



Policy:	Behaviour Policy
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INDEX

1.	Introduction
2.	Developing positive behaviour - Positive Behaviour Curriculum
3.	Our rights
4.	Our responsibilities
5.	Engagement for Learning
6.	School reward system
7.	Interventions and support
8.	Classroom strategies
9.	Subject support
10.	Whole school support
11.	Out of class incidents
12.	Serious incidents
13.	Internal Isolation
14.	Permanent exclusion
15.	Attendance and Punctuality

1. Rastrick High School Behaviour policy - Introduction

To provide every child and young person in Rastrick High school opportunities and experiences, which give all of them the confidence and aspiration to reach and go beyond their potential

At Rastrick High School, we aim to create and sustain a community of which we all feel proud; a community which allows our children to aspire and feel safe, supported and respected. We will continue to develop an effective climate for learning to support our children's endeavours and respect the rights of everyone in the school community. We will recognise and celebrate our students' achievements and reward them for their engagement in their learning, participation in wider school life and enrichment opportunities.

2. A culture of positive behaviour – Positive Behaviour Curriculum

At Rastrick High School we ensure that students receive a positive behaviour curriculum alongside a broad and balanced academic offer. This ensures that Rastrick High School students know what it means to be a good student and valued member of the school community and wider society. Our Rights and Responsibilities reflect the values of the school whilst students are given clear guidance on how to develop their character and citizenship through the Rights and Responsibility Charter. Engagement for Learning clearly defines what successful learning behaviour looks like to all parties. We use common language and routines to teach and reinforce the positive behaviour we expect from all of our pupils.

Positive Behaviour Curriculum



Our **Positive Behaviour Curriculum** is complemented by our **Culture of Praise** and underpinned by consistent application of our **Climate for Learning Systems**.

Outstanding Citizens Great Learners



In addition, we complement the above through the delivery of a broad, age appropriate, PHSE curriculum which ensures that students have the opportunity to develop their understanding of key issues including Safety, Child on Child abuse, Democracy, The Rule of Law, Respect and Tolerance and individual liberty. Exposure to these, through a spiral curriculum, ensures that students understand and revisit topics which will shape their attitudes and behavior during their time at Rastrick High School and beyond.

The Behaviour for Learning policy represents our core values and all staff and pupils must adhere to them. These values are articulated in the school's Rights and Responsibilities charter and all associated procedures and systems are in place to support the values of the school.

Our collective values are articulated in the Rights and Responsibilities charter (see below).



3. Our Rights

All members of Rastrick High School have:

- The right to learn
- The right to teach
- The right to aspire
- The right to be respected
- The right to be supported
- The right to feel safe

4. Our Responsibilities

All members of Rastrick High School have a responsibility to:

- Be punctual, prepared and productive in every lesson
- Speak politely and calmly to everyone
- Help and support others when they are in need
- Be good role models
- Be aspirational and encourage others to do so
- Treat everyone as we would like to be treated

Staff are expected to use and model the Rights and Responsibilities charter as part of the whole school strategy to develop the school's climate for learning.

All members of the Rastrick High School are expected to display positive behaviour at all times both on and off the school premises or wherever they are identifiable as part of the school community. The Rights and Responsibilities charter is applicable to every member of our school community.

5. Engagement for Learning

Developed by our students and staff for our students and staff; our Engagement for Learning model provides the school community with clarity of expectations around positive learning behaviour. Students and staff refer to these expectations during lessons and at key reflection points during the year so that students are challenged to be the best they can be.

The graphic is a vertical scale titled 'ENGAGEMENT FOR LEARNING' on the left. It consists of five horizontal bands, each with a large number (1-5) on the left and a list of expectations on the right. The bands are colored: 1 (purple), 2 (green), 3 (teal), 4 (dark grey), and 5 (magenta). The text in the bands is white or light-colored for readability.

ENGAGEMENT FOR LEARNING

1

I meet all the expectations of a grade two and in addition:

- I **actively contribute** to lessons, **collaborating** with my teachers and my peers; supporting my learning and the learning of others.
- I **seek and engage** with **opportunities** to extend my learning in the classroom.
- I demonstrate a **passion** for learning through **independent** research and/or engaging in the **enrichment opportunities**.

2

- I am always **prepared** and **productive** in lesson; I complete all tasks to the best of my ability.
- I always **contribute** during lessons and, when the opportunity arises, I **collaborate** with my teacher and my peers.
- The work that I produce is a **true reflection** of what I am capable of.
- I understand and can articulate how my current learning fits into my learning journey using "Waypoints"
- I am a reflective learner who fully **engages** with the **feedback** I am given.
- I always follow 'High 5' and take pride in the presentation of my work.
- I always produces **homework** to a high standard.

