TIBSHELF COMMUNITY SCHOOL BEHAVIOUR FOR LEARNING

Introduction

We believe that in order to achieve the aspirations of **Tibshelf Community School**, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Tibshelf Community School's Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times and reviewed at regular intervals.

We are committed to promoting and creating a positive and equitable learning environment where pupils are able to achieve. The language we used with pupils is based around a Trauma Informed approach.

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across the school.

Within the Trauma Informed approach staff will frame conversations and expectations around 3 key words. Ready, Respectful and Safe. Below is an explanation of each of the 3 key words.

- Ready – This area will focus on the pupil arriving for the start of school and each lesson on time, being in an emotional place to learn, with correct uniform and ready to engage in lessons.

- Respectful – This area focuses on the pupil's ability to look after themself, to interact with peers and staff, being mindful of others, looking after school equipment, using their manners, and how pupils treat the school site and their interactions with the local community.

- Safe – looks at the pupil being physically, mentally and emotionally safe and looking after their school, peers and staff members. Specifically, but not exclusively looking at safe travel on school transport, walking to and from school, walking around the school site, following instructions from staff, staying in appropriate classroom/base and when out in the community.

Underpinning all communication and interactions that staff have with pupils there will be an understanding of the impact of trauma past and present on our pupils lives and all interactions will take a Trauma Informed approach.

A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a person experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes.

Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing the care, support and treatment they require.

Tibshelf Community School defines Trauma as:
"An event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being". Trauma is not the event itself; it is what happens within you in response to an event that has been perceived as an out of control, frightening experience. It is

a subjective experience. A normal response to an abnormal situation. A Trauma Informed approach reconceptualizes trauma as not 'What is wrong with you?' but 'What has happened to you?

Tibshelf's Restorative Approach

Tibshelf Community School practice a Restorative Approach based on four key features:

- **Respect**: for everyone by listening to other opinions and learning to value them.
- **Responsibility**: taking responsibility for your own actions.
- **Repair**: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **Re-Integration**: working through a structured, supportive process that aims to solve the problems and allows young people to remain in mainstream education.

The message that we want to embed with our students is that **"the only person able to manage your behaviour is you"**. We will do this by ensuring that the students receive guidance and learn the skills required to manage their behaviour by completing a piece of restorative work on recognising their undesirable behaviour and restoring relationships with staff.

Our Behaviour Management strategies need to focus on how individual pupils manage their own behaviours, we will create an environment which manages and facilitates relationships and helps to educate our students on their behaviour choices.

Desirable behaviours need to be explicitly taught to become routines. This is especially the case for those undesirable behaviours that are repeated regularly throughout the school day and to ensure the smooth running of lessons, the minimum loss of learning time to low-level disruption and the safe movement of pupils around school.

We are teachers, we teach, we teach children how to solve equations, we teach them how to understand climate change, we teach them the chemical symbols on the periodic table etc, but we also teach them how to 'be'. How to be understanding, compassionate, empathetic, kind and respectful to themselves and to others. We teach them how to be changemakers, leaders, challengers, supporters and creators. How to be themselves, by themselves and with others.

Children are learners. It's their job, their role, their key task. They do it constantly. They do it because of and sometimes despite the circumstances they are in or have been in.

This is particularly hard when it comes to dealing with behaviours at secondary school because it is yet another new context in which they have to learn, what was suddenly acceptable at primary school is no longer acceptable at secondary school, what is acceptable behaviour at home is not acceptable at secondary school etc.

There are three distinct behaviours that are required at our school:
- **Foundational Behaviours** – the baseline pupils need to meet to allow effective teaching and learning to happen, eg, punctuality, correct uniform and equipment and not causing low level disruption in lessons.
- **Attitudes to Learning** – pupils need to show positive attitudes to learning, eg, making a strong effort, a positive contribution in class, completing homework etc.
- **Social Behaviours** – the positive ways in which pupils interact with each other and with adults.

So just like when a child is learning to count, we need to ensure that we teach, we give them the knowledge, model and allow them to practice and when they get their behaviour "wrong" we intervene, we teach, and we

restore. We guide, coach and support and acknowledge and praise, we don't punish we rectify and most importantly we use our knowledge of Early Childhood Adversity and Trauma to understand.

We talk about the consequences and taking responsibility for our actions. We have a relational, restorative approach.
At Tibshelf Community School we have a lot of children who have an insecure sense of self and a heightened response to threat or rejection because of their individual circumstances and situations.

We acknowledge these conditions, the emotions, the contributing factors through discussion but ultimately, we teach our pupils that their behaviour and their actions are their responsibility, therefore, it is their responsibility to repair the harm and restore the relationship. Just like we coach, guide and support the pupils they are made very clear about where the responsibility lies, with them, not the teacher, not their peers, with them.

