

Weatherhead High School

A high performing academy providing excellence for all

Behaviour Policy

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Committee	Staffing
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Behaviour Policy

Behaviour Policy Statement:

The Department for Education requires the Governors to have in place a behaviour policy. The Governors' role is to influence positively the atmosphere of the school and support the Headteacher and staff in maintaining high standards of behaviour. The school has a moral duty to all students, parents/carers and staff to maintain an environment where the Every Child Matters outcomes are delivered.

The Aims of the Policy:

1. To promote positive Behaviour for Learning.
2. To define the role of all staff in promoting standards of behaviour consistent with the Framework for Learning.
3. To make clear to students what is expected of them.
4. To state what is expected from parents and carers.
5. To provide guidance on consistent use of rewards and sanctions systems.

Procedure:

Positive Behaviour for Learning

It is the aim of the school to provide a working environment where all students can realise their full potential in a calm, supportive and stimulating learning environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective, personalised learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of supportive and positive relationships with others both now and into the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unacceptable behaviour.
5. Students with more complex needs will receive additional intervention and support as appropriate.

Role of Teachers:

Teachers set the tone for appropriate Behaviour for Learning (BfL) by maintaining positive attitudes at all times and promoting high expectations for all. The BfL policy underpins these expectations.

1. Teachers should ensure that learning objectives are clear, lessons are well organised, interesting and appropriate and that work is sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage students while applying the BfL policy.
3. BfL expectations should be displayed and used consistently.
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards. These may include Gold Slips on IRIS, referral to the Head for special congratulations for excellent

- work and effort, certificates of achievement handed out in school assemblies and letters to parents and carers.
5. For all teachers and support staff it is their constant responsibility when on the school site, or when accompanying students on visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met.
 6. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and appropriate behaviour at all times, and never use any form of abusive or humiliating remarks.
 7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the student to maintain dignity and be able to make a fresh start.
 8. Staff should only use restraint in lawful circumstances, for example to prevent a student from hurting themselves or others (ref. Policy on Restraint).
 9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

Behaviour Expected from Students:

Students are expected to be polite and show consideration towards each other and towards all school staff. Students are invited to make a contribution to determining school behaviour-management policy through representation to the school council. The following principles underpin this behaviour management policy and are consistent with the school's expectations:

1. Students are required to read, co-sign and adhere to the home school agreement.
2. Students are required to observe the following basic rules in the classroom:
 - a. arrive on time with all the equipment needed for the lesson
 - b. listen in silence when the teacher is giving instructions
 - c. follow instructions promptly and accurately
 - d. raise a hand to gain attention and wait to be asked
 - e. stay in the allocated seat or workspace unless given permission to move
 - f. treat others with respect and consideration at all times.
3. Students are required to dress neatly in the specified school uniform or other clothing as specified for practical work and other physical activities.
4. Students must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
5. Students should never make racist, sexist or other abusive or humiliating remarks.
6. Students must never resort to physical violence.
7. Students must demonstrate appropriate behaviour when travelling to and from school. Normal school rules apply in relation to issues such as smoking etc. The Headteacher will discipline students who fail to uphold the general standards expected of Weatherhead students.

Partnership with Parents/Carers:

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

2. Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate particularly the application of sanctions and the treatment of anti-social behaviour.
3. Detentions in after school hours can be set as long as parents/carers are informed 24 hours in advance (where possible), in writing. On some occasions parents may be contacted by telephone. Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time.

Restraint of Students

Please refer to the separate policy document on this issue.

Guidance on Rewards and Sanctions:

Rewards:

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra-curricular activities.
5. Service to the school or local community.

Rewards (Gold Slips) will be entered and recorded on the web-based behaviour management system (IRIS). Refer to BfL Guidelines for guidance.

Consequences:

It is important for Consequences to be used consistently and for teachers and other staff to make it very clear to the recipient why a Consequence is being applied.

1. Incident slips are entered onto IRIS.
2. Consequences are followed as stipulated in the BfL Guidelines
3. Students may be placed on Monitoring whereby they are required to carry a report card that has to be signed after every lesson.
4. Any member of staff may phone a parent or carer to discuss any student's behaviour or the quality of their work if they have first discussed their concerns with Curriculum or Year Leader
5. For persistent unacceptable behaviour there are a series of referrals that can be considered by the Student Services Team. These are:
 1. Referral to Child and Family Service (CAMHs)
 2. Referral to the school nurse
 3. Referral to the educational psychologist for guidance and statementing (via Mr J Morris)
 4. Referral to other external support where appropriate.
6. Fixed term exclusion will be used for the following offences:
 1. Harm with intent, for example, violence or threatening behaviour towards staff or other students
 2. Racism
 3. Persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare

4. Verbal abuse directed at staff
 5. Possession of drugs
 6. Misuse of the Internet
 7. Actions that the Headteacher deems to be inconsistent with the general standards & behaviour required of students at Weatherhead High School.
7. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Weatherhead High School

Policy on the Restraint of Students

Background

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a student is in immediate risk of injury or on the point of inflicting injury on someone else.

Section 550A of the Education Act 1996 clarifies the powers of teachers and other staff who have lawful control or charge of students either on the premises or on approved extra-curricular activities, to use reasonable force to prevent students committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and discipline. Any form of restraint should be used as a last resort and where there is no other alternative

Guidelines

1. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation.
2. The legal position: ***the touching, physical restraint, use of force against or constraint of a student is something to be approached with great caution.*** Such acts may result in accusations of either criminal offence or result in civil action based on the following:
 - i) assault and battery
 - ii) false imprisonment
 - iii) sexual assault
 - iv) corporal punishment.
3. Restraint of a student is permitted when the student is:
 - i) committing any offence
 - ii) causing personal injury to, or damage of any person
 - iii) engaging in behaviour prejudicial to the maintenance of good order and discipline.

Examples quoted include where students are:

- Fighting
- On the verge of committing deliberate damage or vandalism to property
- Causing themselves or others to be at risk of injury by accident through rough play, or the misuse of dangerous materials or objects.

The Education Act also quotes examples of students running in corridors or stairways in such a way as to endanger the safety of others. Other instances include examples where a student persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.

4. Restraint in any of the above circumstances must only be used when there is no alternative to use of physical restraint.
5. Restraint may involve blocking the path of students, (blocking the path of students, or restraint is only to be used to prevent injury to others and not to be

used for non-compliance e.g. stopping a child leaving a classroom), positioning oneself between

students, touching, holding, pushing pulling or leading a student by the arm or shepherding a student away, **by placing a hand in the centre of the back. This should only happen after a senior member of staff has been called or in the event of there not being a senior member of staff available.**

6. Only in the most exceptional circumstances and where there is no alternative can a person justify the use of force upon a student which might reasonably be expected to cause injury.
7. Physical restraint must involve the **minimum force** necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the student gains self-control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the student or to other individuals.
8. **As a general principle, teachers should not make unnecessary physical contact with their students.** However, there are occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a student is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT.
9. **Staff are NOT expected to restrain a student if, by so doing, they consider they put themselves at unacceptable risk.**
10. Any incident resulting in the restraint of a student must be written up as a report and a copy lodged with the Headteacher and in the students file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents must also be advised and given the opportunity to discuss the incident.
11. All staff will be issued with a copy of Advice for Staff on Physical Restraint.

Conclusion

This policy has been drawn up with reference to the Summary of the DfEE Circular 10/98 on Section 550A of the 1996 Education Act (July 1998) 'the Use of Force to Control or Restrain Students'. It aims to clarify for staff, parents, students and Governors the position over the use of force to control or restrain students and thereby reduce the chance of complaints.