student to The removal room, which is located in the Progress centre, or a responsible student to the office for assistance, if required. These incidents must be recorded to enable CURRICULUM LEADER/HoY/ SLT to deal with the matter, depending upon the severity of the incident.

### Informing Parents

Parents can see all incidents logged on G4S, however, more personal contact via email or telephone may be required. Staff must be aware that any information logged on G4S must be factually accurate and does not

thoughts and views of the student or their actions. It should also be noted that the information on G4S may be shared with external agencies if required.

## CONSEQUENCES

The purpose of Consequences is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- helping students to understand the structure and boundaries in the school

A sanction should:

- have a restorative and reparative component
- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the cultural background of the student
- be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a student with special educational needs)
- be recorded in the appropriate manner

Outlined below are examples of unacceptable behaviour and Consequences which are available. This is not a tariff, and each case must be dealt with according to its circumstance. Consequences will be applied fairly in accordance with guidance and exclusion used when no other alternatives are available.

### *C1-Minor Incidents inside the classroom*

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment, failure to follow uniform code. These incidents are recorded on G4S.

### *\*C1-Minor incidents outside the classroom.*

These incidents are dealt with by all staff and recorded on G4S. Staff are expected to support the smooth running of the school and support colleagues by ensuring minor incidents are always addressed. These include dropping litter, drinking from cans, chewing gum, uniform issues, running in and around the school building, 'over physical' play (a 'no touch' approach in social times is enforced).

Consequences could include:

- Reaffirm classroom expectations
- short cooling off period outside the classroom (maximum 5 minutes)
- note to parent in Student Planner;
- moving seat
- short detention
- phone call/email home.

- sent to a temporary alternate space (supervised by an adult)

#### *\*C2-Persistent incidents, or incidents of medium severity*

These incidents must be recorded on G4S and passed to Curriculum Leader. Unacceptable behaviour in this category may include:

- Persistency of minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another student
- being continually off-task.
- Behaviour outside of the classroom that endangers others or is clearly unacceptable
- Mobile phone use
- Other incidents

#### Curriculum Leader/Y's Consequences include:

- meeting with student
- contact with parents by phone or letter
- placement on Report
- departmental/ HOY (for persistent or incidents out of the classroom) detention
- Confiscation of mobile phone

#### *\*C3-Serious Incidents*

Serious incidents are dealt with by the HOY and/ or the SLT and may include:

- truancy from school & lessons
- extreme rudeness to staff
- aggressive behaviour
- smoking
- refusal to comply with other Consequences
- theft
- bullying
- Bringing items into school with the intention to sell
- Other serious incidents

#### SLT/HOY's Consequences include:

- meeting parents/guardians
- placement on Report
- HoY's Detention
- SLT Detention.

#### *\*C4-Very Serious Incidents*

These incidents are dealt with by HoYs and SLT. They may include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual harassment
- discriminatory language
- fighting

- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- Verbal or Physical aggression to a member of staff will be treated with the utmost severity
- Incidents that are not inline with the principles and values of Old Buckenham High School or could adversely affect the reputation of the school

Consequences available may include:

- SLT Detention
- internal exclusion
- fixed term exclusion
- permanent exclusion
- Police involvement
- Note that the descriptions are for guidance only and do not form an exhaustive list. The context of any incident will be taken into account and the Headteacher will decide the seriousness of any incident.

### Internal Exclusion

The Headteacher or member of the Senior Staff can sanction an Internal Exclusion following a serious incident or persistent low level incidents. An internal Exclusion is a serious school sanction and will be managed in the same way as a Fixed Term Exclusion. Students who are Internally Excluded will not socialise with the main school at any time during the school day. If the student's conduct falls below acceptable levels during Internal Exclusion the school may sanction a Fixed Term Exclusion. Following an Internal Exclusion parents are expected to attend a re-integration meeting before the student re-enters the main school.

