



Tiverton High School

**Relational Behaviour Policy**

Status	<b>Statutory</b>
Job title	<b>Deputy Head</b>
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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 aim is to ensure positive relationships between staff and students, with an understanding that staff make the ultimate decisions around behaviours that are acceptable.

### **2. Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for our community and for life after THS (Tiverton High School)
- 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**

Will be responsible in modelling expected behaviours to all students at all times. To challenge and correct behaviours which are unacceptable and seek support from other colleagues when necessary whilst following through with incidents.

### **All staff will:**

- Meet and greet students positively.
- Refer to the Student Pledge “Be on time, Be equipped, Work hard”
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all students.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and use the ‘language of choice’ when going through the steps. Use layered interventions as preventative measures to try and avoid sanctions.



- Follow up incidents of poor behaviour every time, retain ownership and engage in reflective dialogue with students.
- Never ignore or walk past students who are behaving badly.
- 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, 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, 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 expectations. 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**

- 15 Front loaded praise points for doing the right thing, being punctual, being equips and being in the correct uniform.
- Positive behaviour points
- Electronic praise postcards, postcards, "You are awesome/thank you for being kind" awards



- 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. Postcards
- 4. Subject awards

### **Classroom level**

- 1. Verbal praise
- 2. Positive behaviour points
- 3. Positive contact with parents/carers (phone call or email)

### **Interventions to help and support students adjust their behaviours.**

#### **Contact with parents/carers**

We believe that establishing good links with parents and keeping in regular contact helps promote a child's education and maintains high standards of behaviour.

We will contact parents whether by phone, text, email or by letter not only when things go well but when things go wrong. We may also ask parents to come into school to discuss their child's behaviour and progress so that we can work in partnership to improve the situation. We acknowledge the parental support is crucial in bringing about an improvement in a child's behaviour, motivation, work, or attendance. We will ask the parent to work with us in any course of action we plan.

Any concerns around behaviour will be logged on Go4Schools by the member of staff involved and shared with relevant members of staff- Tutors /Head of Year / Subject leader/SENDCO as appropriate for information and/or further action or support.

#### **On Report**

Students can be placed on report to monitor attendance, punctuality, behaviour, effort and work. Reports can also give constructive immediate feedback to a student who is seeking to change their behaviour. A student can be on report to any member of staff who is seeking to monitor and support a student. The time span of the report and the frequency of the meeting with the member of staff who placed the student on report may vary depending on the purpose and needs of the student.

Typically, a student is on report for two weeks, but this can be extended over a much longer period. The parent/guardian should sign the report each evening. A student may be placed on report when re-admitted after a period of exclusion.

#### **Interim Reports**

If we have sufficient concerns about a student we may circulate (to all staff) an interim report (Round Robin) to gather up to date information about that student's progress, attitudes and behaviour. This may be sent to parents and is useful as a basis for discussion with them and the student.

#### **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 (Head of Year) 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
- 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 (Assistant Head of Year), HOY, SLT (Senior Leadership Team) report or a PSP.

### **The restorative conversation**

Restorative conversations at THS are a core part of repairing damage to trust between staff and students. Restorative conversations should reaffirm the ongoing commitment to building a trusting relationship.

Where behaviour has broken down and any of the sanctions set out below have had to be implemented, staff should take responsibility for leading restorative conversations to try to ensure that any poor behaviour is not repeated. Middle leaders will support if requested and if possible.

### **Possible Interventions and support from other agencies**

Referral to outside agencies: typically, this involves discussion with and the agreement of parents/carers. This could include referrals: -

- to Children's & Young Peoples Service including the involvement of the Child Protection Team (MASH)
- to the Educational Psychologist and involvement of SEN (Special Educational Needs) 0 – 25 team in cases where students have been referred for statutory assessment and Education, Health and Care plan.
- through GP, to a Child Psychiatrist (CAMHS)
- to EWO in cases of non-attendance
- to Careers Advisors.
- to initiate, run and support a TAF (Team around the Family meeting-Early Help)

It is important to mention here that any or several of the above may be used in conjunction with sanctions or measures used within school. We may also involve: -

- The LA (Local Authority) inclusion officer
- School governors
- Police

### **Sanctions**

The implementation of sanctions is set out in three sections – those relating to classroom behaviour, those that take place in school but outside the classroom, and those that are beyond the school gate.

#### **Poor behaviour within the classroom**

##### **Layered approach**



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 the last resort.

Students will always be given:

### **Redirection**

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

### **Reminders**

A reminder of the Student Pledge expectations for students "Be on time, Be equipped, Work hard, Be Kind" delivered discreetly to the student. The teacher makes them aware of their behaviour.

Where behaviour falls below THS expectations it may be necessary to follow our Warn, Move, Remove behaviour process (appendix 1)

### **Warn**

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed, and which expectation has not been met.
- Tell the student concisely and clearly what the consequence 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.
- 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.
- Resist endless discussions around behaviour and instead, spend energy returning students to their learning.
- 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.

### **Move**

- Move the student in the classroom to a new seat allowing the student an opportunity to reflect upon and make correct choices to change behaviour away from distractions.
- Boundaries are reset
- 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 the step above is unsuccessful, or if a student refuses to engage in the support being offered, then the student will be asked to go to Reset. The Learning of others should not be disrupted by any one individual who has not been able to make the right choice.

### **Remove (Reset)**

If a student is issued with a 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 internal exclusion room. They will be greeted at



the triage desk by an Assistant Head of Year who will ensure that they can successfully enter the internal room.

Students who are sent to 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.