We need every member of staff to support this through an unconditional, consistent approach, there is zero tolerance of harmful behaviours and attitudes but unconditional regard for all children (people) and their stage of learning and emotional maturity.

Each time harm is caused, discussion will be facilitated sensitively by the Behaviour Manager and with understanding but without judgement. It will be responsive, and all involved will be given the space and time to become regulated enough for it to happen successfully.

The language we as staff use with pupils is extremely important and sets the boundaries and establishes the relationship. I have observed both staff either being too familiar with students or some staff not being able to/willing to forge working relationships, therefore consequences are their only way to try and keep order in the classroom. Language needs to be "not personal" and all staff need to follow the 'the choice is yours' language, eg, "Ben you aren't giving me an option, you know if you continue to make poor choices I will have to follow the BfL policy".

Legal Framework
This policy has due regard to statutory legislation, including, but not limited to, the following:
- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:
DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:
- Uniform Policy
- Home-School Agreement
- Code of Conduct

Definition

The phrase 'Attitude for Learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g., their self-confidence as a learner
- Their relationship with others, e.g., how they socially interact
- Their relationship with the curriculum, e.g., how best they learn

In order to foster a positive learning environment in **Tibshelf Community School**, these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with Behaviour for Learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the Behaviour for Learning approach puts value on positive behaviours, which enable and maximise learning.   This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

Roles and Responsibilities

Staff members will:

Use key relational approaches to communicate with pupils. Making sure that emotional available adults are there to support pupils where appropriate. All staff interactions will be supported by the Protect/Relate/Regulate/Reflect model. Where appropriate a staff member may raise their voice. This is not in anger but with the desire to attune to and match the student's heightened emotion before de-escalating the emotion down to gain calm. All staff ensure that their body language is always open and non-confrontational. All staff are trained in a range of de-escalation strategies. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time.

Explicitly take every opportunity to teach desired behaviours in every situation and we also expect staff to regularly remind students of this.

Implement the school's **Behaviour Policy** at all times.

Maintain a positive and well-managed learning environment.

Be positive ambassadors of the school at all times, through their professional behaviour and conduct.

To professionally model the ethos of the restorative, trauma informed approach using appropriate language.

Use the school's reward system and hierarchy of sanctions to promote good behaviour.

Use the rules and consequences outlined in this policy clearly and consistently.

Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.

Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.

Record all behavioural events, both positive and negative, on Arbor, by following the correct reporting procedure.

Raise any concerns regarding pupils' behaviour with the relevant Director of Faculty or head of year.

Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report where appropriate.

Support other members of staff with behavioural issues involving individual pupils or groups of pupils.

Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.

Organise detentions where appropriate.

Intervene promptly when they encounter poor behaviour or unexplained absence.

Immediately contact ON Call System when there has been a serious breach of the school's Code of Conduct.

Contact parents/carers regarding their child's behaviour where necessary.

Continuously keep parents/carers informed of any behavioural management issues concerning their child.

Monitor the attitude, effort and quality of the pupils' work.

Make referrals to external agencies where necessary, e.g., the behaviour support service.

Inform their Director of Faculty and if appropriate, SLT, of relevant behaviour data and trends.

Consistently develop their understanding of Behaviour for Learning and relevant techniques as part of their CPD.

Pupils will:

Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.

Act as positive ambassadors and representatives of Tibshelf Community School through their exemplary behaviour.

Be polite and respectful of others in the surrounding community.

Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.

Cooperate with other pupils and members of staff in order to create a positive learning environment.

Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.

Correctly present themselves in Tibshelf Community School's uniform, in accordance with the school's Uniform Policy.

Respect and value the environment and their surroundings, as well as each other.

Not act in a manner which is disruptive to the learning of others.

Under no circumstances put the health and safety of others at risk.

Undertake restorative activities to help with undesirable behaviour choices.

<u>Parents/carers will:</u>

Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.

Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.

Share any concerns they have regarding their child's education, welfare, behaviour and life at Tibshelf Community School with the pupil's classroom teacher or SLT.

Support their child's independent learning.

Support the school's decisions in relation to behavioural issues, whilst having the right to question Tibshelf Community School's decisions regarding their child's behaviour.

Ensure that their child correctly presents themselves as a pupil of Tibshelf School, in accordance with the school's Uniform Policy.

Participate in meetings in school to support their child's behaviour choices.

Classroom Behaviour
A set of the school rules will be clearly displayed in each classroom.

Dealing with behavioural problems is primarily the responsibility of teaching staff.

Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.

Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.

All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.

