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| **Behaviour Policy 2022-2023** |  |

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| **AIM OF THE POLICY** |

To give clear guidance to parents, staff, students and governors about expectations of the school with regards to behaviour and the methods used to maintain and promote an effective learning environment at Saddleworth School.

This policy takes heed of current government advice updated in September 2022:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf>

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| **THE PRINCIPLES** |

We believe that effective behaviour management is at the heart of a successful and thriving school; good behaviour creates a learning environment in which teachers can teach and students can learn.

It also provides an environment where students and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

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| **ROLES AND RESPONSIBILITIES** |

The Governing Body will, through consultation with other stakeholders including the Headteacher, staff, parents and students, establish a policy of desired behaviours and procedures to achieve these and will review this policy annually

The Headteacher, the Deputy Headteacher Behaviour and Standards and the Assistant Headteachers for Behaviour and Standards KS3/4 will be responsible for the day‐to‐day management of the policy and procedures.

School staff, including the pastoral team, teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of school.

Students are expected to take full responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

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| **STATEMENT OF INTENT** |

Saddleworth School wants to reward all students who ‘Aim High’ and play by the rules. Our Personal Code of Conduct is founded upon our ‘Aim High’ motto:

**Arrive** on time, ready to learn

**I**mmaculate **uniform** at all times, wear it with pride

**M**ake sure that your **effort** is good at all times

**H**and in your **homework** on time and do it to the best of your ability

**I**nstructions by teachers and other adults are to be followed first time without answering back – be **polite**

**G**ive everybody the **respect** you’d like given to you

**H**ave the correct **equipment** for learning with you at all times

At Saddleworth School, we believe every student has the right to be happy, safe and able to learn in a positive, focused, and calm environment. In order to achieve this the school is committed to:

* Promoting desired behaviour
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
* Ensuring equality and fair treatment for all
* Praising and rewarding good behaviour
* Challenging and disciplining misbehaviour
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
* Encouraging positive relationships with parents
* Developing positive relationships with students to enable early intervention
* A shared approach which involves students in the implementation of the school’s policy and associated procedures
* Promoting a culture of praise and encouragement in which all students can achieve
* Teaching good behaviour through our pastoral curriculum, assemblies and SPACE curriculum

Reasonable and proportionate sanctions will be used where a student’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

 To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through our pastoral curriculum including leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the SPACE curriculum is specifically designed to develop students’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student’s mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health through the school’s Inclusion process.

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| **DEALING WITH IN‐CLASS INCIDENTS OF POOR BEHAVIOUR** |

Our Personal Code of Conduct also sets out what happens when students make the wrong choices in class. This is set out in a consequences ‘ladder’ which allows students at each stage to stop, reflect and get back on track.

Student planners are used to convey important messages in this regard and should always be out on desks. Students are expected to carry a planner at all times. The planner will need to be replaced where lost or defaced.

Classcharts is also used as the main means of communication, with real time messages logging

**C1**: **Chance** - Stop & think, first warning, diary to teacher.

**C2**: **Choice** - (i.e., make the right choice): comment home written in diary.

**C3**: **Consequence** – third and final warning (before removal): 30 minutes class teacher detention.

**C4**: **Exit** from classroom via On Call – 60 minutes following-day detention.

**C6** (or before for dangerous or threatening behaviour): Suspension from mainstream school via Restart, or fixed term exclusion.

Our Inclusion mentors are ‘On Call’ every lesson. Students who disrupt teaching and learning will be ‘On Called’ from lesson if they reach a C4 and taken to another lesson to continue their learning. Students who receive two ‘On Calls’ in a day, will be taken to our restart room.

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| **DEALING WITH OUT OF CLASS INCIDENTS** |

We expect high levels of behaviour from students both inside and outside of the classroom. The latter will include:

* Behaviour in the corridors and communal areas of the school.
* Behaviour at break and lunchtimes.
* Behaviour on the way to and from school: in the community, on the bus, etc.
* Behaviour outside of school if it impinges on the well‐being of other students and/or staff (e.g., via social networks, etc.)

We expect students to:

* Show respect for each other in the way that they talk to each other and behave towards each other.
* Show respect for adults in the school community and beyond.
* Show respect for the physical environment. This includes not dropping litter or knowingly damaging property or hurting others.
* Behave calmly and safely so that no other student is placed at physical risk.
* Refrain from any activity that could be regarded as bullying or harassment of others.
* Show equality and fairness to all members of the school community and beyond. Not to act in a way that could be regarded as prejudiced or discriminatory

As with in‐class incidents, we would expect most out of class incidents to be dealt with on an escalating scale. In many cases conversation or a reprimand from a member of staff is sufficient to alert a student to his/her unacceptable behaviour and to prevent this from recurring.

In some cases, such as repeated anti‐social behaviour at lunchtime, Home School Leader detentions will also be used.

Where behaviour outside lessons is deemed to be in serious breach of the school discipline, for example physical assault on another student, theft, vandalism, verbal assault on a member of staff, a student may be required to attend Restart or be issued with a fixed-term suspension.

Students with a poor record of behaviour may not be permitted to participate in extra-curricular trips, visits and exchanges. Students whose behaviour on a school trip is in breach of school rules and expectations will be sanctioned.

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| **MOBILE PHONES AND OTHER ELECTRONIC DEVICES** |

Mobile phones are allowed at school, but only at the student’s risk. They must be switched off and out of sight from 8:00am onwards until the end of school at 3:00pm. At no time should they be used within the school building or around the school site.

