

Tiverton High School

**Relational Behaviour Policy**

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| Status | **Statutory** |
| Job title | **Deputy Head** |
| Nominated prime author: | **Julie Scotting** |
| Policy to be implemented by: | **All Staff** |
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**Tiverton High School Relational Behaviour Policy**

1. **Policy statement**

Tiverton High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy guides staff to teach students self-discipline. It echoes our six core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and effective interventions that support staff and students. Our ultimate aim is to ensure positive relationships between staff and students, with an understanding that staff make the ultimate decisions around behaviours that are acceptable.

1. **Aim of the policy**

• To create a culture of exceptionally good behaviour: for learning, for our community and for life after THS

• To ensure that all stakeholders and staff are treated fairly, shown respect and to promote good relationships.

• To minimise the time and attention given to the poor conduct of students, to redirect them instead back towards their learning.

• To help students take control over their behaviour and be responsible for the consequences of it.

• To build a community which values kindness, care for one another, good manners, respectful language and empathy for others.

• To promote community cohesion through improved relationships.

• To ensure that excellent behaviour is an expectation for all.

3**. Purpose of the policy**

To provide simple, practical procedures for staff and students that:

• Recognise behavioural norms

• Positively reinforce behavioural norms

• Promote self-esteem and self-discipline

• Teach appropriate behaviour through positive interventions

**All staff**

1. Meet and greet students positively.

2. Refer to the Student Pledge “Be on time, Be equipped, Work hard”

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all students.

5. Use a visible recognition mechanism throughout every lesson.

6. Be calm and use the ’language of choice’ when going through the steps. Use layered interventions as preventative measures in order to try and avoid sanctions.

7. Follow up incidents of poor behaviour every time, retain ownership and engage in reflective dialogue with students.

8. Never ignore or walk past students who are behaving badly.

9. Monitor the awarding of positive behaviour points and positive phone calls and emails to parents

**Middle leaders**

Middle leaders are not expected to manage behaviour referrals in isolation, rather they are to

stand alongside colleagues to support, guide, model and show a unified consistency to the

students.

**Middle leaders will:**

• Be a visible presence in their teams to encourage appropriate conduct

• Support their teams in returning students to learning. If required, they may support their colleagues with restorative conversations

• Regularly celebrate staff and students whose efforts go above and beyond expectations

• Ensure staff training needs are identified and targeted

• Use behaviour data to target and assess interventions

• Make sure that they are accountable for the students in their teams

**Senior leaders**

Senior leaders are not expected to manage behaviour referrals in isolation, rather they are to

stand alongside colleagues to support, guide, model and show a unified consistency to the

students.

**Senior leaders will:**

• Celebrate staff, leaders and students whose effort goes above and beyond expectations

• Regularly share good practice

• Support middle leaders in managing students with more complex or entrenched negative

behaviours

• Use behaviour data to target and assess school-wide behaviour policy and practice

• Regularly review provision for students who are ‘hard to reach’ (as they may fall outside the range of written policies)

• Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

**Recognition and rewards**

At THS, we recognise and reward students who go ‘over and above’ our standards. Although positive behaviour points, postcards, electronic awards and weekly tutor awards exist as standard, THS staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students who are hardest to reach.

**School level**

1. Positive behaviour points

2. Electronic praise postcards, postcards, “You are awesome/thank you for being kind” awards

3. Weekly tutor awards for behaviour and attendance

**Department level**

1. Positive behaviour points

2. Positive contact with parents/carers (phone call or email)-celebration of half-termly Head of Department awards (Head of Maths award for example)

3. Subject awards

**Classroom level**

1. Verbal praise

2. Positive behaviour points

3. Positive contact with parents/carers (phone call or email)

**Practical steps in managing and modifying poor behaviour at THS**

**Layered Interventions (Appendix 1-Behaviour Process)**

Students are held responsible for their behaviour. All staff will deal with behaviour without delegating. Staff will use the THS layered interventions for dealing with poor conduct. Steps should always be followed with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they want to see. All students must be given the opportunity to make the right choice in between steps. Staff will use the ‘language of choice’ at every step. Every lesson allows for a fresh start. Although there are occasions when it is necessary to remove a student from learning, this should be avoided at all costs. **Every minute a student is out of a lesson is one where they are not learning.**

**Redirection**

Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness

**The reminder**

A reminder of the Student Pledge expectations for students “Be on time, Be equipped, Work hard” delivered discreetly to the student. The teacher makes them aware of their behaviour. The student has a choice to do the right thing.