### Exclusions

The school follows the legislation and DfE Advice for Headteachers, school staff and governing bodies. See below:

<https://www.gov.uk/government/publications/school-exclusion>

<http://www.legislation.gov.uk/uksi/2014/3216/contents/made>

<http://www.legislation.gov.uk/uksi/2012/1033/made>

### Fixed Term Exclusion

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion. A reintegration with the student and parent should take place at the end of the exclusion and prior to the student re-entering the main school. If the school is not confident that the student is fully prepared and ready to join the main school, the student may be required to work in the Progress Centre. Fixed Term Exclusion may be as the result of a single incident or a series of persistent incidents. The Headteacher will decide the severity of each incident by its context.

## Permanent Exclusion

Permanent Exclusion as the result of a single incident or a series of persistent incidents.

The following list provides guidance but should not be considered exhaustive:

- the possession, use or supplying of drugs on the school site.
- bringing any knife or weapon onto the school site regardless of intent.
- bringing into school any article with a blade or point, offensive weapon, equipment or substance with the intent of causing harm or destruction.
- assault on a member of staff, student, governor or visitor.
- theft from school premises.
- Other very serious incident(s)

## Bullying

The preferred approaches for dealing with bullying are in line with the restorative approach. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential.

Where peer resolution is appropriate a referral to the mentors, some of whom have been trained in restorative conferencing, should be made to the Progress Centre

If in doubt about the best way to intervene in bullying incidents, please seek advice.

All bullying incidents must be recorded on G4S and in particular, all incidents relating to racist, homophobic and disablist bullying must be highlighted and SLT informed.

## Appendix 1

Relational Approaches to Supporting Social & Emotional Development and Managing Behaviour				
Learning and teaching are mediated through individual and group relationships, and the quality of these relationships either limits or extends the quality of learning and the impact of teaching in individual classrooms and across the school. The social and emotional skills our students do or do not possess directly impacts on their progress as learners and their effectiveness as people. Supporting the development of these skills in our students through individual intervention and through supporting and following our shared approaches is a key professional responsibility of all staff employed to work with children, inside and outside the classroom.				
1. Supporting Attitudes	Degree of Fit			
	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Students are our purpose – they are never the problem. Their behaviour choices and the attitudes and emotions that underlie them often are.				
b. The personal and social development of each student underpins their development as a learner and so their progress and achievement.				
c. Cooperative and restorative approaches are more effective in building mutually respectful and positive learning relationships, and so in modifying behaviour sustainably, than coercive and punitive ones.				
d. Effective work with children requires the development of positive and open relationships between colleagues and between staff and parents, which takes time and commitment.				
e. An important focus for all staff who work with children is to support the development of their personal and social skills.				
f. Relational and restorative working is challenging in terms of personal commitment and time as well as being highly effective, and so requires team work and mutual support amongst colleagues.				
g. Self-esteem and the resilience that it fosters is crucial to the success of any individual, and it is a key part of the role of all staff to nurture them in students and in colleagues.				
h. Every adult needs to be fully responsible and accountable for their own behaviour, and a central role of a teacher is to ensure that the students in our care progress towards and ultimately achieve this.				
i. All members of staff should take a corporate responsibility for managing				

issues of student behaviour across the school as students benefit from a consistent approach and a consistent message from all the adults who work with them.				
j. Everyone is valuable and important.				
k. Everyone can change.				
2. Key Competencies	Level of Confidence			
	Very Confident	Confident	Unconfident	Very Unconfident
a. Modelling the behaviour you expect from students. Having the personal confidence and professional detachment to avoid judging children, particularly on past behaviour.				
b. An awareness of the impact our words and actions have on those around us, and a commitment to use this understanding to support students and colleagues towards individual and collective success.				
c. An understanding of the difference between assertive and aggressive behaviour, and a commitment not to display the latter in school.				
d. An understanding of the difference between restorative/inclusive and punitive/excluding language, behaviour and approaches, and a commitment to avoid using the latter wherever possible.				
e. A repertoire of strategies in response to poor student behaviour that re-engage rather than exclude the student at a class, department and whole school level.				
3. Essential Behaviours	Degree Of Accomplishment			
	Always	Usually	Seldom	Never
a. Collecting, disseminating and acting appropriately on information and evidence to allow collective action to resolve poor student behaviour – use of report/referral forms and engaging in professional dialogue with colleagues.				
b. Engaging with and supporting collective strategies to resolve poor behaviour.				
c. Demonstrating the commitment to follow through on individual interventions to address poor behaviour – giving the time to talk to a student about an incident, giving the time to carry out a necessary sanction with a student.				
d. Supporting colleagues (and where appropriate outside agencies) in addressing the causes of poor student				

