

Sturminster Newton High School



Climate for Learning Policy December 2023

Executive Headteacher – Mrs D London-Hill

Headteacher – Mr J Davis

Deputy Headteacher – Mr G Chapman

Deputy Headteacher – Mr D Harris

Assistant Headteacher – Mr P Mattocks

Assistant Headteacher – Mrs K Thompson

Policy Reviewing

Policy Status/Review Programme

Yearly

Reviewed by SLT

December 2023

Effective from

December 2023

Review scheduled for

November 2024 or upon significant change

Responsible Person

SLT

Ratified by Academy Committee

Waiting to be ratified

Policy Principles

This policy is for all staff, students, parents/carers, Academy Committee / AC Representative/s, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school is committed to the emotional mental health and well-being of its staff, students and parents / carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our policy is rooted in the principle of equity rather than equality, ensuring that the needs of the individual are taken into account in managing behaviour.

Definition: *equality means things are “the same” and equity means things are “fair.”*

Aims, Code of Conduct

Mission Statement

“In this caring school community students are supported, motivated and challenged to fulfil their potential.”

The Aims of our school are to focus on to Unlock the potential for our community through

Unity
Nurture
Literacy
Opportunity
Contribution
Knowledge




Our Rules are that

We are Respectful
We are Responsible
We are Resilient

We are ambitious, take pride in our school and our learning is never disrupted

- We are committed to enabling all our students achieve their full academic and personal potential. We recognise young people have many abilities, talents and personalities and learn in many different ways, and are committed to enabling all of our students to achieve their full academic and personal potential. We aspire to enable all students to make the best possible progress regardless of previous achievement or additional learning needs.
- We aim to develop ability, raise expectations and provide the support necessary for life long success by offering a wide range of enriching experiences both in and beyond the classroom
- We have a broad, challenging and inclusive curriculum shaped according to the key knowledge, skills and competencies students need to know, understand and do in order to thrive for the rest of their lives. In order to underpin this, we value high quality, on-going professional learning opportunities for all colleagues.
- We are proud of our reputation for high standards in academic work, personal achievement and conduct. In the future, Sturminster Newton High School will continue to be restless to improve as we expect the very best for all members of our school. We will work in partnership with all stakeholders in our community and continue to deepen the relationships which we enjoy with our parents, carers and the town as a whole.

SNHS (Sturminster Newton High School) Core Rules (3R's) These are our Core Rules and examples of each:

<p>Respectful</p> 	<p>Listen to others and allow others to learn.</p> <p>Be Respectful of other people's views and beliefs including the 9 protected characteristics.</p> <p>Be Polite: Do not talk out of turn or over others.</p> <p>Be Respectful to all equipment, facilities and resources and treat them carefully.</p> <p>Be Polite: use good manners and appropriate language.</p> <p>Have respect for yourself including wearing your uniform correctly, being proud of your work and aim to achieve your best.</p> <p>Ensure your actions do not make others feel unsafe.</p>
<p>Responsible</p> 	<p>Be organised and bring correct equipment and planner to all lessons.</p> <p>Ensure your actions do not make others feel unsafe.</p> <p>Be Polite and use good manners and not be cruel or spiteful to others.</p> <p>Listen to others and allow others to learn.</p> <p>Be an upstanding community member and avoid antisocial behaviour. This includes not damaging buildings or resources.</p>
<p>Resilient</p> 	<p>Be engaged in your learning from start to finish, including homework.</p> <p>Ask questions, participate in group discussions and share your ideas.</p> <p>Accept constructive criticism both from your peers but also your teacher. See it as a learning opportunity.</p> <p>Challenge yourself to make progress and strive to continually improve.</p> <p>Be prepared to fail in order to learn.</p> <p>Understand that we all have different challenges in life but that by working together we can overcome them.</p> <p>Don't blame others for your mistakes. Focus on what you can do next time to be better.</p>

Aims of policy

- To create an environment which supports achievement and learning for all
- To promote high expectations of all students and staff
- To improve teaching and learning by reducing low level disruption and therefore maximising learning.
- To ensure that there is a clear set of rules that everyone follows consistently.
- To ensure there are clear procedures with lines of accountability and responsibility regarding rewards/sanctions.
- To ensure hard work and effort are rewarded
- To promote consistently positive behaviours, then to remind, redirect, and rebuild where behaviours are not fitting with our school community.
- To ensure that the consequences of poor behaviour are understood and clearly communicated to relevant stakeholders
- To work effectively with parent/carers and all agencies to promote positive behaviours

Legislation and statutory requirements

This policy had been created in accordance with the Department for Education (DfE). See Appendix ...for links to full policies

- The Equality Act 2010
- Behaviour and discipline in schools: Advice for head teachers and school staff (January 2022)
- Searching, screening and confiscation
- Use of reasonable force in schools
- SEND

Every Child Matters – KCSIE 2023

This document is about how we can help our students to develop effective Social and Emotional Attitudes for Learning. The aims of our curriculum are to enable ALL young people to become successful learners, confident individuals and responsible citizens. We have a legal responsibility to take into account every individual student's needs. This means when you are applying school guidelines you must use 'Intelligent Consistency'. Intelligent consistency is the application of the school rules in a flexible way that takes into account the different needs, backgrounds and experiences of individual students. As teachers, we can make a difference and need to ensure that we become the teacher that children want to remember for our compassion and understanding.

Please remember – if you notice a change in a child's behaviour, or attendance, this could be a sign of the need for further action – please refer to our Child Protection (Safeguarding) Policies and Procedures for further guidance.

Responsibilities

<p>Academy Committee</p>	<ul style="list-style-type: none"> ● To provide accountability for all school leaders in a way that challenges and supports. ● To review the policy annually. ● To provide a panel of Academy Committee Representatives to hear disciplinary issues when required.
<p>Head teacher</p>	<ul style="list-style-type: none"> ● To ensure the policy is adhered to and to ensure strategies are effective.
<p>SLT</p>	<ul style="list-style-type: none"> ● To ensure the policy is adhered to and ensure strategies are effective. To provide support and direction to staff and students as appropriate. To ensure that student behaviour positively contributes to learning. ● To liaise with parents/careers and other external agencies and groups to secure positive student behaviour. ● To reward and celebrate success in a way that encompasses as many students as possible. ● To monitor behaviour through liaison with tutors, support staff, line management and teaching staff. Where issues concerning a student arise across several subjects, to co-ordinate appropriate interventions to remove barriers to learning. ● To support tutors to implement the Behaviour for Learning (BfL) expectations.
<p>Tutors</p>	<ul style="list-style-type: none"> ● To be consistent in the use of the CfL policy. ● To mentor students in acknowledging achievements, celebrating success and challenging concerns. ● To liaise with other staff and parents.
<p>Curriculum Leaders</p>	<ul style="list-style-type: none"> ● To ensure class teachers promote Ready, Respectful, Resilient and use appropriate rewards and sanctions. ● To encourage the use of rewards ● To support class teachers with day-to-day routines.
<p>Class Teachers</p>	<ul style="list-style-type: none"> ● To be responsible for celebrating student successes within their classrooms. To ensure all children behave in a way that supports the learning of all. ● To be consistent in their use of the Ready, Respect, Responsive policy. To plan for the needs of all learners. ● To set behaviour expectations through Ready, Respectful, Responsive
<p>Support Staff</p>	<ul style="list-style-type: none"> ● To follow the BfL policy and seek clarification if unsure.
<p>Parents/carers</p>	<ul style="list-style-type: none"> ● To ensure their children adhere to the school rules, code of conduct and Home-School agreement. ● To liaise with the school when appropriate, i.e. to keep pastoral staff informed of situations out of school, which may affect behaviour in order that staff may support appropriately. ● To liaise with the school to celebrate achievements of students outside the School.
<p>All Staff</p>	<ul style="list-style-type: none"> ● Embedding a diverse, anti-racist, safe culture in our school is everyone's Responsibility. ● To develop relationships that enable positive behaviour for learning and self-agency. ● To model Ready, Respectful, Responsive throughout the school ● To promote positive ethos among students through participation, role modelling and support.

Responding to Positive Behaviour

Our school values provide the framework for positive behaviour. These values are explicitly taught through the tutor programme, assemblies and in teacher interactions with students. Positive reinforcement of expected behaviour should run throughout the school day, with staff explicitly commenting on positive actions and traits demonstrated by students. We aim to create an environment where positive behaviour is celebrated as a model to other students.

Our reward system is based on our core school values. It acknowledges, encourages and celebrates the achievements and success of all pupils. The ultimate goal is to develop intrinsically motivated, confident, independent learners both inside and out of the classroom, whilst also encouraging active citizenship and community values. Praise should always be sincere and meaningful. It should recognise progress but fundamentally be focused around effort be that sustained or improved.