### **Poor Behaviour outside the classroom**

Should poor behaviour not be related to behaviour within the classroom and require a sanction, the following sanctions may be applied, dependent on the severity of the incident:

- After-school detention
- Anti-Bullying Contract (AB) [policy]
- Internal suspension (not as a result of Reset)
- External fixed term suspension
- Permanent Exclusion

### **After School Detention**

- At THS we recognise that not all behaviour should result in isolation from lessons. Whole school detentions will be held after school on Monday, Wednesday and Thursday evenings for a duration of 30 minutes. Whole school detentions can be issued for incidents such as, failure to complete homework, truancy, unkind behaviour and attitudes, lack of effort and work. All parents will receive a message about the after school detention before the detention occurs.
- If a student does not attend their detention on their allocated day (Monday, Wednesday or Thursday) they will receive an SLT detention after school on Friday for the duration of 1 hour.
- 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: [[page 21](#)]

### **Suspension**

A serious breach of the behaviour policy, whether that is inside or outside the classroom, may lead to an internal suspension or an external fixed term suspension. This involves removing a student from their timetable for a fixed period. This means that the student will not take part in lessons or have free time with the rest of the student body for a pre-determined amount of time, depending on the incident.

### **Internal Suspension**

Members of SLT or Heads of Year can take the decision to internally suspend a student. During the internal suspension, the student will be provided with work. Once the decision to internally suspend a student has been made:

- The parents/carer should receive notification via Go of the sanction

- Attendance will be informed of where the student is going to be during the day.

Whilst on internal suspension students will be given the opportunity to:

- have access to the toilet
- have access to food and drink at appropriate times
- have movement breaks where possible and when appropriate; students will be able to take a comfort break during the day and walk across to the refectory to have their lunch.

In some cases where a student has additional educational needs and reasonable adjustments need to be considered, alternative arrangements for an internal suspension can be made although this should be seen as equivalent to the experiences of other students.

Alternatives to suspension, 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.

### **External Fixed Term Suspension from school**

It is very serious for a student to be suspended from school. External suspensions are for a fixed period. The Headteacher is the only staff member permitted to issue an external fixed term suspension from the school but can delegate this power to other members of the Senior Leadership Team as appropriate. Normally this would be the Deputy Head/s.

Suspensions can be given for verbal/physical abuse of staff/students; use of an offensive weapon, bullying, racist abuse, abuse against sexual orientation, gender identity or relating to disability, sexual misconduct, persistent failure to comply with disciplinary procedures of the school, inappropriate use of social media or online technology, persistent disruptive behaviour and offences such as theft, substance abuse or damage.

Parents/carers are notified of the Head Teacher's decision to issue a fixed term suspension, this may be for 1 session (half a day) or longer depending on the seriousness of the incident. During the period of suspension from school, work will be set for the student to complete.

Parents/carers will be asked to attend a readmission meeting with their child on their return to school. These meetings are normally held by the Head of Year, Assistant Head of Year and/or a senior member of staff. A contract regarding expectations on a students' return will be agreed at this re-admission and the student will be placed 'on report' if appropriate.

### **Pre-Permanent Exclusion meeting**

Repeated incidents of poor behaviour may result in the student, with their parents/carers, being issued with a Pupil Support Plan as described above. There are three stages to this plan, and it is reviewed regularly to monitor positive changes in behaviour. Ultimately if a student does not respond positively to the Pupil Support Plan, they will be at risk of permanent exclusion and will be requested to attend a Pre-Permanent Exclusion meeting with the Inclusion Officer of the Local Authority, Devon County Council. A full report of the students' progress and behaviour, as well as the support offered to the student, will be available to the Inclusion Officer who will set the requirements for improvement to avoid a permanent exclusion. Progress will be continued to be monitored following this meeting.

### **Permanent Exclusion**





Permanent exclusion is the last resort, and this decision is never taken lightly not before all other measures have been exhausted and all other avenues thoroughly investigated including the possibility of a 'managed move' to another local school. However, very occasionally, a student shall be deemed by his/her actions to have forfeited the right to belong to our school community for the benefit of other students and school staff. When this happens, a student will be permanently excluded from the school.

### **Parents' right of appeal**

Governors must meet at the earliest opportunity to discuss whether to reinstate the excluded pupil

<https://www.gov.uk/school-discipline-exclusions/exclusions>

If the exclusion is upheld it then falls to the LA to make suitable alternative educational provision for the student.

### **Use of reasonable force to control and restrain students**

This is a measure that staff are permitted to use to stop students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Pupils' conduct outside the school gates**

Staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools)

The school will apply the same principles and discipline systems to 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.

Examples of when staff may use school systems to address poor behaviour are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a student at the
- school.
- misbehaviour at any time, whether the conditions above apply, that could have repercussions for the orderly running of the school; or pose 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 member of staff will only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

### **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, Be kind” must be displayed in each learning space and referred to in conversations around conduct.

### **Consistencies**

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all students.
- A mechanism for positive recognition is used in each classroom throughout the lesson.
- Refer to the Student Pledge in all conversations about behaviour.
- Be calm and give time to make the right choice when going through the steps. Use layered interventions as preventative measures to try and avoid sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with students.
- Never ignore or walk past students who are behaving badly.

### **Layered Interventions actions**

- Redirection Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
- Reminder A reminder of the expectations “Arrive on time, Be equipped, Work hard, Be kind” 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.
- Warn A clear verbal caution delivered discreetly wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
- Move Give the student a chance to reflect away from others/distraction. Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and be clear of the consequence if a right choice cannot be made.
- Remove (reset) At the point the student is sent to 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.
- 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.



## WARN

### Verbalised Warning

- What is going wrong
- What do I need to do to resolve this
- What is the consequence

## MOVE

### Intervention

- Final warning
- Move seats within the classroom
- What is the consequence

## REMOVE

### RESET

- Behaviours have not changed
- Removal from the class
- RESET  
(equivalent of 5 lessons, whole day)