Phones that are seen or used at any time in breach of this rule will be confiscated and returned to the students after 5 working days (and before a holiday) or to a parent / carer within 5 working days from 3:00pm – 4:00pm. If a student is seen with Airpods/earphones in during school hours, both their Airpods/earphones and mobile phone will be confiscated in the same way.

Other electronic devices such as iPods, etc., will also be confiscated in line with the above, as they too are not permitted in school time.

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| **DETENTIONS** |

**Detentions form part of our approach to behaviour management and there is an expectation that parents will support the school’s decision to place a student in a detention.**

Detentions will most commonly be given after school. All curriculum areas also run an after school detention system, e.g., for poor work, missing homework, poor behaviour, etc.

If a student chooses not to attend a detention this will be rearranged and the original detention may be doubled.

If a student fails to attend on a second occasion they will be issued with a visit to restart or a suspension from mainstream school.

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| **DEALING WITH CONTINUED INCIDENTS OF POOR BEHAVIOUR OR MORE SERIOUS INCIDENTS OF POOR BEHAVIOUR** |

In most cases, one off interventions will support students to return to the classroom as swiftly as possible so that learning can re‐commence. There are times where individual students continue to demonstrate behaviours which do not meet the expectations of the school and may damage the learning and progress of other students or the well‐being of other students or staff.

In these cases, and in the case of ‘one off’ incidents of serious breaches of discipline, the school will use higher level sanctions. These include:

* Exclusion from mainstream school via Restart
* Fixed term exclusion
* Managed move
* Permanent exclusion

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| **PROMOTING GOOD BEHAVIOUR** |

We expect all students, staff and member of the community to behave in a way that will help build good relationships with other students in or outside the School; teachers and other school staff; and with visitors or members of the public. This includes:

 - Respecting other people, regardless of their background, beliefs, ethnicity or religion.

 - Listening and responding to instruction

 - Avoiding unhealthy conflict with other people.

Good behaviour involves students accepting responsibility for their own actions and knowing that all behaviour has consequences, intended or not. Intrinsic reward is prominent in all that we do. As we prepare students to become our next community, national and global leaders, their behaviour will form an important part in the success of this. This is ultimately the intrinsic reward; each achievement adds to the development of success in becoming happy and successful leaders. In addition to this, we promote good and improved behaviour by students through our **All Stars** and **Petals** systems of recognition and reward. This includes:

* Giving students private or public praise - Written comments on work or in planners and the student bulletin
* Positive points awarded via the Classchart App
* Displaying work on the Display boards
* Letters, certificates and postcards home
* Student of the Week
* Breakfast with the Headteacher
* Representing Saddleworth School at school events
* Attending trips to educational activities or cultural enrichment opportunities
* Awards at Celebration Assemblies and Presentation Evenings

 Our ethos is one of celebration. Where there is excellence displayed in behaviour, effort, mastery or achievement we will celebrate this collectively .

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| **SUPPORT FOR STUDENTS AND FAMILIES TO IMPROVE BEHAVIOUR** |

As a school we recognise that there is a need to support students who find it difficult to comply with expectations over behaviour, both in and outside of the classroom. At the heart of this support is communication with the parents / carers and the development of realistic targets for improving behaviour.

We also believe strongly in multi‐agency approaches to supporting the students in our care and hence will look to engage specialist agencies in supporting the behaviour needs of a student where these have been identified.

We have worked with staff and students to develop a staged model for dealing with individual students who are demonstrating behaviour that breaches the school code of conduct. The model shows clear escalation but at every level the emphasis is on supporting the young person to get it right.

Interventions (to support and challenge) might include (in no particular order):

* + Electronic behaviour tracking
	+ Motivation Tracker/ Reward
	+ Parent/ student conference
	+ Student/ teacher conference
	+ Restorative approaches
	+ Behaviour mentoring
	+ Peer support
	+ Behaviour intervention session
	+ Signposting to external agencies, e.g., Positive Steps, Groundwork, etc.
	+ Alternative, personalised timetables, in and out of school
	+ SEN support/ QEST
	+ Educational Psychologist referral
	+ CAMHS referrals
	+ Counselling
	+ Drugs/ alcohol via School Heath Advisor/ OASIS/ YOT
	+ CAST/ Police/ Fire service, etc.

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| **SEARCHING STUDENTS** |

School follows current government guidelines about Searching and screening students:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf>

**In Summary:** School staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child’s age or other factors. The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include:

* + knives or weapons
	+ alcohol
	+ illegal drugs
	+ stolen items
	+ tobacco and cigarette papers
	+ fireworks
	+ pornographic images
	+ 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 the property of, any person (including the student).

N.B. This is not an exhaustive list.

The school will confiscate any items which are deemed ‘inappropriate’. Depending on the items these may be returned via parents; passed to the Police or disposed of.

**Electronic Devices:** School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the Police or erased depending on the circumstances.

A student that refuses to co‐operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

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| **USE OF REASONABLE FORCE** |

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student 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.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff 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 student.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School follows current government guidelines about the use of reasonable force – <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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| **DEALING WITH ALLEGATIONS AGAINST MEMBERS OF STAFF** |

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy.

Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

The School takes its responsibility for safeguarding and child protection extremely seriously – see Child Protection Policy. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.

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| **REFERENCE TO OTHER POLICIES** |

This policy should be read in conjunction with other policies such as:

* + Safeguarding policy
	+ Complaints policy

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| **REVIEW** |

This policy will be reviewed on an annual basis prior to approval at the Full Governors meeting in November.