SNHS acknowledges and celebrates achievement in a variety of ways.

- Genuine verbal praise
- Staff individual postcards home acknowledging progress
- Termly subject recognition postcards
- Phone calls home acknowledging progress
- Letters home acknowledging termly A2L scores
- Half termly assemblies celebrating excellent progress to promote acceptance of positive achievements
- Celebration events
- Merit points and rewards
- Tutor point rewards incl Punctuality, Uniform, Equipment, Planner Checks
- Social media feeds

Merit Points are given through sims and should be awarded for those students who show -

Outstanding effort in their learning

Consistent effort in their learning

Improved effort in their learning

Other aspects such as kindness & consideration for others, being involved in community events/activities or going beyond the normal expectations.

Students will also be given Merit points by their tutor during random morning checks for

Punctuality, Equipment, Uniform, Planners

Checks will occur weekly and on random days. IE an equipment check may not always be on a Monday of each week. Merits may not be given if there have been known issues since the previous check.

10 attendance points will also be awarded monthly for those with 100% attendance for the previous month.

Rewards

Students will be rewarded individually for attaining a set number of praise points -

Stage 1 = Praise Certificate in assembly or posted home.

Stage 2 = Bronze praise badge

Stage 3 = Silver praise badges

Stage 4 = Gold praise badges

Additionally each year group will have a rewards trip during the Autumn and Winter Term (not summer due to activities week) Students with the highest points will be offered first access to these trips. Students will also need to hit a set level of points to be invited to go. (trips may have limited spaces)

House points

Individual points will also be collated towards house points. In turn these will lead to house prizes within each year group. These will be awarded at the end of the half term and may consist of for example (TBD by student voice for that year)

Movie afternoon

Cake treats

Disco (ks3)

Non School uniform day

Department Competitions KS3

Across the year, each department will run at least one merit competition which will offer an element of house competition and individual praise. These are likely to be linked to curriculum activities and rewards may include House trophies/Assembly presentations/Social Media recognition and individual department awards such as Tea & Cake within the department/amazon voucher etc. (TBD by Department leads)

Graduated staff response to our rules

Supporting positive behaviour

In order to support and create positive behaviour, some pupils may be placed on reports and/or plans. Reports can be paper copies or electronic and must be recorded on SIMS. It is the pupil's responsibility to demonstrate the necessary improvements when placed on report.

Consequences

All staff have a collective responsibility for upholding behaviour at Sturminster Newton High School. There are clear routines and rituals in place to ensure that all students feel welcome and have a sense of belonging in our school. By working together we demonstrate high expectations for our young people by maintaining high standards of uniform, ensuring an absence of distractions from mobile phones and demonstrating courtesy and respect for all members of our community.

Where appropriate, staff will use non-sanction-based methods, as part of good teaching and learning, to manage behaviour in the classroom before resorting to application of the Consequences. The best behaviour management is based on mutual respect. If staff are confident, well-prepared and give students a challenging but enjoyable experience then good behaviour will follow.

In serious circumstances it may be necessary for a student to be removed from a lesson/tutor and requested to attend our inclusion room. In this instance the original member of staff remains responsible for following up why this happened with the parent/carer and recording the incident on SIMS at their earliest opportunity. The inclusion staff will inform parents/carers if their child has been removed from a lesson and arrived to inclusion, with details of the Consequences to follow. In an emergency, a senior member of staff may be requested to attend the classroom. Some students have time-out cards and should be permitted to leave the classroom and stay outside if time-out is required. The student's Head Of Year or SENDCo will state how long they can use the time-out card for, and the student should not use this strategy to wander the corridors and school. Time-Out means time outside the classroom.

Staff should always use strategies and techniques to manage and bring about a positive change in behaviour in the first instance before removal and will resort to the 'warn and remove' system after this for persistent disruption. In the case of uncertainty staff should consult with a more senior or experienced colleague.

Consequences are more likely to promote positive behaviour and regular attendance if students see them as fair and are less likely to be challenged by parents if they are administered as part of a staged 'warn and remove' response.

Please note that parents' permission is not required for a teacher to set an after school consequence, we inform parents so they can be aware that it is happening. An after school consequence can be set on any school day where the pupil does not have permission to be absent; weekends during term - except a weekend during, preceding or following the half term break; or c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday (DFE Behaviour In Schools 2022)

Basic Expectations - Non negotiables and consequences

(LC = Lunch Consequence. FLC Full Lunch Consequence. ASC = After School Consequence)

Centralised LC & ASC consequences will take place in the inclusion room upstairs in the Hub.
LC are from 1.20-1.40pm or FLC 1.20 - 1.55pm ASC from 3-4pm or 3-5pm

Students are expected to read or complete work in this time.

LC Students get lunch after the consequence. For any student needing to attend a full lunch consequence they will be escorted at 1.40pm to collect lunch from the canteen.

Failure to attend

- SLT ASC for 1 hour - Member of SLT to set consequence - use sims to inform parents/tutor/HoY and add in consequence on sims.
- Failure to attend escalates to a day in inclusion plus ASC.
- Admin to remind students on day of ASC's

Continuation of issues highlighted below or others to be managed by Tutor and Head of Year as appropriate.

Graduated response

Action	Behaviour	Possible sanctions/consequences
3R Responsible Basic - Expectation	<ul style="list-style-type: none"> ● Incorrect wearing of uniform 	<ul style="list-style-type: none"> ● LC - centralised consequence document completion ● 3rd warning 20 min centralised consequence ● Items may be removed/confiscated ● refusal escalated to C2- C3
3R Expectation reminder	<ul style="list-style-type: none"> ● Low level interruption of any sort 	<ul style="list-style-type: none"> ● Use of behaviour script to remind of expected behaviour
Log C1 3R warning	<ul style="list-style-type: none"> ● Over 5 mins late to lesson without note in planner or parental explanation ● Off-task talking ● Graffiti of work or own body ● Calling / shouting out ● No AR book in tutor ● Lack of equipment (BE mark in planner) ● Incorrect uniform with no parent note (BE mark in planner) ● No kit for PE * 2 ● No Planner ● Chewing gum/eating in class ● Lateness to lessons ● Swinging on chair/turning around ● Disruption during social time 	<ul style="list-style-type: none"> ● (5*C1 late = ASC) ● Use of behaviour script ● Change of seating plan ● In class movement break ● Post lesson restorative conversation ● No planner - refer to tutor for home contact ● 2 * C1 within a subject - teacher call home. ● 5 * C1 within a subject meeting with parent and consideration of 2 week subject report card ● 10 * C1 HOY refer into inclusion and ASC (follow up calls & meetings)
Log C2 3R Removal	<ul style="list-style-type: none"> ● Over 10 mins late* ● Continued answering back/arguing/rudeness ● Persistent disruption to learning. ● Lack of planner/equipment despite contact home (remain in lesson) ● Refusal to engage in class work or class support (take-up time to be given) ● Out of bounds (a part of the school students are not allowed to be in) ● Head on desk/in arms (take up time given) ● Use of mobile/smart device, (handed over)* ● No Kit for PE * 3 or refusal to wear spare ● Disruption during social time** ● Not following one way system*** 	<ul style="list-style-type: none"> ● ASC that night. Teacher to email Inclusion - remain in lesson* ● Sent to inclusion for that lesson - Teacher to email inclusion. If reoccurs within day - 5 period in inclusion ● 3*C2 within single subject requires parental meeting and subject report unless on whole school report. ● Removed to inclusion room for remaining lunch and subsequent lunch** ● Lunch consequence or above depending on when it occurs.***

<p>Log C3 3R Removal</p> <p>Log C3 3R Removal</p>	<ul style="list-style-type: none"> • Over 15mins late = Truancy • Truancy/out of class/refusal to go to class/offsite • Dangerous behaviour • not arriving at inclusion within 5 minutes • Repeated defiance of a direct staff request, (includes take-up/processing time) • Damage to school or other people's property • Stealing from school or another person • Refusal to remove jewellery not allowed, (e.g.) nose studs • Spitting • Having materials or Vaping/Smoking (confiscated) • Presumption if more than one person in the toilet the above may be occurring. • Use of mobile/smart device (refusal to hand over) • Disruption during social time** 	<ul style="list-style-type: none"> • 5 period inclusion extraction incl break and lunch and ASC • As above + 1 week of break/lunch removal**
<p>Log C4 3R Removal and or call out</p>	<ul style="list-style-type: none"> • Verbal abuse of another person, (including swearing at a member of staff or student directly or indirectly) • Physical abuse/violence towards another person • The use of direct or indirect racist, sexist, homophobic or transphobic language • Any behaviour which discriminates against the nine characteristics protected under the Equalities Act • Possession of/use of/distribution of drugs/alcohol/weapons/dangerous item • Repeated Smoking/Vaping • Inappropriate use of an electronic device. Recording/filming/taking pictures/using existing pictures of staff, or students without their consent • Failure to behave appropriately within inclusion 	<ul style="list-style-type: none"> • On-called /Removal to Inclusion • Planned time at Inclusion • Possible Fixed Term Suspension • Further increased sanctions can be applied
<p>Restorative work</p>	<p>Where possible teachers should use emotional coaching scripts to restore relationship with students prior to next lesson. Staff attend inclusion room for restorative conversation</p>	<p>Where appropriate supported by other staff such as Complex need Manager, SENDCo, HoD, HoY, SLT</p>

Consequences are different for different levels of behaviour:

for behaviours at C1 level

Member of staff to have restorative conversation with student. Repeat C1 in subject requires contact home and parent meetings see above.