When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:

1st Wave - Reminder – the pupil is reminded of their expectations

2nd Wave – Work Recovery Session – the staff member informs the pupil of the consequences
of their disruptive behaviour and a Work Recovery Session is issued for break or lunch.

3rd Wave - Removal from lesson – if the pupil's behaviour persists, the staff member will move the pupil from where they are sat in the classroom, or remove the pupil from the class, in order to avoid affecting the learning

experience of other pupils and send to a Buddy Classroom. A Work Recovery Session will also be set for either break or lunchtime.

Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

De-escalation techniques will be used at all times.

Where poor behaviour continues, and intervention is necessary the Behaviour Ladder will be actioned in discussions with the Head of Year and Assistant Head and the intervention process will be followed (See Appendix 1).

The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.

Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

Rewards and Praise
Rewards - A Positive Approach to behaviour in lessons

Every opportunity should be taken to praise students for excellent effort, achievement and attitudes to learning. The EEF in its 2019 'Improving behaviour in school' cites that 'pro-active 'behaviour approaches that aim to improve behaviour by reinforcing positive behaviour have improved significant outcomes for all students but especially PP students. Teachers are encouraged to increase their use of behaviour specific praise and focus on the 'magic ratio 5:1'of positive to negative interaction. The theory of 5:1 ratio is that for every criticism or complaint a teacher issues they should give 5 specific compliments, approval statements and positive comments or non-verbal gestures. Everybody feels motivated by encouragement and praise. Studies show that this increased students on task behaviour by an hour a day.

Reward	When	Reward Process
Praise from staff	Every lesson	Non-verbal, Verbal or written acknowledgement of good work, effort and attitudes to learning.

Positives= STARS	Every lesson and outside lessons	Staff can award positives for a range of issues both inside and outside lessons. This can be for aiming high by – Showing a love of learning and being creative Showing excellent presentation in work Contributing to a positive climate for learning Putting excellent effort into their learning Showing excellent conduct / respect for other people Showing excellent initiative Showing resilience Staff award Positives via Arbor. Head of Year / Director of Faculty monitor accumulation. Head of Year award and present in Assemblies the following – 50 = Bronze Badge and email home 100 = Silver Badge and email home 150 = Gold Badge and email home 250 = Diamond Badge and email home 500 = School Star Badge to keep and email home.
Praise from Head of Year	Weekly	In Year assemblies' students will receive a Student of the Week Badge, best student attendance badge and best student attitude to learning Badge.
Praise from Director of Faculty	Half termly	Subjects / Faculties nominate a student on a half termly basis. Students in Rewards Assembly will receive a certificate, a week jump queue pass and email home.
Praise from Head of Year	Half termly	Tutor groups awards and Cups will be given for-
		Tutor Group with most improved attendance and punctuality Tutor Group with most positives Students with 100% attendance for half term will be entered into a raffle for 2 x week queue pass and head teacher's lunch Students with bronze badges will be entered into raffle for 2 x week queue pass and head teachers' lunch (For spring and Summer terms it will be Silver and then Gold Badges in order to enter the raffle)

Disciplines and Sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong through restorative work or Work Recovery Sessions.

Restorative punishments will be issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the established Code of Conduct, staff members are able to discipline the pupils in question.

In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the Head teacher.
- Made on the school premises or whilst the pupil is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

The issuing of disciplines and sanctions will be recorded, and the consistent use of sanctions will be monitored by Head of Years.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce Tibshelf Community School's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

Tibshelf Community School implements a graduating scale of sanctions based on restorative practices which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Written warning/reprimand
- Removal from the classroom or specific area of classroom
- Repeating work of an unacceptable standard
- Behaviour concern entry on the management information system
- Withdrawal of privileges
- Lunchtime or after-school Work Recovery Sessions
- Referral to the Focus Room in either the Time Out space or the Ready to Learn space
- Meeting with the Head teacher or other members of the SLT
- Meeting with the student disciplinary panel or governors' disciplinary committee
- Being placed on report or signing a behaviour contract
- Referral to an external agency or the Inclusion or Intervention Team
- Exclusion, including internal, fixed-term and permanent exclusion

Work Recovery Sessions
Students are given firstly a 'restorative' Work Recovery Session by the Teacher within the class. This will be at break or lunchtime the same day or the day after. This must be entered on Arbor as soon as possible. If

the student fails to attend the Work Recovery Session or fails, the Work Recovery Session the teacher should contact home (via text message) and the student's form tutor and inform them when the re-scheduled Work Recovery Session will take place.

If for any reason the student does not turn up for the re-scheduled WRS, once the teacher has already contacted the student's parent/carer and Form Tutor, then this needs to be escalated through Arbor (or in the event of failure of the MIS, through an email to the appropriate Head of Year) to the physical collection by a Head of Year and escorting to the following days' Work Recovery Session at lunch/break plus an additional Work Recovery Session with their Head of Year.