**The caution**

a. Gentle approach, personal, non-threatening, side on, eye level or lower.

b. State the behaviour that was observed and which expectation has not been met.

c. Tell the student concisely and clearly what the consequences of their action is, using language that is accessible to the student. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the student; allow the student time to decide what to do next. If there are

comments, as you walk away, make a note of them and follow up later.

e. Resist endless discussions around behaviour and instead, spend energy returning students to

their learning.

f. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make good choices.

**The conversation with the student outside the room (Reset)**

• The student is asked to speak to the teacher away from others, outside the room

• Boundaries are reset

• Student is asked to reflect on their next step. Again they are reminded of their previous

conduct/attitude/learning.

• Student is given a final opportunity to re-engage with the learning / follow instructions. The language of choice is used: ***“You can choose to do X and not show respect for learning or choose to do Y and be successful. I know you can make the right choice”***

If a student is sent outside the classroom to calm down and/or to defuse a situation, in general, three minutes should be enough.

If the step above is unsuccessful, or if a student refuses to engage in the conversation outside the classroom, then the student will be asked to go to Red Reset where they will spend the rest of the lesson.

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.

**Red Reset**

If a student is issued with a Red Reset they have caused considerable and significant disruption to the learning taking place in the classroom. As a result the member of staff has no choice but to ask them to leave the classroom and to report to the ‘triage desk’ of the internal exclusion room. They will be greeted at the triage desk by an Assistant Head of Year who will ensure that they are in an appropriate ‘space’ to be able to successfully enter the internal room.

Students who are sent to Red Reset will complete the equivalent of a day in the internal room as a direct result of disturbing the learning of others in the class. Work will be provided for them to complete during this time and the expectation is that they will work purposefully during this period of time.

In addition to the internal exclusion, students who are issued with a Red Reset will receive a 1 hour after school detention on Thursday of that week. If students receive a Red Reset on a Thursday the school will endeavour to contact parents/carers to arrange for them to complete the detention on the same day. If a student receives a Red Reset on a Friday, their after-school detention will take place on the following Thursday.

If a student does not attend their detention on a Thursday after school they will receive an internal exclusion the following day on the Friday and attend an after-school detention on the same day run by a member of the senior leadership team.

If students are issued with an after-school detention it is the responsibility of the parent/carer to make the necessary arrangements to get them home in line with Department for Education guidance. [(link)](https://bit.ly/3qTt7Yl)

Whilst in Red Reset the student will consider their responses to the following in order to conduct a restorative conversation which where possible will take place during their after-school detention on Thursday.

\*What’s happened?

\*What were the teacher’s expectations?

\*How could I have shown more respect for the learning taking place?

\*What more respectful behaviours will I show in my next lesson?

**The restorative conversation**

Restorative conversations at THS are a core part of repairing damage to trust between staff and students. Restorative conversations shouldreaffirm the ongoingcommitment to building a trusting relationship.

Staff take responsibility for leading restorative conversations. Middle Leaders will support

if requested and if possible.

Students may have their behaviour monitored by teachers to show progress towards agreed

targets. At THS this may be done via a tutor, subject, AHOY, HOY, SLT report or a PSP.

**Pupil** **Support Plan stage (PSP 1,2,3)**

The PSP will be implemented where there is a cause for concern e.g. attendance,

behaviour or progress issues. The student will be set agreed targets and meet with their HOY to:

• Develop an appropriate action plan with the student

• Monitor and review and mentor using the action plan. Inform the student of the timeline for demonstrating improvement.

• Discuss both the consequences for the student of not meeting the required action and the

positive outcomes for everyone if conduct improves.

• Every effort will be made to encourage and support a change in the student’s behaviour

A serious breach of the behaviour policy may lead to an internal exclusion or an external fixed term exclusion. Alternatives to exclusion, where appropriate, may include community service or ‘payback’ where students may be asked to positively contribute time back to THS as part of the process of repairing the damage they have caused.

**Behaviour for excellent teaching and learning – One page summary**

High quality behaviour for learning is underpinned by relationships, lesson planning and

positive recognition.

The Student Pledge-“Be on time, Be equipped, Work hard” must be displayed in each learning space and referred to in conversations around conduct.

**Consistencies**

1 Meet and greet at the door.

2 Model positive behaviours and build relationships.

3 Plan lessons that engage, challenge and meet the needs of all students.

4 A mechanism for positive recognition is used in each classroom throughout the lesson.

5 Refer to the Student Pledge in all conversations about behaviour.

6 Be calm and give time to make the right choice when going through the steps. Use layered interventions as preventative measures in order to try and avoid sanctions.