- 2 * C1 within a subject - teacher call home.
- 5 * C1 within a subject meeting with parent and consideration of 2 week subject report card
- 10 * C1 HOY refer into inclusion and ASC

for behaviours at C2 level

Students have 5 minutes to arrive at the inclusion room. Failure to do so will result in on call and 5 period inclusion and ASC.

If a student is sent to inclusion, a same day after school consequence will be communicated by the inclusion Team to home as soon as they arrive at inclusion.

Teachers should send student with a inclusion slip explaining work tbc. Where work is not available students will follow a set learning pattern focussing on EBACC subjects.

- 3*C2 within single subject requires parental meeting and subject ATL report unless on whole school report.
- 10*C2 across subjects require parental meeting with tutor and IBP report
- Continued issues follow graduated response

A one hour after school consequence (ASC) will be held each day

- For non-attendance at a break or lunch time teacher consequence or SLT centralised consequence
- 10+ minutes late to a lesson
- 10 minutes late to school without parental reasoning such as traffic based issues as a one off.
- Any C2 removal
- Any student in day inclusion

Failure to attend the one hour after school consequences will lead to an escalation – time at inclusion the next day. Parents/carers will be informed by the HoY or SLT before the next day.

This may be done via telephone or email.

Teachers must not cause a student to miss a bus by detaining them at the end of the day without appropriate notice to parents/carers.

Inclusion

- inclusion runs 8:30-4pm. (can be extended to 5pm if required)
- All students are expected to hand over mobile phones and will be given these back at the end of their time in inclusion.
- Students will be expected to have packed lunch but may get canteen food at 1.40 (escorted)
- There is an accessible toilet within inclusion base. (Any poor behaviour whilst using toilet may result in suspension)
- There will be a set timetable that the students will follow at inclusion.
- Parents/carers will be notified of inclusion referrals by either phone, email or letter by one of the inclusion Team.
- If a student has been sent to inclusion by a member of staff, it is the responsibility of that member of staff to visit that student for a restorative meeting. Tutors and Head Of Years can also support with this process.
- Students in Inclusion will follow a graduated response for behaviour. Each lesson incl break & lunch they may receive 2 reminders about appropriate behaviour. On the 3rd time a student does not comply they may face a fixed term suspension, followed by reintegration with parent/carer and a return to complete the day in inclusion.

Fixed Term Suspensions and Inclusion Support

Fixed Term Suspensions can be used as an immediate sanction for any C3 or C4 incidents. A student will be deemed to be acting as a member of the school irrespective of the time of the incident/issue. Parents/carers will be contacted by telephone, (where possible) and a voicemail will be left (if available). Email will be used when parents/carers cannot be reached by phone. Parents/carers will also receive an official letter from the school outlining details of the Suspension and work will be expected of the student, which will be set by class teachers including use online learning platforms. Parents/Carers and students will then attend a re-integration meeting with their Head Of Year or with a senior member of staff, (dependent on the level of Suspension they are on), before the return to school, where expectations for improvement will be discussed. A Reintegration Support Plan will be completed for a student returning from Fixed Term Suspension.

Pupils Returning from Fixed Term Suspension (FTS)

All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting accompanied by a Parent/Carer. This meeting will reinforce expectations and seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the pupil, parent and school. On return from a Fixed Term Suspension, pupils may be placed on an Individual Behaviour Plan. Where this happens, it will be reviewed after 4 weeks. If this fails, or a pupil has been excluded whilst on an Individual Behaviour Plan, they will then be placed on a Pastoral Support Plan at this meeting. Under some circumstances, on return from a Fixed Term Suspension a pupil will be required to be educated in isolation.

The Written Warning System

The purpose of the written warning is to make it clear to both the pupil and their parents that their future at the school is now under consideration. There are three stages to the written warning system.

Stage 1: First Written Warning

Issued to pupil by SLT. The letter must set out the reasons why it is being issued and the consequences for not addressing the behavioural problems identified. At the same time, an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) is created in discussion with parents and the pupil. The warning stays active for 4 weeks. If the pupil's behaviour improves for this length of time (i.e. no level 2 or above sanctions), the warning is removed. If behaviour has not improved, the warning can either remain active for a further four weeks (this decision must be confirmed in writing to the pupil and the parents) or Second Written Warning issued. In both of these cases, there should be a meeting with the parents and pupil to review the IBP/PSP and to examine why the pupil's behaviour has not improved and what change is required in the pupil. It is open to the Deputy Head and the Pastoral Lead to consider whether a Off-site Direction might be in the pupil's best interest.

Stage 2: Second Written Warning

Issued to pupil by SLT. The letter must set out the reasons why it is being issued and why the first written warning has failed to achieve the desired effects. It must also set out the consequences of failure to comply with the required behavioural changes. The system used to support the pupil is the same as for first warning. It is possible that at this stage outside agencies will be invited to support the pupil involved and a Personal Support Plan is created (PSP). If the pupil's behaviour improves for 4 weeks (i.e. no level 2 or above sanctions) the level of warning is moved down to first written warning. Failure to respond to the support offered will result in the issue of the final written warning. There may be an option to extend a level 2 written warning beyond the four week period.

Again, it is open to the SLT to consider whether a Off-site Direction might be in the pupil's best interest.

Stage 3: Third and Final Written Warning

Issued to pupil by SLT. The letter must set out the reasons why it is being issued and why the first and second written warnings have failed to achieve the desired effects. The letter must request the parents and the pupil to attend a meeting with the Deputy Head and the Pastoral Lead, including a warning that failure to attend may result in a decision to move to a Permanent Exclusion without further discussion. An Academy Committee Representative may also be present at this stage. The letter must make clear that alternative educational provision is now under active consideration, including a Off-site Direction to another school ,and

that failure by the pupil to comply with the required behavioural changes will result in a Permanent Exclusion. If the pupil's behaviour improves for 4 weeks (i.e. no level 2 or above sanctions), the level of warning is moved down to second written warning. A further PSP is created to ensure that the pupil has the best possible chance to improve their behaviour. There may be an option to extend a stage 3 warning beyond the four week period if deemed necessary.

There may be occasions where the pupil's behaviour in a one-off incident is sufficiently serious that a Final Written Warning is issued without any of the previous stages. This must be approved by the Headteacher and the reasons for the decision recorded.

As set out above, at any stage during the written warning process it may be considered that a Direction Off-site to another school within the trust or other secondary school is in the pupil's best interests. Such a decision is the responsibility of the Deputy Head who will also be responsible for overseeing the process. A Direction Off-site is decided by the Headteacher and agreed by the Academy Committee Chair. It should be discussed with the parents and the pupil and executed

Academy Committee Behaviour Panel (ACBP)

As part of the school's graduated response to dealing with poor behaviour, the ACBP will serve as a last warning to students and parents/carers before managed moves/permanent moves/permanent exclusions are actioned. Parents/carers will be expected to attend this meeting with their child. Sufficient notice will be given to allow parents/carers time to make necessary arrangements to attend the meeting.

The Panel will consist of; the Headteacher, Academy Committee Representative/s, an Assistant Headteacher, Head Of Year and if necessary, the school SENDCo.

Review 1: Two weeks after the ACBP meeting, the Headteacher, Assistant Headteacher and Head Of Year will meet to review the student's behaviour to assess if there has been any improvement. The parents/carers and Academy Committee Representative/s will be informed of the outcome of this review. If there has been no improvement, the process moves to the next steps.

Review 2: Two months after the ACBP meeting, the Headteacher, Assistant Headteacher and Head Of Year will meet to review the student's behaviour to assess if there has been any improvement. The parents/carers and Academy Committee Representative/s will be informed of the outcome of this review. If there has been no improvement, the process moves to the next steps.

Further monitoring: The student's behaviour will continue to be monitored carefully. Any significant decline in behaviour or single major incident will result in the process moving to the next steps.

Should a parent/carer fail to attend the initial ACBP meeting (without good reason), the school will move directly to the next steps.