3

- I am **prepared** for lessons with expected equipment/kit.
- I am not always **productive** in lessons - I complete the minimal amount of work I can.
- I sometimes **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I sometimes miss opportunities to **engage** with the **feedback** I am given.
- I sometimes follow 'High 5' and do not always take pride in my work.
- I sometimes complete **homework** that meets expectations.

4

- I am rarely **prepared** for lessons with expected equipment/kit.
- I am rarely **productive** in lessons; I often don't complete tasks set.
- I rarely **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I often miss opportunities to **engage** with the **feedback** I am given.
- I rarely follow 'High 5' and do not always take pride in my work.
- I rarely complete **homework** that meets expectations.

5

- I am never **prepared** for lessons with expected equipment/kit.
- I am never **productive** in lessons and I rarely complete the tasks set.
- I never **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I regularly miss opportunities to **engage** with the **feedback** I am given.
- I never follow 'High 5' and do not take pride in my work.
- I never complete **homework** that meets expectations.

Rastrick High School

Please click here for more information on Engagement for Learning - [Engagement for Learning - Rastrick High School](#)

6. The schools recognition and reward system

We have high expectations of the students at Rastrick High School and believe outstanding teaching with regular and sustained use of praise and rewards leads to positive behaviour. In addition, all staff are encouraged to use the whole school praise and rewards system to support our expectations.

Promoting a **strong** student-centred
culture of praise at Rastrick High School



At Rastrick High School, we recognise and reward all pupils who are engaged in their learning, are punctual and attend well, demonstrate our rights and responsibilities, and engage in enrichment opportunities.

A member of staff can recognise and reward a student in several ways. These include:

- Verbal praise; 'catching them being good'
- Written praise; 'What Went Well'
- Awarding Achievement Points on Class Charts
- Positive comments on ClassCharts
- Assemblies
- Positive phone calls home
- Displaying work in classrooms and around school
- Year and whole school presentations
- Celebration postcards sent home.
- Reward Assemblies and trips

In addition, the school recognises students through the school's Engagement for Learning grades. These grades are shared with parents and carers three times a year at every assessment point. A full description of the EFL criteria can be located on the school's website.

7. Interventions and support

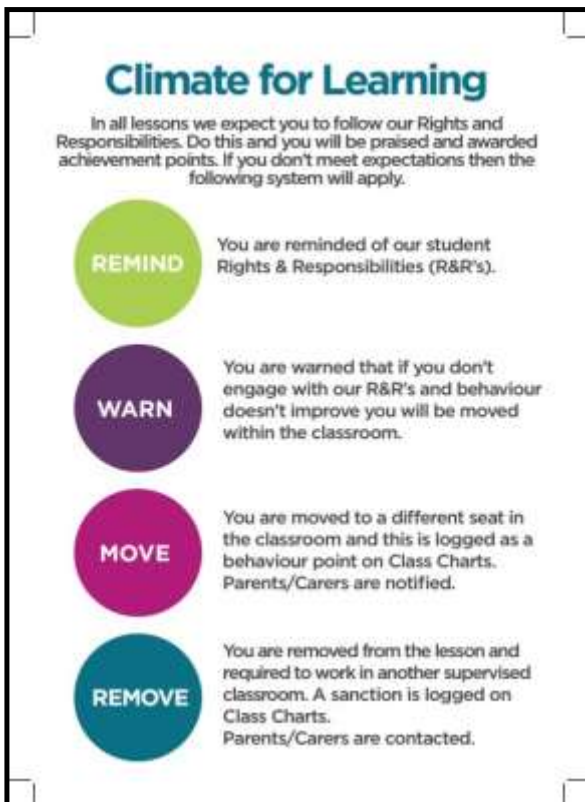
At Rastrick, we are all accountable for supporting students in maintaining the appropriate positive behaviours. We have a collective responsibility to support each other and deal with undesirable behaviour

accordingly. We understand that it is not always possible for students to sustain positive behaviour and it is always our intention to support students to modify their behaviour so that they can be successful students and positive members of our school and local communities.

There are a range of strategies and interventions available in order to achieve this.

8. Classroom strategies

All staff have clear guidance and training on expected behaviours in class to ensure a positive climate for learning. Where a child is unable to sustain good behaviour during lessons, the class teacher will apply the school's behaviour for learning policy and follow our Remind, Warn, Move, Remove system.



CfL

Staff Expectations

- Meet and greet and 'In and on activity'
- Own student uniform and appearance.
- Culture of praise well established.
- Maintain a contextual seating plan.
- Use remind, warn, move and remove behaviour system to challenge all low level disruption
- End of lesson routine established.