If a student fails a Work Recovery Session where the Head of Year has physically collected them then the pupil will be referred to the Focus Room for time in the Return to Learning area.

All Work Recovery Session are tracked and if a student has incurred a large number of them a Head of Year / SLT may decide to collapse them into a time in the Focus Room in the Ready to Learn area working on restorative behaviours.

When a Work Recovery Session has been issued outside of school hours, the school will ensure that the pupil's parents/carers are informed, including when, where and the timescale of the Work Recovery Session.

Parents/carers will be informed of Work Recovery Session via text message. The school will consider each behavioural incident individually and issue the appropriate restorative work according to each individual situation.

The Headteacher has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.

The Headteacher has the ability to strip particular staff members of the power to issue restorative work, where appropriate.

Exclusions
In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Policy will be followed at all times.

In the event of any type of exclusion, the Head teacher or the rest of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

During internal exclusion, the pupil involved will undertake all their work whilst in the inclusion room, which is separate to classrooms, whilst under the supervision. The student whilst in the Focus Room will only be allowed a cold lunch at lunchtime within the Focus Room. The student will be allowed toilet breaks throughout the day when staff deem appropriate. If a student fails the Focus Room they will be given a further sanction most normally a Fixed Term Exclusion.

For extreme breaches of school conduct, the Head teacher can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to 15 days.

The relevant head of year and staff members can recommend that a pupil is excluded; however, it is ultimately the Head teacher's decision.

In the absence of the head teacher, the Deputy or Assistant Headteacher (Pastoral) will make the decisions concerning a pupil's exclusion.

The Headteacher has the ability to permanently exclude a pupil who has seriously breached the school's Code of Conduct, or who is a persistent offender.

Permanent exclusions will be considered by the governing body for authorisation.

The exclusion process outlined in the Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

Effective Classroom Management
The school understands that well-managed classrooms:
- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (eg, those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school **Pupil Code of Conduct** which requires pupils to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
- Classroom rules
- Routines
- Praise
- Rewards

Classroom Rules
Teachers establish classroom rules on an **annual** basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.

All rules outlined in the **Classroom Rules Agreement** are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines
The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

- Routines may include activities such as the following:
- Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing lesson objectives down
- Putting chairs on top of the desk at the end of the day
- Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.
- Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise
The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.
Consistent – consistently rewarded to maintain the behaviour.
Achievable – keeping rewards achievable to maintain attention and motivation.
Fair – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

Social – praise and recognition, e.g., a positive phone call or email home.
Physical – material rewards, e.g., tokens, stickers or certificates.
Activity – activity-based rewards, e.g., the privilege to engage in school trips and activities.

Teachers may implement classroom level rewards such as:
- Tokens and stickers
- Phone calls and emails home
- Positive relationships and approach
- Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g., writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of personal development-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- Positive mental wellbeing will be promoted through:
- **Teaching in health education and Personal development**
- **Counselling**
- **Positive classroom management**
- **Developing social skills**
- **Working with parents**
- **Peer support**
- Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's **Personal Development Policy** outlines the specific procedures that will be used to assess these pupils for any personal development difficulties that could affect their behaviour.

The Classroom Environment
In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

- Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.
- Teachers establish different methods for regaining pupils' attention, e.g., clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their **Classroom Rules Agreement**.

Understanding Behaviour
Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A):** what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Contract may be developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's **Behaviour Contract** to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the **Behaviour Contract**, and this is reviewed on a **fortnightly** basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

De-escalation strategies
Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g., not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Focus Room
The Focus Room has two parts - the **Time Out** space and the **Ready to Learn** space.

The Focus Room is a calm and orderly room, and it is not to be used for any other purpose between the hours of 8:30am and 3:00pm.

The new procedures for both the **Time Out** space and the **Ready to Learn** space is to enable a level of escalation within the school's behaviour systems, an alternative to FTE and a space for early behaviour intervention and reflection with students.

The Focus Room will be staffed by Matt Foster, Behaviour Manager, each day from 8:30am to 3:00pm. The Head of Year's will also have a presence in the room on a rota basis to ensure that they can have the initial discussion with the senior member of staff on call and the pupil as to why the student has been removed from class and also to oversee worksheets and workbooks being completed.

The work undertaken in the Focus Room is different to the work carried out by the Intervention Team and is different to the learning that takes place as part of the curriculum, ie, through the personal development curriculum, it is specific and targeted, and Matt Foster (as the Behaviour Manager) will manage this room and deliver behaviour management strategies through specific worksheets, workbooks, dialogue and facilitating restorative meetings on certain themes which address undesirable behaviour traits.