Next Steps:

Managed Move

Where a student persistently disrupts learning, is being persistently removed from lessons, has received a number of Fixed Term Suspensions and/or has committed other significant behaviours and faces a possible Permanent Exclusion, a Managed Move may be used to give the student a fresh start. Only the Headteacher can agree a Managed Move and each move will begin with a meeting with the County's Inclusion Officer. If a Managed Move is executed and the student is moved to another school, a series of review meetings between the schools and the Inclusions Officer is carried out to measure the success. In the case of a failed Managed Move the student would return to the home school and could face a Permanent Exclusion.

Permanent Exclusion

A student may face being permanently excluded if they continue to display poor behaviour or commit an incident of a very serious nature. This may include incidents surrounding drug use or possession, violence, or persistent difficult, challenging and serious behaviour. Only the Headteacher can issue and communicate a Permanent Exclusion. Please see guidance for further information

<https://www.gov.uk/government/publications/school-exclusion>

Supporting Students to Regulate their Behaviour

Our values permeate through all aspects of the school, and behaviour expectations are understood across all the staff. They form part of the recruitment process and staff training, and are reinforced through both pastoral and curriculum leaders. All staff understand our approach to behaviour and the need to respond in a consistent, fair and proportionate manner so that students know that unregulated behaviour will always be addressed. At the same time, in keeping with our policy of equity, staff will take into account any contributing factors after a behaviour incident has occurred, such as bereavement, abuse or neglect, mental health needs, bullying or SEND needs.

Staff should uphold the whole-school approach by teaching and modelling positive behaviour and relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Our frictionless approach to teaching is designed to avoid unnecessary conflict at the point of learning (eg. supplying equipment in the short term) so that behaviour management is consistently linked to our school values.

An important part of our approach is the use of de-escalation techniques to prevent further issues. The aim of any response is to maintain the school culture and restore a calm and safe environment in which pupils can thrive.

The whole school strategies used to support students in regulating their behaviour are based on improvement, protection and deterrence.

Improvement:

We aim to support pupils to understand and meet the behaviour expectations of the school, and to re-engage in meaningful education. When pupils test the boundaries or find their emotions difficult to manage, we will support students to understand our behaviour expectations (3R's) and how to conform to them using a variety of methods:

Emotion Coaching (See appendix 9)

What Emotion Coaching means in practice (how co-regulation works)

All colleagues will be trained to incorporate Emotion Coaching into their everyday practice when working with students to support the development of positive behaviour, resilience and community well-being.

Emotion Coaching¹. (Gottman, 1998) is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only students but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

Research¹ also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

Step 1: Recognising, empathising, soothing to calm (*'I understand how you feel, you're not alone'*)

Step 2: Validating the feelings and labelling (*'This is what is happening, this is what you're feeling'*)

Step 3: Setting limits on behaviour (*'We can't always get what we want'*)

Step 4: Problem-solving with the child/young person (*'We can sort this out'*)

SNHS will promote the use of Pro-social language and emotions and work to protect children from Antisocial language and feelings

Pastoral Team & Hub

The pastoral team & hub provides a safe, supportive space where students can get assistance in regulating their behaviour. They can either self-refer, or be referred by pastoral staff. Each year team has a designated Head of Year who will liaise with the year team and families in supporting students with behavioural needs. The Hub can also make referrals for behaviour management, parenting courses, mental health support or other forms of intervention from both within school and external agencies. 'Time Out' cards may be issued to allow students to go to the hub if they are in need of ongoing support.

Departmental / Pastoral report (IBP)

A Departmental or Year Head report may be issued to support a student who is repeatedly breaking the behaviour code or acting against the Sturminster Newton High School C4L rules. This will involve working with the student to set behaviour targets, which teachers will monitor. The student will report to the Head of Department, Year Head or a member of SLT on a daily basis for supportive conversations about their progress. In lesser cases, a Support Log can be issued to assist a student to focus on one area for improvement, such as punctuality or uniform. These are checked by Tutors on a daily basis.

Pastoral Support Plans (PSPs)

At Sturminster Newton High School we use a variety of strategies to try and support children whose behaviours highlight the need for a greater level of intervention.

Pastoral Support Plans (PSPs) are used to help support a student who is having difficulty in school. A PSP will outline the type and manner of support that a student will need paying particular attention to the student's negative behavioural triggers and positive behavioural influences. Strategies are regularly reviewed and adapted based on successes or challenges experienced with the strategy. PSPs are developed in conjunction with parents, carers, pastoral colleagues and SLT.

Co-constructed behaviour agreements (See appendix 10)

These behaviour agreements are used to resolve friendship issues between students. They are devised through agreement between the students involved, using their own words, under the supervision of the HOY. They are intended to reset the expectation of behaviour between the parties involved and assist in setting clear boundaries and expectations.

Re-education programmes

Students involved in repeated behaviours will complete mentoring reflection work with either the Complex Needs Manager, Head of Year, Emotional Wellbeing Practitioner, Pastoral staff, SENDCo, AHT pastoral or other appropriate staff. This may be used in conjunction with a co-agreed conduct and behaviour contract (see below). Depending on the incident, if reported to the police this could result in a Safer Schools re-education programme or the County Sexual Health Teams. Support will be provided for the victim at the appropriate level.

Team Around the Student/Family Meetings (TAS/TAF)

Students who repeatedly present challenging behaviours will be the subject of a Team Around the Student meeting, involving all adults who work with or regularly encounter the student. Key data will be reviewed to assess the current position, and key targets for improvement identified. Pertinent background information will be shared in confidence, and common strategies identified for all adults to use when working with the student.

Involving parents / carers

In the case of behaviour incidents (both positive and negative), student planners and SIMS are the primary forms of communication between school and home in the first instance. Tutors monitor notes to identify issues arising, or patterns in behaviour, which may require further support.

Phone calls home by class teachers and tutors are encouraged to foster a supportive and close working relationship with parents and carers. For repeated or more serious behaviour incidents, meetings with the parents/carers in school may take place between the department, year team or members of SLT.

Alternative Provision including the Pastoral Hub

The needs of the majority of students at Sturminster Newton High School are consistently met through mainstream provision, with a small proportion with the most complex needs requiring specialist support within the school or outside of school. This enables all students to progress in their learning, going onto their next step towards a settled and successful adulthood. When a student is unable to access mainstream lessons for reasons including behavioural issues, school exclusion or illness (physical or mental health), alternative provision either inside or outside of the school may be arranged.

Internal alternative Pastoral Hub provision may be for single lessons or longer periods of provision. Hub provision allows students to continue to follow the curriculum within a smaller setting, and to engage in other support.

External provision may be put in place in consultation with a range of professionals, through the provision an alternative curriculum. The purpose of this is to support the child's wider development, equip them with the skills and experience for the world of work and also, if necessary, to improve attitudes and behaviour. Alternative Provision, must be appropriate - is meeting the child's needs and that progress and attendance are regularly monitored.

Support of other agencies

Alongside support provided in school, students may be referred for specialist support from external agencies. Examples include CAMHS (Childhood Adolescent and Mental Health Services) MASH/Early Help (Multi-Agency Safeguarding Hub), REACH (Drug and Alcohol Services), Safer Schools, School Nurse, Sexual Health Nurse, Mosaic (Bereavement services), , Educational Psychologist.

Supporting Documentation

Appendix 1

Policy and Procedure regarding Searches

Head teachers and authorised staff have a statutory power to search a pupil or their possessions (e.g. bag, pencil case etc) where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below (or any item that the school rules identify as an item which may be searched for):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images
- vapes
- legal highs

Guidance:

- Under common law, school staff have the power to search a pupil if the pupil agrees. Staff can therefore not forcibly search a student. If a student refuses to be searched, the Head teacher should be informed immediately; they will then consider consequences in line with the school's behaviour policy.

- Staff undertaking the search should ensure the pupil understands the reason for the search and how and where it will be conducted so that their agreement is informed. The student should be asked if they have any questions.
- Searches should be carried out away from other pupils, preferably in an office. Searches must only take place on the school site or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Scanning technology may be used.
- The member of staff conducting the search must be of the same sex as the pupil being searched, unless the child gives permission. There must be another member of staff present as a witness to the search and the search should be recorded at the admin office.
- A member of staff can only search a pupil's outer clothing, pockets, possessions, desks or lockers. Students must agree to this and this is therefore a condition of having a locker in school. A metal detecting device can be used and will be hovered in close proximity to a student in order to facilitate the search.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing, unless the student is wearing multiple layers. IE two pairs of trousers. It would be acceptable for the outer pair to be requested to be removed. There should be no physical contact with the student (i.e no patting down).
- All searches must be reported regardless of any items found or not.(Use of Myconcern - record, date, time, student searched, location of search, staff conducting search and staff who witnessed search)
- It is best practice that parents/carers are informed of any search for a prohibited item and the outcome. Ideally, this should be done by the Year Team by phoning the parents/carers so that any questions can be answered. If this is not possible, an email (or a letter if no email address on file) should be sent by the year team.
- Any complaints about searching or confiscation should be dealt with through the normal school complaints procedure.

