

Graham School Behaviour Policy

This policy is to be used in conjunction with further policy, procedure and guidance. Graham School is a place where all students are expected to behave to the highest standards in and out of school, so that they can progress in their learning to the highest level.

Rationale:

The aim of this policy is to develop students' ability to show self-control when dealing with difficult situations that create challenge. Developing a climate that inspires confidence, creativity and communication while maintaining consistency, control, choice and consequences.

As a school community we will develop the self-control of all stakeholders through character development and the modelling of high expectations.

Principles

The school's approaches to managing behaviour are based on the following principles and beliefs:

1. Achieving and maintaining high standards of behaviour requires commitment from all members of the school, parents and the community
2. It is essential that all members of staff support the ethos of school by actively promoting shared values, principles and beliefs.
3. Behaviour management and teaching and learning are mutually dependent. High quality teaching and learning in itself promotes positive behaviour.
4. To be effective in managing behaviour, members of staff need to reflect on their own attitudes and approaches and to continually develop their skills.
5. Good behaviour needs to be modelled, taught and planned for.
6. Students are responsible for their behaviour but members of staff, individually and collectively, are responsible for managing it as effectively as possible.
7. All staff should be supported in fulfilling their responsibility to manage behaviour according to school policy, including professional development.

It is expected that staff will use a variety of strategies to deal with a student in the lesson

Teaching and Learning

Opportunities will be provided within the curriculum for the development of students social, emotional and behavioural skills. This will include structured approaches in Life skills and the form time programme.

Staff will be given support in developing effective approaches to teaching and learning which promote positive behaviour and attendance. Support will take the form of coaching, mentoring, tailored or whole school CPD.

Rights and Responsibilities

Every member of the school has the right to benefit from a safe, productive and positive environment for learning and socialising. For this and other related rights to be upheld, everyone must recognise his/her corresponding responsibilities.

The Headteacher must take into account the written guidance from the Governors and will be responsible for the application of the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

The Headteacher must have regard to s89 Education and Inspections Act 2006, in particular with a view to

- promoting good behaviour, self-discipline and respect
- good attendance and punctuality
- preventing bullying
- ensuring that students complete assigned work
- regulating the conduct of students.
- screening and searching students (including identifying in the school rules items which are banned and which may be searched for)
- the power to use reasonable force and other physical contact (see RPI Policy document)
- the power to discipline beyond the school gate
- when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour

All staff, including teachers, support 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. All 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 school leadership team, for implementing the agreed policy and procedures consistently.

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 to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Monitoring Behaviour

The school will monitor on a daily, weekly and half termly basis the behaviour of the students in and around school. This process will take into account both positive and negative indicators and will be fed back into the school to inform strategies and interventions.

Rewards

Encouragement is central to the promotion of good behaviour, school rewards will take the form of verbal praise and feedback, phone call home, postcards home, prize draws and term visits.

Sanctions / Support strategies

Sanctions are to be given for breach of the school expectations or rules.

Possible sanctions / support strategies: -

- Talking quietly with student to reengage learning
- Warning given
- Moving the seat of a student
- Removal of property
- Loss of privileges
- Recording behaviour on SIMS
- Verbal reprimand
- Subject removal for a set period of time
- Detentions break and lunch
- Removal from lesson
- Placed on report
- Phone call/parent meetings
- After school detention
- Referral to inclusion
- Referral to DOP/SLT

Internal Exclusion usage will be monitored weekly and when patterns emerge we will act accordingly.

Detentions

If a student fails to attend a break time detention the sanctions will escalate to lunchtime detention. Escalation of sanctions

In most cases a lunchtime detention will be sufficient, however in certain instances the school may feel after school detentions are necessary.

Parental consent is not required for detentions

Staff must act reasonably given all the circumstances when imposing a detention.

Staff **MUST NOT** issue a detention when they know doing so would compromise a child's safety and they school consider the following

- Whether the detention is likely to put the child at risk
- Student has known caring responsibilities
- Whether parents should be informed
- Whether suitable travel arrangements can be made by the parent for the pupil

Restorative conversations

Restorative conversation to redress the expectations of your classroom.