Time Out

A small number of desks are placed by themselves along the sides of the Focus Room.
Students will work in silence at all times and not on computer.

They will undertake a specific restorative worksheet which is focussed on helping them to think about their behaviour. There will be **no** opportunity for self-study, private reading or other chosen tasks by the pupil, work is directed by the Behaviour Manager through completion of restorative worksheets.

Students are placed in Timeout for a number of reasons; however, a pupil cannot be placed in Timeout for more than 5 periods. Reasons for Timeout include, but are not specific to:

- Failure in a Buddy Classroom - Timeout for the rest of that period plus a Work Recovery Session at lunchtime either that day (if during periods 1 to 4, or the next day, if during P5), plus a telephone call home by the end of day by the Head of Year.
- Refusal to attend Buddy Classroom - Timeout for the rest of that period plus a Work Recovery Session at lunchtime either that day (if during periods 1 to 4, or the next day, if during P5), plus a telephone call home by the end of day by the Head of Year.
- Truancy of a lesson - Timeout for the rest of that period plus a Work Recovery Session at lunchtime either that day (if during periods 1 to 4, or the next day, if during P5), plus a telephone call home by the end of day by the Head of Year.
- Any incident determined by a Head of Year or by SLT (for no more than 2 periods—except in rare circumstance agreed by SLT - plus a break/lunchtime work recovery session and phone call home by end of the day, this includes out of lesson time behaviours.

Students who are in the Time Out room over lunch have a different length of lunchtime. Their lunchtime begins at 1:30pm and finishes at 2:00pm. During this time, they may read and eat their lunch.

Behaviour Management Strategies (used by Head of Years) can include placing students in Timeout over social periods (ie, break and lunchtime) but they will have a very specific worksheet to complete. Being placed in Timeout during break and lunchtime is very different to undertaking a Work Recovery Session.

Any student who attends Timeout will be assessed before they return to class to ensure that they have reflected on the incident and have the opportunity to discuss with the Behaviour Manager or the Head of Year, whether they have engaged appropriately with the restorative worksheet, if so then they can return to their next lesson, if not then they are to remain in Timeout continuing to work through appropriate work packs.

Students who are not ready to return to classroom learning from Timeout (i.e., they do not meet the Behavioural Regulation Checklist, will then receive an extra period within Timeout (up to 5 periods). Students

that exceed this will be referred to the Ready to Learn space the next available day and parents/carers will be contacted.

Ready to Learn

This replaces fixed term exclusions (FTEs) in nearly all circumstances and is located within the Focus Room.

The space is centred on a main large table. Parents/Carers will be informed of the referral to the Ready to Learn space the day before. Students will start their day at 10:00am with an entry interview at 9:30am with their parents/carers and their Head of Year to discuss the reason for the referral to this area. This interview can also include other staff relevant to the student e.g., SEN TA or Intervention Staff. The day will conclude with an exit interview at 3:00pm with the parent/carer to discuss how successful the day has been, and the next steps will be detailed in an exit plan for all stakeholders to ensure that the student does not return here in the future. The student is unable to return to mainstream until this meeting has taken place. The Behaviour Manager and Head of Years will ensure that the relevant teacher is always made aware of the entry and exit meeting, so they have the opportunity to attend if they can/wish to.

Throughout the duration of the day, it will be a mix of specific workbooks to restore the undesirable behaviour(s) that the pupil has demonstrated. The Ready to Learn space is not to be used purely as an alternative area for them to complete their subject work.

If a pupil is referred to the Ready to Learn space, then they automatically enter the Behaviour Ladder on Step 2. It will then be the Head of Year's responsibility to set targets as part of the Exit Meeting to de-escalate undesirable behavioural traits over a 6-week period of monitoring, if successful then the pupil steps down to Step 1, Tutor Report for 3 weeks.

Restorative conversations should take place at an agreed time (if appropriate) between the pupil, the teacher and the Behaviour Manager (this can be over break/lunch, before or after school or during any time the teacher has any free time).

Behaviour off school premises
Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the **Pupil Code of Conduct** applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
Wearing school uniform.

Travelling to or from school.

Taking part in any school-related activity.

In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's **Anti-Bullying Policy**.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour, which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Procedure Policy**.