CONFISCATED ITEMS

- Controlled drugs must be delivered to the police as soon as possible. In most cases the police will come to the school to collect.
- Other harmful substances should also be given to the police or safely disposed of. Consult with SLT if in doubt.
- Alcohol, tobacco, cigarette papers, vapes or fireworks will be disposed of as appropriate. They should not be returned to the pupil. Other items can only be collected by a parent after consultation with a member of SLT.
- Staff may search data or files on a confiscated electronic device that they reasonably suspect are likely to put a person at risk.
- If a pornographic image is found, staff should dispose of it unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to DSL and then the police. Staff should never intentionally view any indecent image of a child (or copy, print, share, store or save such images.)
- Stolen items should be returned to the owner or disposed of accordingly.

Appendix 2

Use of reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Reasonable in the circumstances' means using no more force than is needed. It should be used as a last resort.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Restraint means to hold back physically or to bring a pupil under control. In more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Colleagues should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

For further guidance refer to 'Use of reasonable force' Advice for headteachers, staff and governing bodies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 3

Policy and Procedure regarding Mobile Phones or Smart Devices

While the school accepts that mobile phones & smart devices are now a part of everyday life, increasing evidence is emerging that links mobile phone usage with lower academic performance, increased bullying and increased truancy rates.

If pupils have a mobile phone in school it must be switched off at all times throughout the school day and kept in a safe place (ideally in a lockable locker or switched off in their bag). Using a camera on a phone or smart device to take photographs of people in school is a serious breach of the school code of conduct and would lead to an investigation and possible suspension.

If pupils are using their mobile phone/smart device during the school day, the policy is to confiscate the phone and hand it in to reception. Parents/carers and or a sims adult contact, will be contacted to collect the phone from reception.

Smart devices such as watches should only be used to tell the time. They must not be used to access social media, send messages, make verbal calls, take photos or other activity deemed inappropriate.

Students do have permission to access phones on the school site at 3pm to clarify any transport arrangements home. Should students need to contact home during the school day, they should go to the reception area and to ask permission to use their phone, alternatively they could ask a staff member e.g. their tutor.

All forms of personal music devices should not be used in school unless students have specific permission for their use (on a long trip for example) and even then the school cannot take responsibility for loss, theft or damage.

A school mobile phone is taken on all trips and sports fixtures, so there is rarely a need for students to use their own personal phone. As mobile phones are not necessary in school, the school will not take responsibility for the loss, theft or damage to any mobile phone.

Appendix 4

Policy and Procedure regarding Tobacco, Alcohol, Drugs and Related Substances & Items

Policy Overview

- The school believes that each of these substances has potential to cause harm to young people
- The school believes that young people should be educated about these substances
- The school believes that young people should not have their learning or well-being affected by the behaviour of others due to these substances in school or during school-related activities
- The school believes that young people should not have their learning or well-being affected by feeling under pressure to engage with these substances in school or school-related activities
- Additional protections and restrictions applied to under-18s in law in relation to these substances support these beliefs
- The school believes that young people should exercise care for others who are engaging with these substances and therefore at risk, by reporting any instances of which they become aware

- The school believes that young people should exercise care for the security and wellbeing of the school community as a whole, by reporting any instances of which they become aware

Consequently, the school operates a **'zero tolerance'** policy to the possession, use, supply and promotion of any of these substances. If a student is found to have contravened this policy they will receive an appropriate consequence.

In the case of illegal drugs or 'legal' highs, it is the policy of the school to permanently exclude any student who is found to have imported drugs or 'legal' highs into school or school-related activities – unless there are very substantial mitigating circumstances in the view of the Headteacher (examples of this would be: compelling evidence is produced that the substance was planted on someone without their knowledge; compelling evidence makes it likely that someone was put under extreme pressure to carry the substance on behalf of another; significant and serious safeguarding concerns). If, in the view of the Headteacher, it is decided that mitigating circumstances do apply, then the school will implement a comprehensive substance education and reintegration programme. In these circumstances, students will be placed out of mainstream lessons for a significant amount of time. They will be instructed to engage with external counselling, clear attendance targets will be set alongside tangible learning goals. The Headteacher may also consider the potential benefit of a 'managed move' ahead of any permanent exclusion – this will be organised alongside the local authority. If the managed move is successful, no permanent exclusion will be issued and the student will be taken off roll. If unsuccessful, then the school may still issue a permanent exclusion depending on the individual concerned.

The school recognises the need to deal with each incident individually and sensitively. The school is committed to the health and well-being of our pupils and believes that maintaining a substance-free environment – as far as is possible – is in the interests of the entire community. The school maintains a very supportive pastoral system and a substance education programme. Any student who requests help with tobacco, alcohol or drug-related problems will be supported to find help, including from outside agencies, and will not be subject to consequences for this request. Nonetheless, this does not exempt them from abiding by the school's rules.

Scope

This policy applies to the following substances/actions:

- Tobacco / smoking / vaping
 - Possessing/acquiring tobacco or smoking paraphernalia (including vapes)
 - Using tobacco, vapes or other smoking related products
 - Supplying/encouraging others with tobacco, e-cigs/vaping or other smoking-related products
 - Promoting/importing a culture of smoking/vaping
 - Failure to report others' possession, use, supply or promotion of these substances
- Alcohol (includes anything believed to be or passed off as alcohol)
 - Possessing/acquiring alcohol
 - Using alcohol or alcohol-related products
 - Supplying/encouraging others with alcohol or alcohol-related products
 - Being in a public house, bar, or similar licensed premises, during the school day.
 - Promoting/importing a culture of alcohol
 - Failure to report others' possession, use, supply or promotion of these substances
- Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents (includes any substances presumed to be or passed off as any of these)
 - Possessing/acquiring illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
 - Using illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use

- Supplying/encouraging the use of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
- Promoting/importing a culture of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use, including possessing paraphernalia associated with these (eg bongos, syringes, rolling papers)
- Failure to report others' possession, use, supply or promotion of these substances

Note: 'importing of culture' includes displaying slogans and images promoting the use of substances, boasting about use (whether true or not), possessing paraphernalia, promoting others' use, passing a substance off as something it isn't (e.g. tobacco as cannabis; paracetamol as an illegal drug etc.).

This policy applies to any school-related activities, which are considered to be:

- On the school site during normal term-time school days
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school
- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time, including evenings, weekends, night-time, school holidays.

Appendix 5

Policy and Procedure regarding Bullying (see Anti Bullying Policy)

At Sturminster Newton High School we understand bullying to be a sustained, wilful, conscious desire to hurt, threaten, frighten or intimidate someone. It can take many different forms which could include:

In person

- Physical assault – hitting, slapping or punishing someone
- Verbal assault – name calling, gossiping or threatening someone
- Non verbal – hand signs or text messages
- Emotional abuse – threatening, intimidating or humiliating someone
- Exclusion: ignoring or isolating someone
- Undermining, constant criticism or spreading rumours
- Controlling or manipulating someone
- Making silent, hoax or abusive calls

The following types of bullying are also a hate crime: (see also appendix 3)

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability

Online

The same standards of behaviour are expected online as apply offline. Everyone should be treated in accordance with our school values, demonstrating kindness, respect and dignity. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. If an incident involves nude or semi-nude images and/or videos, the incident will be referred to the designated safeguarding lead (or deputy), and following the principles as set out in Keeping children safe in education.

Cyberbullying can include:

- Sending threatening or abusive text messages

- Creating and sharing embarrassing videos or images
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hi-jacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting or sending nudes
- Pressuring children into sending sexual images or engaging in sexual conversations

All students are expected to comply with the schools internet and ICT 'Acceptable use policy'. Where out of school incidents of online bullying occur yet impact on school life the school will endeavour to intervene where appropriate.

Sturminster Newton High School's approach to preventing and responding to bullying involves establishing and maintaining high quality behaviour management throughout the whole school with the support of parents/carers and stakeholders.

We also note that when students occasionally argue or fall out, although this can be unpleasant, it is not necessarily bullying as described above. Such incidents will be dealt with through the usual pastoral team channels. Provocative victims are students who provoke others and then react to their response without regarding their own behaviour. In this case both parties will be subjected to the same preventative work and consequences.

Students who are bullied are instructed not to react aggressively but to walk away and report the incident to the Pastoral Hub, their tutor or pastoral team.

