

Behaviour Policy

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Rastrick
High School



Polaris
Multi-Academy Trust

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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.

The Positive behaviour curriculum is complemented by an extensive staff training program. This program includes a comprehensive induction program on the PBC and a rolling program of training that meets the needs of the whole school community specifically those pupils with SEND.

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 (black), and 5 (magenta). The text is white or light-colored for readability against the background colors.

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 produce 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. Mobile Phones/Smart watches

At Rastrick High School we operate a 'Never Seen, Never Heard' mobile phone policy.

The use of mobile phones is not permitted on school site, unless directed by a member of staff for specific learning activities in KS4 lessons. Where the pupil is asked to use their device there is clear guidance on the use of the device to support learning.

Before entering the school site, It is expected that mobile phones are switched off and in a safe place within the students personal belongings, this can either be inside of their blazer pocket or in their bag. Mobile phones must not be in trouser pockets or visible at any time unless directed by a member of staff.

The use of mobile phones out of lessons within the school building or on the school site is strictly prohibited, pupils may use their phones once exited from the student exit at the end of the school day.

Any pupil with a mobile phone on display or being found using a mobile will have their phone confiscated.

The first time a pupil has their phone confiscated they will be permitted to collect their device at the end of the day - parents will be notified through ClassCharts.

In all subsequent instances parents will be notified and will be required to collect the device from school.

There are legal and safeguarding implications concerning mobile phones. If a Key stage 4 pupil is directed to use a mobile phone to support learning they **must not** use these phones as cameras/video recording device without explicit permission from the member of staff.

We recognise that there may be emergency situations when a child may need to contact home, this can be done in school via the Student Reception. If parents/carers need to contact their children urgently they should do so by contacting our main reception.

The use of Smart Watches for anything other than telling the time is not permitted. If a pupil is found to be using a Smart Watch inappropriately the same confiscation system for mobile phones will be applied.

8. 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.

9. 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.



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 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

Subject Support

10. 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

Meeting with parent/carer

Restorative practice

Move to another group

11. 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:

Form Tutor report	Restorative practice
Achievement Manager report	Referral for assessment by the SEN and Inclusion Team
Achievement Leader report	Support from SEN and Inclusion Team
Referral to the Core Group	Referral to Multi Agency Team (External)
Amended timetables	Reflect, Thrive and Engage
Fixed term exclusion/Suspension	Off Site Direction
Managed move	Pastoral support plan (PSP)
Referral to outside agencies	CAF

12. SEND

As an inclusive school Rastrick High School will consider relevant SEND information for students and determine appropriate, reasonable adaptations to practice relating to the Behavior policy. These adaptations will be made in consultation with the professionals in school and where appropriate in consultation with families and additional support agencies. All endeavors will be made to identify SEND early and provide support for pupils with SEND to meet the behaviour standards.

The school will carefully considers its duties dictated by law and the bearing this has on the behaviour policy and practice, particularly where a pupil has SEND that at times may affect their behaviour.

As a school we will make reasonable adjustments within school and work with external agencies to ensure we meet our duties as set out in law specifically:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured, and the school must co-operate with the local authority and other bodies.

(Please reference SEND policy, SEND information report, staff handbook, safeguarding policy)

13. 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.

14. Serious Incidents

On the rare occasion the school may encounter serious incidents. These can take place in school or outside of school. 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

15. Reflect

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 placed in Reflect. In Reflect they will continue to follow the appropriate curriculum and participate in restorative and reflective intervention delivered by the Behaviour and Inclusion specialist.

All pupils in the Reflect are expected to start 08:55 and will finish at 16:30 hours

16. Permanent Exclusion and Suspension

Serious breaches of the school's behaviour policy

Serious breaches of the school's behaviour policy may result in a suspension or permanent exclusion. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The school will always follow the Department for Education guidance on 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. This guidance lays out the procedure that the Head of School, governors, the local authority, and any other statutory partners identified in the procedure must follow, when the Head of School takes the decision to suspend or permanently exclude a pupil from the school. The Behaviour Policy and the procedures required to effectively implement the policy are reviewed annually, ensuring they are in compliance with the latest guidance from the Department for Education.

The link to the full document is here

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Behaviour Policy - Pupils with SEND

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

17. 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
- Student punctuality to school is tracked each day. If a student is late to school parents will be notified via ClassCharts. If a student is late three times in a half term without valid reason, they will receive an after school detention with the Achievement Team.
- 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

Subject Punctuality Report

Communication with parents

Referral to Subject Leader

Year Group Punctuality Report

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

18. 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 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.
- Observatio

ns 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.