Staff Training
The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an **annual** basis.
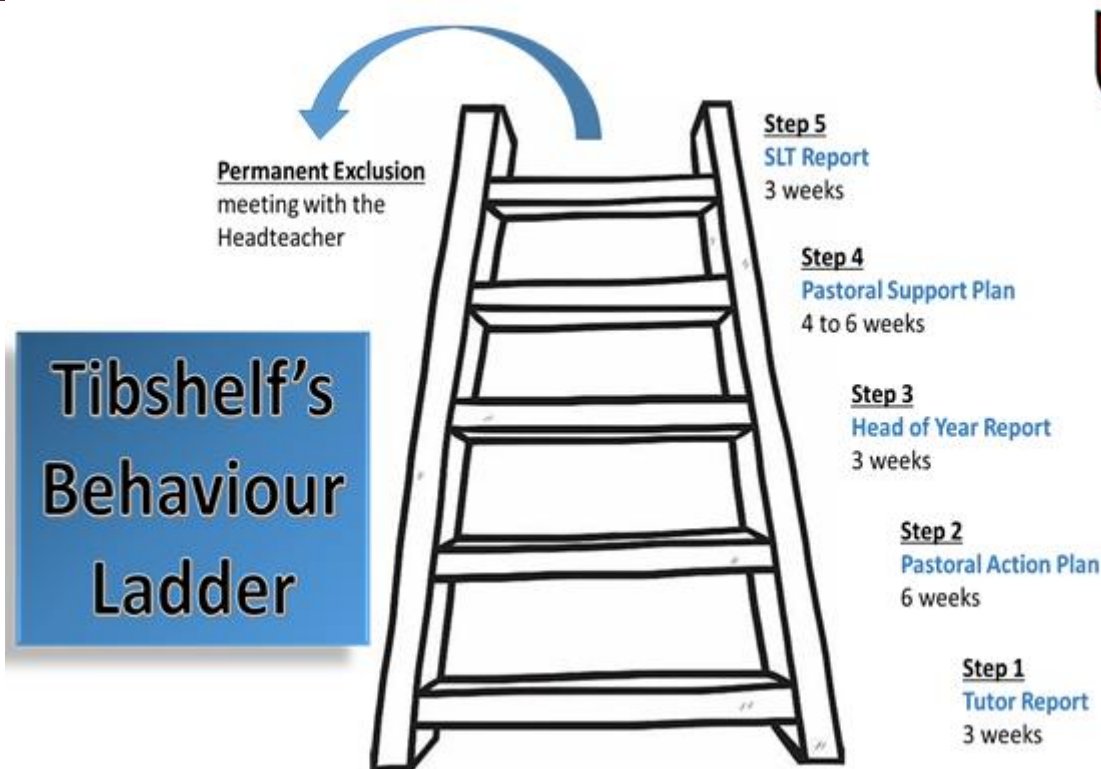
Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's **Physical Restraint and Use of Reasonable Force Policy**.

All staff will also receive training on the common symptoms of personal development problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

Appendix A – Behaviour Ladder

Tibshelf's Behaviour Ladder

- Permanent Exclusion meeting with the Headteacher
- Step 5 — SLT Report — 3 weeks
- Step 4 — Pastoral Support Plan — 4 to 6 weeks
- Step 3 — Head of Year Report — 3 weeks
- Step 2 — Pastoral Action Plan — 6 weeks
- Step 1 — Tutor Report — 3 weeks

Permanent Exclusion Meeting – A meeting will take place with the Headteacher whereby an Action Plan may be agreed with parents - monitored for a maximum of 4 weeks and reviewed for the next steps (referred to Governors for the Permanent Exclusion Meeting if failed). If during the meeting an Action Plan is not deemed appropriate, then the pupil and parents will be made aware during this meeting that a permanent exclusion is being pursued.

SLT Report - Meeting with Parents and Student placed on report for 3 weeks to member of SLT (referred to Headteachers meeting if fail on report)

PSP meeting - held with all relevant stakeholders external and internal - Monitored for 6 – 12 weeks and reviewed by same stakeholders. Action Plan decided and interventions put in place by all concerned including parents (Referred to SLT report if fail on PSP Plan. New plan can be written and kept running concurrent to SLT Report if felt needed.)

Head of Year Report – Meeting with Parents and student placed on report for 3 weeks. (Referred for PSP if fails. Student kept on report to Head of Year through PSP process unless decided in PSP meeting otherwise)

PAP meeting – Meeting with Tutor / Head of Year and Parents and student. Action Plan and interventions agreed. Monitored for 6 weeks. (If failed action plan, then referred to Head of Year Report)

Tutor Report - Following a pattern of negative behaviour student referred to Tutor Report for 3 weeks by Tutor / Head of Year. Parents notified. (If fail student referred for PAP. Students stay on report to Tutor during the PAP period unless otherwise agreed in PAP meeting)

At each stage all meetings and paperwork filled in must be logged and kept on students' files.

Time for each to be monitored can be changed at SLT discretion - PSP's must run at for at least 6 weeks due to input from other agencies.