For further information please see the DFE guidance, 'Preventing and Tackling Bullying'. ([Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

Preventative approaches to tackling all forms bullying including that relating to the Protected Characteristics

- Our school 3R Principles are central to everything we do
- Tutor and assembly programme focuses explicitly on our school values, wider British values and their meaning in relation to how we treat others, including focusing on the Protected Characteristics
- Detailed anti bullying logs form accurate records of incidents enabling the school to identify any patterns or repeated behaviour and to subsequently react appropriately. For incidents of discrimination, the behaviour will be recorded based on the specific protected characteristic, naming both the perpetrator and victim
- Students are made aware of the next steps should they be victims of bullying
- As part of our PSHE curriculum students experience lessons on friendship, communication, tolerance and kindness
- Trained peer to peer mentoring programme providing targeted support
- Trained Anti bullying student ambassadors will provide support and escalate where appropriate
- Professional development for all staff with regard to behaviour management is continuous and rigorous.
- Investment in improved break and lunchtime supervision
- Co-Created behaviour agreements written and agreed to by both parties and facilitated by a member of staff

Procedures for any students who wish to report a bullying incident

- Any witness or victim of bullying should immediately confide in a member of staff, this could be the pastoral team, tutor, HoY or their safe person or email those members of staff using the school emails system.

- The victim should be reassured that the school community disapproves of this unacceptable behaviour
- The victim and any witnesses will be asked to produce a written statement detailing names, times, location etc
- On receiving the written statements and collection of available evidence along with a discussion with the perpetrator a decision will be made by the members of staff dealing with the incident
- A first low level offence would usually warrant a warning. However if this relates to the protected characteristics this will result in a more serious consequence
- A repeat low level offence or more serious first offence would usually warrant a period of time in the Pastoral Hub. At this point it may be deemed appropriate to generate a Co-Created behaviour agreement between both parties.
- Repeated offences or a single serious incident could result in a suspension and a Co-Created behaviour agreement.
- Bullying relating to the Protected Characteristics will combine Consequences with re-education

Appendix 6 - In school documentation

Emotion Coaching Scripts

6-step approach from 'labelling' to 'solutions'. Below are some example 'scripts'. It is important that the child's feelings are not dismissed, that they feel validated, but take ownership.

The key phrase in emotion coaching is "connect before you correct".

Step 1: Labelling

Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

"You seem angry to me" or sad, upset, fed up etc.

"I can see you are angry."

"I can tell you are angry."

"The way you are feeling is making you/ made you angry."

"You're angry about..."

"Your face shows that you are angry."

"I can see that something's not quite right – can you tell me about it?"

Step 2: Empathising

Affirm and empathise with the emotion, allowing time and space for calming down.

"I'm sorry that happened to you, you must have felt angry?"

"I can see that you get angry when that happens/ when I do this."

"I would feel angry if that happened to me."

"That would make me angry."

"I understand why you are angry."

"It's ok to feel angry about that."

"I know you're feeling angry – I would feel the same too."

Step 3: Limit setting

Separate emotion from the behaviour. Clarify what is acceptable expression of emotion, and what is not. Allow time and space for calming down.

"... It's not ok to behave like that."

"... That behaviour is not acceptable."

"... The rules are that we don't do that."

“... We don't deal with that by lashing/ hitting out.”

“... This is not a safe place to be angry. Let's go to a safe place where we can talk.”

“... Behaving like that is not helpful.”

Step 4: Exploring

Explore the feelings that gave rise to the behaviour, and be specific.

“How were you feeling when that happened?”

“What did it make you feel like?”

“Have you felt this way before?”

“Why do you think you are doing this?”

“What does your body feel like now?”

“What feelings are you having now?”

“Can you tell me what happened?”

“What does it make you want to do?”

Step 5: Identifying possible alternative solutions

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to recognise the feelings and take ownership.

“Let's think of what we could have done instead.”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope.”

“Can you remember feeling this way before, and what you did?”

“Have you thought about doing this instead?”

“How did you handle it last time?”

“How can you get over this?”

“Can you remember what we discussed last time?”

Step 6: Agreeing which solution is best.

Agreeing possible solutions and 'scaffolding' suggestions where appropriate.

“Try and do this next time you feel like this.”

“Let's decide what you will do next time you feel like this.”

“What do you think you can do better/ change next time?”

“Do you think doing that would be more helpful for you and others?”

“What could you have done?”

“Can you remember what we agreed?”

“This is what we can do instead.”

“How do you think you will react next time, or if this happens again?”

Example script

Here is an example 'script' that takes an element from every Emotion Coaching Step.

“I can see you are feeling angry. It's ok to feel angry about that – I would feel the same. However, it's not ok to behave like that. Can you tell me what happened? Let's think of what we could have done instead. Well, try and do this next time you feel like this.”

CO-AGREED CONDUCT AND BEHAVIOUR CONTRACT

Sturminster Newton High SCHOOL VALUES

We are Respectful
We are Responsible
We are Resilient

The expectations:

- I will be respectful of _____, keep an appropriate distance from _____ and respect _____personal space
- I will not encourage others to threaten, embarrass or say unpleasant things about _____
- If I think unpleasant things are being said about _____, that others are being unkind, then I will report it to a trusted adult

Treating everyone with kindness and dignity:

- I will not use discriminatory language. I will treat all other pupils as equals and I will not seek to embarrass them
- I will not be part of any group of pupils that seeks to threaten, embarrass or bully another pupil

Keeping each other safe and happy at school

- I will show sympathy, care and understanding to a pupil if they have been made to feel upset by their actions or the actions of others
- I will consider carefully the impact that any careless behaviour can have on myself and indeed others
- I will understand how others are feeling and act in a way appropriate to the situation

Date: _____

Student's name: _____

Student's signature: _____

Senior leader's signature: _____

Secondary School Review Tool

The templates can then be used as an internal discussion/tracking tool in *addition* to the graduated response provision planning expected as part of the APRD cycle, outlined in the Code of Practice.

This can be useful preparation for a Review of Support with the Director of Inclusion. They may form evidence of support given in the event of escalation and permanent exclusion.

A Pastoral Intervention and Support Checklist

The students must have accessed the following, where applicable and appropriate (or have attempted so):

Name of Student:		Year:	
Stage 1 (Tutor/Class teacher)	Date Initiated	Impact of support/ intervention	Step Up / Down
BFL Policy			
Class parking system			
Round robin information			
Tutor meeting with student			
Parent/Carer phone call			
Lesson drop ins			
Student Buddy system			
Exit/Time out cards			
Restorative conversations with staff/subject areas			
Pupil Premium Mentor			
Stage 2 (Curriculum Lead/Tutor)	Date Initiated	Impact of support/ intervention	Step Up / Down
ATL (Attitude to Learning) – 2-4 week report card			
Subject report card – 2 week report card			
Tutor report card – 2-4 week report card			
Change of teaching/tutor groups			
SEND Learning passport			
Behaviour passport/plan			
Tutor Mentor			
Individual Behaviour Plan (IBP) – Tutor led			
Student focussed session (Inset/briefing)			
Reward systems embedded			
Use of Inclusion area			
Stage 3 (Head of Year)	Date Initiated	Impact of support/ intervention	Step Up / Down

Reintegration following FTE			
Pastoral Support Plan (PSP) – Year leader led – review every 4 weeks (or as appropriate re setting)			
Formal meeting with parents/Carers– involving wider staff			
Internal alternative provision considered (ELSA/REACH/RYLANDS/YOUTH WORKER)			
Forest school			
Referral to outside agency (behaviour support)			
Careers appointment			
Discussed with external professionals (TAS/TAC)			
Stage 4 (Head of Year)	Date Initiated	Impact of support/ intervention	Step Up / Down
Referral to CAMHS			
Referral to SDAS			
Mental Health			
Bespoke timetable including work experience.			
External isolation for a period of time			
Written warning process started			
Formal meeting with Head/Pastoral lead			
Tier 5 (SLT)	Date Initiated	Impact of support/ intervention	Step Up / Down
Academy Committee Behaviour Panel			
Managed Move/Learning centre			
SLT report			
Trial day at another school			
Final written warning			
To be considered at all stages of supporting a student and identifying their strengths and barriers to engagement and learning - which should be documented in the usual way as part of the school's APDR Graduated Response			
SEN Input covering the 4 codes of practice, (CI, CL, SEMH, Sensory and	Date Initiated	Impact of support/ intervention	Step Up /

Physical)			Down
Class Observation –SENDCo and Year Head (logged and shared with staff)			
Discussed with other SENDco's			
1-1 LSM support in and out of classes (short term)			
EAL testing, (where applicable)			
1-1 ELSA/counsellor (SEMH support)			
Dyslexia Testing/screening for CL			
SEN support for learning need			
SEN testing (for specific needs)			
Transition+ provision (measured impact)			
EHCP consideration			
Regular passport update and sharing			
Educational Psych. involvement			
Speech and Language Therapy (SaLT)			
Occupational Therapy (sensory and physical) for sensory profile			
Social skills group			
Signpost SENDIAS			
Community Paediatrician			
Children's Diabetic Health Team (if applicable)			
Behaviour Support/Locality support County			
Safeguarding input			
Other (add others)			
PFSA			
PCSO			

DORSET Children's Services Risk Assessment Tool Kit – Behaviour

Introduction

This document has been prepared for use in all educational settings by Children's Services SEN, BSS, CPS & Safeguarding. It provides a tool that helps identify the behaviour risks posed by a child or young person in general or specific instances and to plan how the risk is to be managed. Risk assessment and management is a vital component of Health and Safety at Work requirements for all staff, employees and pupils in an educational setting. Used in a pro-active manner, levels of risk can be reduced. This document complies with the Dorset "Vision for Inclusion" and mindful of the Equality Act 2010.