Summary

- No behaviour points given for a remind and warn.
- Move: behaviour point given.
- Remove: behaviour point + detention. Parents must be contacted by the class teacher to explain the removal and subsequent detention.
- If a serious incident occurs, please send a responsible student to student reception who can communicate support from all staff and/or year team staff.
- An account of what happened should be emailed to the relevant year team to support any investigation and this will be logged by the year team.

If a student fails to meet the school expectations, the following will occur:

- The member of staff will follow the CFL flow chart, ensuring that they write the child's name on the behaviour board and **remind and warn** the student that it is important to engage in the learning and of our Rights and Responsibilities.
- If a student is **moved** within the classroom this information is recorded on ClassCharts and analysed so that appropriate support strategies may be put in place.
- If a student is **removed** from the classroom, they will receive an after school detention of 30 minutes the next evening with the class teacher. Parents are notified of this through ClassCharts.
- If a student does not attend an after-school detention, they will receive a Departmental detention of 45 minutes, which will take place after school at a time specified by the relevant department. If the student does not attend this detention, they will be referred to their Achievement Team where they will receive an after-school detention of 1 hour. If the student does not attend this detention, it will be regarded as a serious incident.

In addition to the above, staff may consider:

Contacting parents by phone	Restorative practice
Meeting with parent/carer	Note in planner
Subject support intervention	

9. Subject support

If a pupil continues to be unable to sustain good behaviour within a subject area, Subject Leaders may consider:

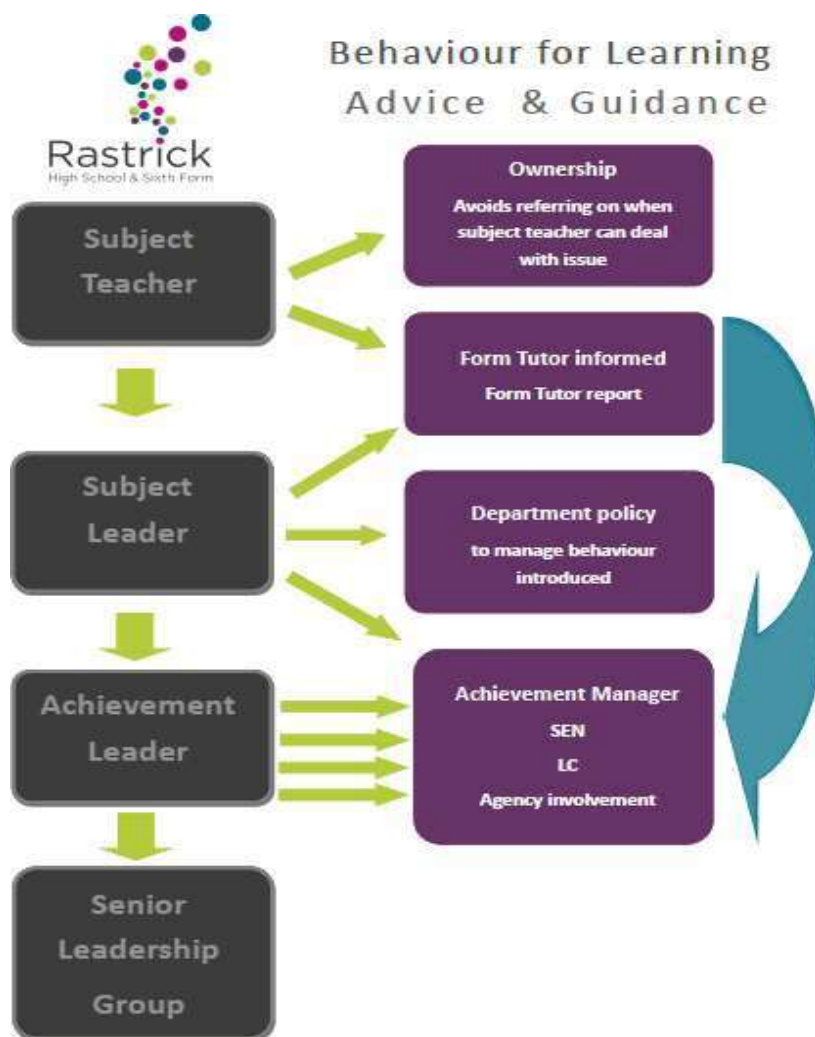
After school subject detention	Subject report
Departmental withdrawal	Meeting with parent/carer
Move to another group	Restorative practice