Appendix B - The Governors' Role in Exclusions

Introduction

Most governors do not take on the role hoping or expecting to be involved in pupil exclusions, but it is something that they may be called upon to do at times, and it is very important that their involvement is handled correctly.

Governing boards have a statutory obligation to have regard to the current statutory guidance when making decisions on exclusions and administering the exclusion process.

The full current guidance from the Department for Education (Exclusions from Maintained Schools September 2017) should be referred to.

Derbyshire County Council has a Fair Access Protocol to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school is deemed appropriate, and to ensure that all schools in an area admit their fair share of children with challenging behaviour, including children excluded from other schools. The Fair Access Protocol for Secondary School Pupils should be referred to.

The governors' role around pupil behaviour is to formally approve the Behaviour Policy and the framework within which the school should operate.

Governors should not be involved in discussions around the behaviour of individual pupils or in direct contact with individual pupils in connection with their behaviour.

Not only is such involvement inappropriate in the context of governors fulfilling their strategic role within the school and allowing the Head teacher to manage the day-to-day activity, it compromises the governors' ability to deal with their statutory role to review the Head teacher's decision around exclusions.

If governors have been involved in a direct intervention with a pupil, they cannot be called upon to review a fixed or permanent exclusion for the same pupil. Good practice guidance states that 'if any governor has a connection with the pupil or knowledge of the incident that led to the exclusion which could affect his or her ability to act impartially, he or she should step down.'

Timeframes

The DfE's exclusion guidance clarifies that 'academic year' means a school's academic year beginning with the first day of school after 31 July and ending with the first day of school after the following 31 July.

The guidance states that: "The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
- The exclusion is permanent.

- It is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test."

Where an exclusion coincides with an examination, the governing board should, "as far as is reasonably practicable," consider the pupil's reinstatement before the date of the exam.

If a pupil would be excluded from school for between 5 and 15 school days in a single term, and the parents have requested a reinstatement, the governing board must consider reinstatement within 50 school days of the notice of the exclusion.

If a pupil is excluded for a period exceeding a total of five consecutive days, by way of a fixed term exclusion or more than one fixed-term exclusion, then the governing board has a duty to ensure education is arranged for the pupil from the sixth day of the period of exclusion.

For fixed-term exclusions where a pupil would be excluded for more than five days but less than 15 days in a term, if the parents make representations, the governing board must consider whether the pupil should be reinstated within 50 school days of receiving the notice of exclusion. If no representation is made by the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

If the pupil has already returned to school following a fixed-period exclusion, or their parents have made it clear they do not want their child reinstated, then the governing board must still consider if the pupil should be officially reinstated.

Consideration meeting

In a maintained school, the governing board may appoint a sub-committee to take on the responsibility of carrying out considerations of exclusions.

A maintained school's committee must be made up of at least three governors, all of which have not had any previous dealings with the pupil facing exclusion. Provided that this criterion is satisfied, the governing board may choose for the same three individuals to take on the function permanently; however, this is not a statutory requirement.

The governing board must invite the pupil's parents and, if requested by them, a representative or friend, the Head teacher and a representative from the LA to make representations at the consideration meeting.

The governing board should identify how they will ensure the excluded pupil attends the meeting and encourage them to speak; governors should take into account the pupil's age and understanding when providing this opportunity. If the pupil is unable to attend, then the governing board should consider alternative ways for the pupil to share their views with the committee.

If the committee wishes to request the attendance of a witness who is under 18-years-old, parental consent should be sought and the parents invited to accompany their child to the meeting.

Fixed-term exclusion not exceeding five days

In the case of a fixed-term exclusion which does not exceed five days in a single term, the committee will review information regarding the exclusion and consider representations from the pupil's parents; however, they cannot

direct reinstatement of the pupil and are not required to arrange a meeting with their parents. They must only seek to understand whether the proper processes have been followed and that the Head teacher's decision to exclude is legal within the parameters of DfE guidance.

Outcomes

After considering the reinstatement of a pupil following permanent exclusion or a fixed-term exclusion exceeding five days in a single term, the committee can either:
- Decline to reinstate the pupil.
- Direct immediate reinstatement of the pupil.
- Direct reinstatement on a particular date, for example provided that the pupil meets certain conditions, e.g., complete a behaviour management course.

If the pupil's parents disagree with the outcome of the meeting, they have the right to request for the LA to arrange an independent review of the governing board's decision.

If a fixed-term exclusion exceeding five days is upheld, the governing board must ensure that suitable full-time education for the pupil is sourced and begins no later than six days into the exclusion. The actual arrangement of the alternative provision may be delegated by the governing board, but they must be provided with assurances that this has been done.