Who should be risk assessed?

Identified students who may present challenging or dangerous behaviour from time to time. This could include pupils with conditions such as Asperger syndrome.
Behaviour that would warrant modification, or consideration to be made regarding the location, timing or staffing levels associated with managing the behaviour.
Including challenging pupils on Educational Visits (see Dorset H&S advice - *Offsite Events and Adventurous Activities* <http://www.dorsetforyou.com/media.jsp?mediaid=142609&filetype=pdf>)

The identification of students may come from a variety of sources

As a result of behaviours exhibited in your educational setting.
Another Local Authority from which the child or young person has come.
A previous school or Early Years establishment.
Children and Families Service (Child Care Teams)
Youth Service.
Police or Youth Offending Team.
A parent or guardian of the student concerned
There may be local issues or triggers (e.g., road accident) that gives rise to a need for a Risk Assessment to be undertaken and this includes potential of foreseeable risk, e.g., vulnerability.

What you should do next with this risk assessment.

Remember this is a confidential document. It should be distributed on a 'Need to know' basis, whilst ensuring staff and student safety is not compromised. Please seek further advice if you are in doubt about individual cases from the Health & Safety Team or Inclusion Services.
Ensure that relevant members of staff have a copy. (This may include a variety of non-teaching staff, such as office and site management staff).
Ensure that the Parent/Guardian of the student is involved, wherever appropriate, in its completion and has a copy.
Ensure that there is a clear line of management associated with this document. By paying due regard to the details of risks presented by the student, additional strategies and staff should be deployed through a Single Learning Plan, an Individual Education Plan (IEP), or Behaviour Management / Support / Intervention Plan . The aim of risk assessment is to allow as full participation as possible by the student in school life, without prejudice to other members of the community. (Refer to Equality Act 2010)

CONFIDENTIAL- DORSET RISK ASSESSMENT TEMPLATE - BEHAVIOUR

Name of Educational Establishment _____

Name of Student _____ **dob:** _____ **age:** _____ **Yr Gr:** _____

Name(s) of person(s) completing or assisting with the assessment: _____ **Designation** _____

(Student, where appropriate)

(Parent / Guardian)

Date completed: _____ / _____ / _____

Point of Assessment: Prior to admission (Please tick)

On admission

At Annual review/ planning meeting

Following one /series of critical incidents

Case co-ordinator (if appropriate) _____ Date _____

Teacher _____ Date _____

Headteacher _____

Date _____

DORSET RISK ASSESSMENT TEMPLATE – BEHAVIOUR <u>Types of Behaviour Causing Concern</u> <i>(Please select those applicable and known to have occurred)</i>	✓	<u>Frequency</u> H = hourly D = daily W = weekly O = occasionally	<u>Intentionalit</u> Y D = deliberate A = accidental or Incidental I = involuntary	<u>Risk</u>		
				Hazard (H) 1-4	Proba bility (P) 1-4	LEVEL OF RISK (H x P) 1-16
Self Harm						
Bullying						
Swearing/Abusive						
Sexually abusing/inappropriate behaviour						
Violent/aggressive behaviour						
Impulsive/dangerous behaviour						
Substance/alcohol misuse						
Racial/Gender/Religious/Learning Disability discrimination						
Absconding/absenting						
Damage to property						
Offending behaviour (eg stealing)						
Carrying/using weaponry						
Reckless disregard for personal safety (e.g. running across busy roads)						
Other <i>(Please specify)</i>						

DORSET RISK ASSESSMENT TEMPLATE – BEHAVIOUR

TRIGGER POINTS

	Tick if applicable	<i>Details:</i>
Educational difficulties.		
Issues with certain staff.		
Issues with certain peers/groups.		
Control/authority issues.		
Gender / Racial / Religious issues.		
Frustration with self.		

Additional details: A Behaviour Management, Support or Intervention Plan should detail whether, and how, the levels of risk are increased due to adult intervention. If necessary please include here:-

LOCATIONS OF VULNERABILITY

Classroom/teaching areas	
School transport (taxi)	
Minibus/School trips.	
Practical lessons.	
Social time before/after school.	
Unstructured times (Playtimes).	
Between lessons/transition times.	
At meal times/dinner hall.	
Behaviour when medication not taken.	
In corridors	

Additional details: (include any environmental conditions such as large groups and noise levels)

DORSET RISK ASSESSMENT TEMPLATE – BEHAVIOUR

ADDITIONAL CONTROL MEASURES REQUIRED TO REDUCE RISK	
1	Additional staff experienced in issues of Emotional Behaviour and Social difficulties. (*)
2	Specific timetable modification or curriculum disapplication. (*)
3	Specific/named senior staff as persons called for/student sent to in emerging crisis. (*)
4	Behaviour Management Plan (BMP) or existing Individual Education Plan/ Pastoral Support *)
5	BMP with Positive Handling Strategies (Restrictive Physical Intervention) (*)
6	Specific equipment/resources made available to student or staff.
7	Identified location(s) for calming down or 'Time Out'.
8	Additional staff to support specific curriculum issues.
9	Staff not alone with student.
10	Supervised during unstructured times/playtimes/school arrival & departure
11	Parental support on hand/attendance in school.
12	Children and Families Service.
13	Local Police informed.
14	Modification or restriction of school visits.
15	Increase of personal tutorials.
16	Change of tutor group/subject set groups.

17

Escorts in school transport/taxis.

(*) Please ensure that all necessary information is kept with this document, and available to relevant staff and parent / guardian.

DORSET RISK ASSESSMENT TEMPLATE – BEHAVIOUR

GUIDANCE NOTES ON SOME CHARACTERISTICS ASSOCIATED WITH CATEGORIES		Matrix: Hazard x
Probability = Level of Risk		
HAZARD - Level Of Harm Presented	PROBABILITY	<u>LEVEL OF RISK</u> (Hazard x Probability)
<p><u>LOW = 1</u> Causes occasional and minor disruption. Little or no additional staff deployed. Causes some offence with some staff, e.g. swears as walking away/mutters under breath. No harm to others.</p>	<p><u>LOW = 1</u> Could happen in occasional circumstances e.g. when confronted insensitively or by adults not known to the pupil. Taking part in a highly structured activity. Triggered by specific well known factors that can be planned for.</p>	<p><u>LOW: 1 – 4</u> Acceptable range of behaviour <u>given</u> age, maturity, emotional difficulty and personal circumstances. Occasional incidents of non-compliance/challenge associated with mood swings. Potential health and safety risk to other staff and pupils.</p>
<p><u>MODERATE = 2</u> Occasional harm to others/or damage to property. Distress caused is more widespread. Offends with language, but still biddable. Extra resources/staff can often stabilise situation.</p>	<p><u>MODERATE = 2</u> May happen with some regularity with known triggers. Documented patterns of antecedent and behaviours emerging. Will respond to staff at higher levels of authority or key worker.</p>	<p><u>MODERATE: 5 – 8</u> Commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality. Absenting or absconding. Ignoring adult advice and guidance. Student will usually respond to Positive Handling Strategies. Behaviour goes into remission quickly. Regular incidents of non-compliance/ challenge including aggressive confrontations with others. Will avoid adult supervision if possible. Reduce hazards where possible. Pupil considered for appropriateness of certain lessons/locations.</p>
<p><u>SUBSTANTIAL = 3</u> Frequent damage with necessary costs of replacement. Personal safety of student/others is compromised. Needing supervision and special arrangements. Implications for people/property beyond school grounds. Offensive and disruptive to a wide section of the community.</p>	<p><u>SUBSTANTIAL = 3 (Very likely to happen)</u> Child does not show acceptance of authority. Pupil may have become disaffected and disenfranchised. Most adults are unable to affect a positive intervention.</p>	<p><u>SUBSTANTIAL: 9 – 12</u> Numerous incidents of non-compliance and severe challenge, including violence and aggression associated with a loss of emotional control. Regular absenting from class necessitating monitoring. Undermining of adult authority to present challenge to the security of the structured environment, sustained over time. Will react negatively to Positive Handling Strategies but remission is forthcoming. Careful staff allocation needed to reduce likelihood and effects of behaviour. Work routines of student and peers needs careful planning.</p>
<p><u>HIGH = 4</u> Significant injury to others/self. Traumatic effect on peers/adults.</p>	<p><u>HIGH = 4 (Established pattern of very regular occurrence)</u></p>	<p><u>HIGH: 16</u> Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour.</p>