Restorative conversation should happen during the day and can be supported by a member of the pastoral team or DOP if requested and available.

It is important that classroom teachers are seen by the student as the manager of behaviour in their classroom. The inclusion team will help with implementation of the system and follow up but positive classroom management is about relationship building and when necessary rebuilding.

Expectations in school

- Attend lessons, be punctual, be properly equipped wearing correct uniform
- Behave and speak respectfully to all members of school community
- Take an active part in lessons
- Show consideration to others
- Follow all staff instructions without complaint or refusal
- Attend detentions, isolation without complaint or refusal
- Model good behavior at all times
- So not smoke or vape on school grounds or associate with smokers
- Do not bring prohibited items into school

Managing behaviour in the classroom:

- Clear expectations and reminders given by staff at all points of the decision system
- D1 – Name on the board
- D2 – Tick next to name
- D3 – Second tick – final warning
 - Class teacher detention SIMS log
- D4 – Lesson assistance request
 - Class teacher records on SIMS
 - After school detention

Agencies to support behaviour

Possible agencies include: -

- Inclusion support – in school
- Prevention team – Tier two support which is consent based support below children’s social care intervention. This often comes in the form of a family outreach worker.
- CAMHS – Child adolescent mental health service
- School Health/Healthy Child Team: - On site – (please note this does not require parental knowledge if the student self refers)
- Educational Psychologist: - Through NYCC via pastoral and SEND teams
- Back on track/no wrong door
- Scarborough Collaborative
- PRS
- Compass Reach
- Compass Buzz
- SENCO – Individual educational needs coordinator
- EMS – Enhanced mainstream support, for learning based needs

Many other services are available to schools and students and we will arrange these where necessary or signpost students and parents to them as appropriate.

The school's positive discipline approach is supported by a considerable wrap around support service for students and their parents who are struggling to manage school and everyday life. It is our desire to ensure all students are supported and encouraged to access lessons to the best of their ability.

Guidance on the screening and searching of students.

The school will always work with students and parents / guardians to ensure that any process, whereby a student is required to be screened or searched, is done in a considerate and effective manner.

The guidance is taken from the DFE guidance on screening, searching and confiscation.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Searching

School staff can search a student for any item if the student consents.

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 are:

- Matches or lighters
- Energy drinks
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco / e- cigarettes and cigarette papers
- fireworks
- pornographic images
- Mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or, to cause personal injury to, or damage to the property of, any person (including the student)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Schools' obligations under the European Convention on Human Rights (ECHR)

Electronic devices such as mobile phones and tablets:

We accept that mobile phones and similar electronic devices are very much part of young peoples' lives. As such we have a duty to educate them regarding the proper use of such devices to enrich their lives whilst not impacting negatively on others.

Mobile Phones - If a phone is seen or heard in the school building then it will be removed and taken to the school office to be collected at the end of the school day.

Under article 8 of the European Convention on Human Rights, students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Searching with consent

Schools common law powers to search:

Schools are not required to have formal written consent from the student for this sort of search – it is enough for a member of staff to ask the student to turn out his or her pockets or if the teacher can look in the student’s bag or locker and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the member of staff can apply an appropriate punishment as set out in the school’s behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Discipline Beyond the school gates

The school is very proud of the good behaviour of students to and from school and when representing the school in fixtures or other outside the classroom activities.

However, in the event of a student acting in a manner that is considered as poor behaviour then the school will take action in accordance with DFE guidance.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”
- school will investigate any reported non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, whilst students are on the way to or from school, or the issue is directly related to an on-site issue. Appropriate sanctions may be applied in line with the school based sanctions.
- In accordance to the school behaviour policy, teachers may discipline students for: misbehaviour when the student is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or is in some other way identifiable as a student at the school or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the

student on school premises or elsewhere when the student is under the lawful control of the staff member.

Review

Assistant Headteacher – Behaviour and Attendance, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Complaints

In the event of a complaint regarding the policy or in relation to the policy, then this should first be addressed to Assistant Headteacher – Behaviour and Attendance. If this is to be taken further a full copy of the complaints procedure can be obtained from the school website.