If a permanent exclusion is upheld, the LA must arrange suitable full-time education for the pupil beginning no later than six days into the exclusion.

Preparing for the meeting

Governors on the exclusion committee must be provided with accurate information, at least five school days ahead of the meeting, to allow them sufficient time to prepare.
Parents should also be provided with the same information, at least five school days ahead of the meeting.

The information that should be provided via the Head teacher's Report is attached as Appendix 7.

If the governing board chooses to have a permanent exclusion committee with the same three governors every time, the committee may be presented with copies of the Behavioural Policy at the beginning of each school year and then updated copies following any review or changes.

If information or evidence is submitted after this report has been distributed, it must be agreed, prior to or at the meeting, by the committee, in order for it to be submitted and used as evidence in the consideration.

Prior to the meeting, the committee should decide who will chair the meeting and ensure that everyone has a clear understanding of the processes in the exclusion's guidance. Going into the meeting, the committee should ensure that everyone is able to make representations, to make their case and to have the opportunity to question each other's case.

In making their decision, the governing board must consider the circumstances and interests of the excluded pupil, the circumstances of their exclusion, as well as the interests of other pupils and people working in the school.

<u>Chairing a meeting</u>

Emotions are often running high when a pupil is facing exclusion and it can be a difficult and challenging time for the pupil and their family; so, it is important that the chair of the panel is skilled and equipped to deal with sensitive and complex situations.

To avoid the escalation of any difficult situations, it is important that the committee is **impartial** and that this is successfully communicated to parents; otherwise, parents may feel that the committee is unfairly biased towards the Head teacher's decision. It is imperative to ensure all communications with parents emphasise that no decision has been made prior to the meeting, and that everyone's representations will be heard and considered before any decision is made.

It is the chair's responsibility to create a non-judgemental atmosphere; this can be achieved by ensuring the committee remains professional and sensitive at all times and by setting the tone in any previous communications with the involved parties.

The chair of the committee should ensure that the venue is set out in a way that is conducive to the potentially tense and sensitive atmosphere and should make all parties feel safe and secure. When arranging the venue, consider:
- Is the room set up in a way that gives everyone an easy exit or is it blocking people in?
- Can other people see into the room? This may make pupils and their parents uncomfortable.
- Are there tissues available?
- Is there plenty of drinking water available?
- Are there separate rooms available in case parties need to have meetings in private or where they can retire to in the case of an adjournment?
- Is the room health and safety sound? For instance, is there anything present that could become a hazard if tensions become high, such as glasses.
- The key to being a good chair is to make the difficult decisions but remain kind – you must consider that, no matter the outcome or circumstances surrounding the exclusion, people are emotionally invested in the result and that needs to be respected.

<u>A good chair:</u>

Ensures that everyone is listened to.
Ensures that no one is interrupted while making representations.
Ensures that all parties leave at the same time, so that it does not appear the committee is having a private conversation with either party.
Allows time for people to ask questions.
Hears everybody's representations.
Properly explains the process of the meeting to the parties.
If it is evident that parties are causing the above standards to be unattainable during a meeting, for example by continually interrupting, the chair may call for an adjournment, then continue after re-explaining the process.

The governing board must notify parents, the Head teacher and the LA of their decision, in writing and without delay. If the governing board has decided not to reinstate the pupil, the written notification must also include clarification that the exclusion is permanent, the parents' right to request a review of the decision by an independent review panel,

the date for a request for a review to be submitted, who to submit the request to, and that any application for review must include the grounds on which it is being made.

The notification must also include that, regardless of whether the excluded pupil has recognised SEND, parents have the right to request a SEND expert to be appointed to advise the independent review panel.

Parents should also be informed of their right to appoint someone to make representations to the independent review panel on their behalf, at their own expense, and of their right to make a claim under the Equality Act 2010 if they consider discrimination has taken place. Any claim must be made within six months of the alleged discrimination taking place.

Sometimes governing boards decide to share the outcome of the meeting with the pupil and their family on the same day, in person. This can save the family any unnecessary anxiety following the meeting and whilst awaiting the result – but written notification is still required.

Delivering the result in person is preferable to some governing boards as it is another way of ensuring that the committee is transparent, sensitive and personable. This is, however, something the panel should risk assess on a case-by-case basis – if tensions are running too high, the committee may not feel it is safe to do so.

Removing a permanently excluded pupil's name from the school register

The governing board must ensure that the pupil's name is removed from the school register once 15 days have passed since the parents were notified of the board's decision and no request for an independent review has been made. The pupils name can also be removed from the school register if written notification has been received stating the parents do not intend to apply for an independent review of the governing board's decision.