<p>Damage levels and replacement costs in excess of £250.00</p>	<p>Expert management by groups of staff usually fail to remediate the situation. Pupil self control is virtually non-existent. Volatile and over-sensitised to school environment such that triggers are frequent and globally located around the establishment.</p>	<p>Characterised by bullying and/or assault with premeditation. Undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students/adults. Reacts badly to RPI strategies. Police need to be notified frequently or parental attendance as soon as possible. Immediate continuing action needed. Specialist plans being carried out by designated staff on a daily basis. Further advice needed. Outside support agencies available at short notice.</p>
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DORSET RISK ASSESSMENT TEMPLATE – BEHAVIOUR

PLANNING FORM A – CHILD CENTERED MANAGEMENT ISSUES

Name of Student		YEAR	
DOB		CLASS	
Date of Risk Assessment			

A1. Strengths & Weaknesses; Likes and Dislikes; Personal Interests

Include both academic and non-academic responses

A2. Trigger events for anxiety and higher level behaviour. What risks are presented?

See Risk Assessment forms

A3. Description of extreme behaviour

What does the crisis behaviour look like, sound like, move like, feel like? Comment upon frequency and intensity.

PLANNING FOR BEHAVIOUR - FORM B (school management)

B1. Environmental Issues – identifying adaptation needed

Eg moving desks, screening areas for use. These must be achievable and realistic.

B2. Who are the named persons to be involved in support through crisis?

How are they to be notified that support is needed?

B3. Identify training needs required to enable those supporting to be successful.

Eg., positive management; conflict resolution; Learn to Move, Move to Learn

B4. What are the preferred strategies of intervention?

Start with calming and de-escalation tactics, location change, personal change. Preferred positive handling techniques if appropriate. Consider whether or not your chosen intervention will help or hinder crisis recovery. Where possible link strategies to Section 1 above.

B5. Debriefing process with the pupil following crisis.

Include what care is to be provided

CLASS TEACHER		PUPIL	
HEADTEACH ER		PARENT	

Date to be reviewed

Reducing Anxiety Management Plan (RAMP) - exemplar 1

Name:		Year/Class:		Academy:		Plan Written By:	
Start date:		Review Date:		Any Known Triggers: End of play. End of day. Work that he doesn't want to do. Not being front of the line. Consequences. Not being able to play.			
	Regulated Stage	Anxious Stage	Agitated Stage	Dysregulated Stage	Recovery Stage		
What do we see:	Getting off the carpet. Calling out. Fidgeting when waiting. Constantly wanting an adult's attention/to talk to an adult.	Refusing to take part. Shaking his head. Asking reassuring questions e.g. am I going to be in your group? Wanting to continue to play/take part in another activity.	Shouting. Finding space away from others. Demanding to play or have a special job.	Hitting staff. Leaving the classroom. Emptying stationary onto floor and pulling things off walls/wiping things from the sides. Throwing books from the book corner/book boxes. Shouting/screaming/barking noises	Crying. Pouting.		
What do I need to do:	Listen to adult instructions Remember classroom expectations.	Try hard even if I feel like I can't do it. Ask for help. Remember that I will have a consequence if I don't do the right thing.	Find a safe place to calm without damaging thing/ hurting anyone. Use calming activities like deep breathing. Talk to an adult about how I feel.	Find a safe place to calm without damaging thing/ hurting anyone. Use calming activities like deep breathing. Talk to an adult about how I feel.	Restore relationships with anyone I have hurt or upset. Tidy up mess. Talk to an adult and make sure I am calm.		
What do the adults need to do:	Praise good behaviour and explain what was good. Remind the whole class of expectations. Be mindful not to make xxx wait too long	Regular feelings check ins. Praise good behaviour Remind GG that he will have a consequence if he makes the wrong decision.	Ignore safe low level behaviours. Encourage GG to calm down. Emotional check in.	Remove others from class if situation is unsafe. Let xxx find a safe space to calm himself without continuing to be destructive. Calmly approach when xxx seems calmer. Do not talk about consequences. Praise use of calming techniques. Talk about alternative options for xxx give a choice.	Talk to xxx about incident so he understands what was wrong. Talk about alternative things that GG could have done. Ask if there was a reason behind the behaviours. Help xxx to restore relationships by tidying or apologising.		

Reducing Anxiety Management Plan (RAMP) - exemplar 2

Name:		Year/Class:		Academy:		Plan Written By:					
Start date:		Review Date:		Any Known Triggers: Being asked to do work –especially writing When it looks like it is a lot of work When gets something wrong, can't rub out Transitions- change of routine If something he wants isn't in right place, eg/ no paper and wants to draw, at lunchtime if film he wants to watch isn't on, if something on his plate that he doesn't want to eat. Being interrupted An increase in noise in the classroom e.g. pair/ group work, handing out letters etc. Not getting attention or not being the centre of attention Being told he can't have something Having to wait his turn and general waiting Lining up- lunchtime Different teacher Too much control/lack of structure Sending home homework							
		Regulated Stage		Anxious Stage		Agitated Stage		Dysregulated Stage		Recovery Stage	
What do we see:		Engaged, relaxed, on task, contributing- will shout out but is contributing to the lesson Clenching fists in an excited way. Sitting quietly occupied in an activity; usually colouring Will engage in / initiate conversation and answer questions. Being kind and caring towards others; hug others and make sure they OK Hug teacher and can have a conversation about how he is feeling. Listening. Volunteering to help/making suggestion.		Tapping pencil on table, or together, making hushing noises, or any other noises, can start to groan, calling out.		Starts to bang pencil or other items onto head Throw things on the floor, start to move tables around Groans louder and more aggressively Walking in and out of the classroom in a less controlled manner Knock chairs over Sitting under table Running up and down corridors – sometimes can be happy about this and will be doing it for attention		Shouting Screaming Vindictive language towards children and staff Leaving the classroom, running up and down corridors and screaming Throwing objects with intent to harm (at staff) - Chairs/objects that would cause harm. Becomes uncommunicative Rip things down from walls, knock everything over in his path, knock all coats off pegs		Emotional Tired	

<p>What do I need to do:</p>	<p>Continue to make right choices</p>	<p>I go on a walk I ask for help I tell an adult how I'm feeling I take deep breaths I colour – change activity to refocus</p>	<p>Go to a safe space</p>	<p>Remain in safe space and speak to adults who can help me calm down</p>	<p>Pick up items Remain calm Apologise Have an RJ chat with the teacher Have a consequence if this is required</p>
<p>What do the adults need to do:</p>	<p>Lots of praise - noticing and commenting on what he is doing right, however small. Physical touch for reassurance e.g. Hand on shoulder Moves name up board When completes activity – reward time on laptop or his choosing, thrive. Teacher or visit to Headteacher, if continues positive behaviour</p>	<p>Go on a walk to calm with 1:1 Acknowledge and tell him understand how he's feeling – suggest what we can do help him. Distractions – talk about something different and then when back in the regulated state can continue with the work.</p>	<p>Encourage to go to a quiet/safe space with 1:1. Praise for good use of time out Acknowledging he may be feeling anxious, but that you are there to help. Try "I Wonder... (if you are worried about...) Talk about something that he's interested in to make him join in conversation and take his mind off what's currently happening Continuing to comment on positive behaviours and fact he will get a choice / thrive time if he does the right thing (Work non-completed to be returned to when pupil returned to calm state- or taken home).</p>	<p>Calmly saying "unacceptable" or "inappropriate behaviour" and then trying to ignore behaviour. Immediately acknowledging any positive behaviour or even fact that behaviour has not got worse. Encourage time out May use Team Teach hold at this stage. Allow time to calm as toxic stress will take significant time to reduce. Not talking or asking questions. Move on by recognising non-attacking and other positive behaviours.</p>	<p>Recognise that time-out or quiet zone may be essential to give time to calm Consequences to be addressed when calm – missing lunch, writing apology letter etc Once calm apologise, hug and move on Restorative justice conversation to recognise harm done Identify future opportunities to repair relationship if needed</p>

Appendix 7 – useful links & supporting documents

<https://www.mysnhs.net/school-policies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening,-searching-and-confiscation>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/q00210521/statutory-guidance-regs-2012>

<http://www.education.gov.uk/childrenandyoungpeople/send/a00218772/sen-code-of-practice>

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.legislation.gov.uk/ukdsi/2012/9780111519356/contents>

<http://www.legislation.gov.uk/uksi/2012/619/introduction/made>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping children safe in education 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)