behaviour, and engaging their support in turn.				
e. Enforcing agreed whole school absolute rules – such as our classroom Rules.				
f. Contributing to a collegiate assessment of the emotional and social needs of learners as a subject teacher.				
g. Committing to being the focal point of the assessment of the social, emotional and learning needs of tutees as a form tutor.				
h. Using praise and rewards in response to positive student behaviour (direct to students and via parents).				

## Appendix 2

### Managing Behaviour: A Relational Approach

#### Behaviour Interventions

The best form of behaviour intervention acknowledges and enhances the positive. Try to catch students doing the right thing and enhance these behaviours.

All behaviours which do not allow others their rights should be challenged using the framework of rights and responsibilities. Actions taken should seek to both encourage students to become accountable for their actions and the impact they may have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

#### Preferred Approaches To Promoting Positive Relationships

1. All staff should take time to recognise positive behaviours and reward success through making pro-active use of recording positive behaviours and attitudes on G4S. Try to catch students doing the right thing and enhance this.
2. All staff should engage in contracting at the start of the year and re-visit this at least termly.
3. When in conversation with students, focus on our values, rights and responsibilities by reminding students that their actions impact on others and they have a responsibility to safeguard others' rights. These are clearly identified in posters in classrooms and around the school.
4. When an incident occurs, what we are seeking is resolution; consider how our actions and words help this and give students time and space to resolve the situation. Remember at all times that we are the adults and the young people are still growing, learning and developing.
5. Our preferred approach is one that seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of Consequences, but staff should seek the most appropriate way of educating our young people and developing their skills of self-control, empathy and emotional management.
6. Students need a clear structure within which to learn. Consequences form part of this structure and should be used as a form of positive intervention which will be proportionate and appropriate, defuse not escalate a situation, preserve the dignity of all parties, be applied in a fair, consistent way and be timely.

7. All staff should help our students to find their own solutions to the problems they face; learning, emotional or behavioural, rather than resolving it for them (solution focused approach).
8. All staff should work as a team to support the young people as they grow and develop, in partnership with parents and where appropriate other agencies. Parents welcome being involved in their child's education. Effective and accurate use of G4S is important so that parents are aware of the positive and negative behaviours of their child, and timely use of phone calls, emails and letters home are all strategies we should be using regularly.

### Useful tips and scripts

Talk to students outside lessons, to build relationships, it shows you like them!

Greet students at the start of each lesson.

Be consistent with routines- make sure students understand the routines, boundaries, structures - use contracting regularly.

Carefully plan lessons taking into account the social, emotional, behavioural and learning needs of all students.

Take proactive steps for known 'flash points'.

Plan interventions with support staff.

Catch students being good in class and around the school.

Smile – and remember the importance of body language.

Use rewards regularly, consistently and appropriately.

De-escalate by giving students choices, with clear consequences, often 2 choices only mean 1 choice- my way or your way! 'David, you have 3 clear choices, continue with your inappropriate behaviour, have 2 mins time out, or complete the task without interfering with others, all have consequences, you choose'

Disapprove of poor behaviour, not the student ' David, that language is not ok in this room/class/at our school

Engage authentically in restorative process- accept that students make poor choices, and need to learn to take responsibility for their actions, but all can grow and change.

Discuss with other staff how they manage students/ classes- learn from each other, share good practice and team up to help

Celebrate success you have with students and classes invite others to share in the success

Focus on what you do well, and do more of that

Take care of your learning environment- it shows you value it