7 Follow up every time, retain ownership and engage in reflective dialogue with students.

8 Never ignore or walk past students who are behaving badly.

**Layered Interventions actions**

1) Redirection Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness

2) Reminder A reminder of the expectations “Arrive on time, Be equipped, Work hard” delivered discreetly wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

3) Caution A clear verbal caution delivered discreetly wherever possible, making the

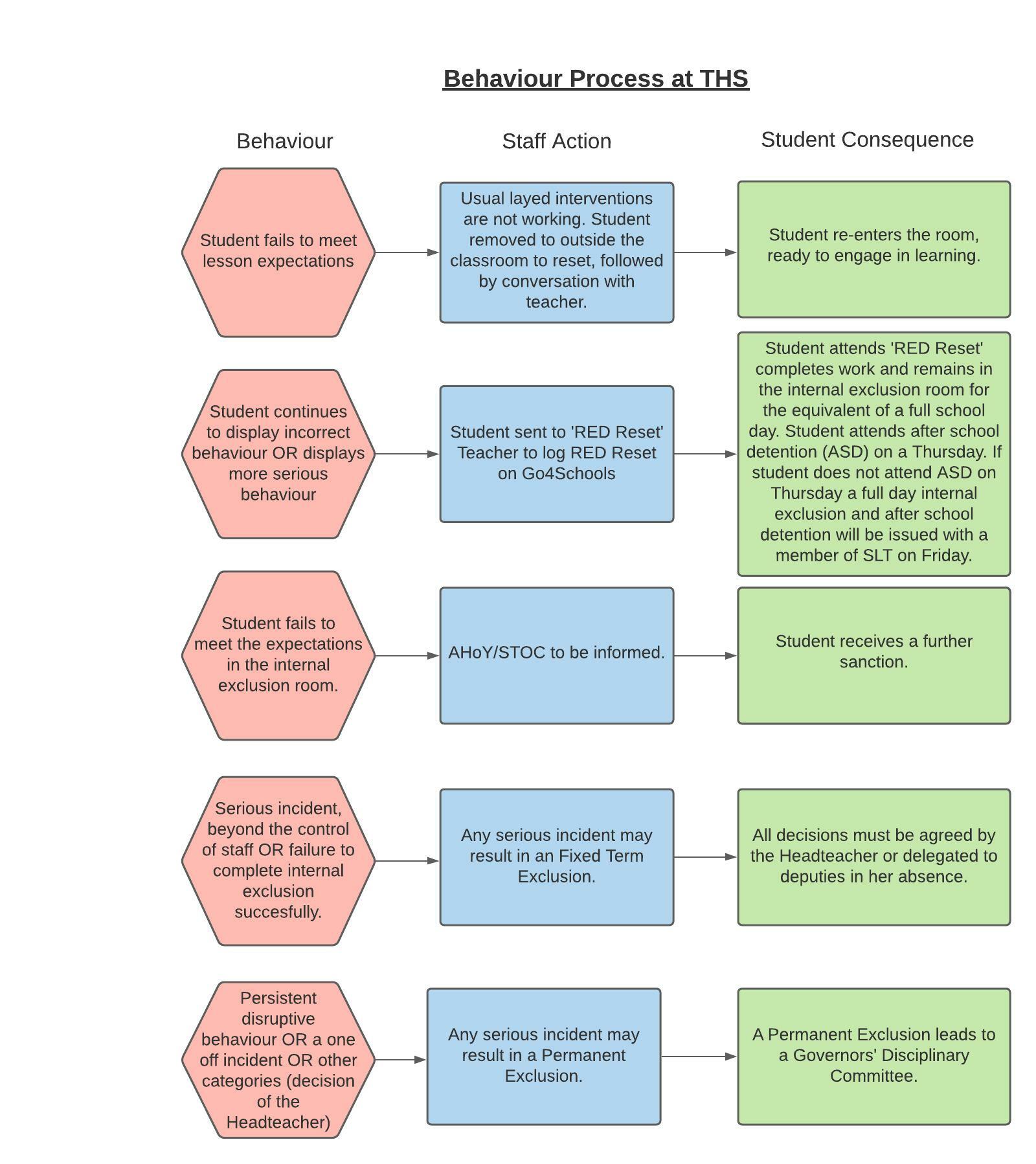
student aware of their behaviour and clearly outlining the consequences if they continue.

4) Conversation outside the classroom (Reset) Give the student a chance to reflect away from others. Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so.

5) Red reset At the point the student is sent to Red Reset, the teacher will record the incident immediately on Go to ensure the AHOY is aware of their imminent arrival. Detail of the incident can be added later.

6) Reparation A restorative conversation should take place before the next lesson. If the student

does not attend or the reconciliation is unsuccessful the teacher may wish to call on support from their line manager to support the reparation process.

**Appendix 1**