10. Whole School support

Where a student is unable to maintain good behaviour in a number of subjects, or where there has been a serious incident, students may be referred to the school's support teams who may consider the following interventions:

Tutor report	Achievement Manager report
Achievement Leader report	Restorative practice
Support from inclusion team	Referral for assessment by the inclusion team
Referral to the Core Group	Referral to Multi Agency Team (External)
Amended timetables	Internal Isolation
Fixed term exclusion	Temporary placement in another school
Managed move	CAF
Referral to outside agencies	Pastoral support plan (PSP)

All staff must follow the support structure procedure as outlined in the flow chart below (Appendix 4)



11. Out of class incidents

When an incident occurs in social time, the present member of staff should address the issue referring to the school's Rights and Responsibilities charter. If the incident is of such a nature that further action is required, they should seek the assistance of the Achievement Manager of the relevant year group and log the incident on ClassCharts. If the incident requires immediate assistance, contact a member of SLT or a member of the year team.

12. Serious Incidents

On the rare occasion the school may encounter serious incidents. All incidents are thoroughly scrutinised through a fair and transparent process which takes into account the views of all parties. Once the incident has been thoroughly scrutinised the school will make a determination based upon the balance of probabilities and appropriate interventions will be applied.

Serious incidents may fall into the following categories:

Child on Child:

- Verbal abuse towards student
- Physical aggression towards student
- Face to face bullying
- Online bullying
- Racist incident
- Homophobic incident
- Discriminatory behaviour
- Sexual misconduct

Other categories

- Defiance
- Verbal Abuse towards staff
- Physical aggression towards staff
- Damage to school property

13. Internal Isolation

On occasion, due to a one-off incident, or a period of repeated disruptive and/or defiant behaviour, it may be necessary to temporarily withdraw a student from lessons for a defined period of time. During this period of time, the student will be isolated within the school's internal isolation unit, where they will be provided with work to ensure they do not miss out on learning. When a student is in the school's internal isolation unit, the day will begin at 08:55 and end at 16:00 hours. Students will be provided with the opportunity to get lunch as normal and will also take part in reflective and restorative work.

14. Permanent Exclusion

Permanent exclusion is a last resort. The Headteacher may decide to permanently exclude a student for a 'one off' offence these may include.

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Malicious allegations against staff
- Actions which adversely affect the reputation of the school

The Headteacher may also decide to permanently exclude a pupil where persistent and defiant misbehaviour continues despite the application of appropriate sanctions and strategies.

15. Attendance and Punctuality

Good attendance and punctuality is vital to the school's Behaviour for Learning policy, as it ensure students can be punctual and productive in all lessons to maximise their learning opportunities.

Guidance surrounding how the school can support parents and carers concerning attendance and absence can be found on the school's website, under the Parent Zone tab. This also reiterates the school's aim that all students achieve a minimum of 97% attendance, although we expect everyone to strive for 100%.

Punctuality is vitally important in ensuring students make the most of their learning, and in preparing the students for life outside of school. Therefore, the following steps are in place to ensure all students are punctual to school and lessons:

- Students are expected to be on school site no later than 8:45am
- The first school bell sounds at 8:53am and all students should move to their period 1 lessons for a prompt 8:55am start to learning
- Any student who arrives to lesson after 8:55am is late, and will receive a break time detention the same day with the Achievement Team (unless there is valid reason for lateness, e.g. a medical appointment or school bus issues). A text will be sent home to parents to inform them of their child's lateness
- If a student is late to school three times in a half term without valid reason, they will receive an after school detention with the Achievement Team, they will receive an after school detention with the Achievement Team
- If a student is late to lesson three times in a half term without a valid reason
- If the student continues to demonstrate poor punctuality, they may be placed on Punctuality Report to the form tutor, and then the Achievement Team.

If a student is late to lesson, the classroom teacher may use the following strategies to support in improving punctuality:

Break time detention

After school detention

Note in planner

Communication with parents

Referral to Subject Leader

Subject Punctuality Report

If a student has persistently poor punctuality to school and lessons, they may be referred to the School Welfare Team.

16. Searching, Screening and confiscation.

The school will always act. In accordance with government guidance and its Searching, Screening and Confiscation Policy, in doing so the school will conduct searches of pupils using the following principles:

- A. Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).
- B. Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.
- C. These members of staff are:
 - Mr M Williams
 - Mr L Timmins
 - Mr O Winterbottom
 - Mr J Endersby
 - Miss R Bailey
- D. The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.
- E. The only exception to the point D is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

Prohibited Items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vape
- Fireworks
- Pornographic images
- Drinks with high levels of caffeine
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

The complete Searching, Screening and Confiscation Policy is available on request from school reception.