

LARCHES
HIGH SCHOOL

Larches High School Behaviour Policy 2020/21

Improved relationships - Improved opportunities - Improved life chances

Review date: July 2021

Larches High School is committed to the creation of teaching and learning environments where the learning and social and personal needs of young people are adequately addressed. We aim to empower pupils to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream schools, other educational provisions, further education, employment or training. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same. It is acknowledged that behaviour and good discipline is a whole school responsibility.

Purpose

The purpose of this policy is to provide a simple, practical framework for staff, learners and parent / carers which:

- Recognises acceptable behaviour
- Positively reinforces acceptable behaviour
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive behaviour management interventions

It is based upon a commonly held set of values:

- The unique value of each individual
- Respect for the rights of others
- Respect for authority
- Respect for property
- Honesty
- Fairness
- Courtesy

And links to our whole school aims for our school of -

Improved relationships – Improved opportunities – Improved life chances

Scope of this Policy

This policy applies to all pupils when in or near school, travelling to and from school and on Educational visits.

Expectations

At Larches High School we believe all our pupils can and will achieve. We encourage success by supporting them to meet the following behavioural expectations:

Larches High School Positive Behaviour Expectations

All pupils will

- Communicate appropriately
- Make positive contributions to learning and the school
- Follow guidance given
- Keep themselves and others safe

All staff will

- Meet and greet pupils
- Recognise and reward
- Engage and challenge
- Celebrate success
- Keep themselves and others safe

Positive behaviour will be recognised by

- Green slips and points
- Phone calls, texts, emails and postcards home
- Rewards

Positive behaviour will be encouraged by

- Listening
- Guiding and supporting
- Resolving and reflecting

Consequences will be

- Clear
- Fair
- Consistent

WHAT	WHY	EVIDENCE
Communicate appropriately	Everybody has a right to learn and achieve	Everybody uses appropriate language and speaks calmly and politely Everybody listens and expects to be listened to Everybody is supported and enabled to grow and make progress
Make positive contributions to learning and school	Everybody has a right to learn / teach and achieve	Everybody is on time: uses the clock or wears a watch Everybody stays in lessons /school until the end Staff should be well prepared by planning appropriate challenging lessons and providing regular feedback on progress Everybody keeps hands, feet, objects and personal comments to themselves Everybody looks after the buildings, grounds, displays and equipment All visitors are welcomed
Follow guidance given	We all have the right to feel safe in school	Everybody follows the rules for health and safety Everybody is in the right place at the right time Everybody behaves appropriately and behavioural issues are resolved through discussion Everybody is dressed appropriately and pupils are in school uniform All mobile devices are handed in All food and drink is consumed in appropriate places and at appropriate times – chewing gum is not allowed in school All concerns as regards bullying will be taken seriously, investigated and appropriate action taken

WHAT	WHY	EVIDENCE
Proactively develop positive relationships with all pupils	Improved relationships Improved life chances	Staff develop positive working relationships with all pupils. Staff meet and greet pupils as they arrive at the lessons. Staff engage with pupils in unstructured times. Staff plan appropriate activities for form groups. Staff engage in restorative approaches. Pupils' behaviour is managed calmly and as a staff team. Staff show an interest and engage with all pupils. Offer wider curricular and extra curricular opportunities
Have high expectations of all pupils which match their individual learning and emotional needs	Improved opportunities Improved life chances	Staff celebrate pupil success. Plan challenging and differentiated lessons. Use pupil entry information to inform planning. All pupils make progress and achieve. All pupils are engaged in their learning. Meet individual pupil need via targeted interventions.

Behaviour Management

One of the most effective behaviour management strategies in schools has shown to be careful planning that prevents difficulties arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and inappropriate behaviour is reduced. An ethos is developed which emphasises cooperation, responsibility, concern for others and self-respect

Pupils know what kind of atmosphere they prefer in school and what they expect of a “good” teacher. Pupils want adults to:

- Greet them every day
- Treat them as a person
- Ask and show an interest in them
- Help them to learn and feel confident
- Make the day a pleasant one
- Be just and fair
- Have a sense of humour
- Challenge them in their learning
- Celebrate their successes

and

- not to get upset or angry in the face of inappropriate behaviour but to seek to understand.

Pupils not only want this for themselves they also want it for other pupils because it makes the learning environment more productive and comfortable. It is evident that pupils want to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as “people who matter.”

Improved relationships

Larches High School believes that where learners feel they are valued they respect adults and accept their authority. We also recognise the implicit need for pupils to develop the skills and resilience that make positive relationships with adults possible.

It is critically important that staff working at Larches High School **build strong relationships, develop high levels of personal resilience and have high expectations and aspirations of all pupils in terms of behaviour and learning.**

Staff should never ignore or attempt to excuse poor behaviour.

All staff should remember that all behaviour has a positive intention and that we as staff have a duty to understand its’ communicative intent.

We will prevent inappropriate behaviour by

- defining what behaviour is and is not acceptable
- modelling good behaviour
- recognising and rewarding good behaviour
- applying consistent sanctions for misbehaviour
- effective delivery of the curriculum
- adequate levels of supervision
- punctuality
- good levels of communication
- careful monitoring

We aim to ensure that all pupils have clear and consistent boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language provides a consistent response where behaviour is unacceptable. Restorative approaches and informal mediation approaches are adopted to enable pupils to understand, repair and maintain any relationship that they have damaged.

Positive behaviour forms the basis of our rewards system.

The classroom point system is linked to the reward system which will be available on a weekly, half termly and termly basis.

- All pupils can earn 3 points during every lesson for communicating appropriately, making a positive contribution to learning and the school, following guidance given. The teacher activates this on the School pod system
- Reminders in the form of verbal warnings are given during the lessons if a member of staff determines that a pupil will lose one of the three points.
- Points are collected over a week, a half term or a term and pupils can choose how they spend the points from a variety of rewards offered

Pupil Support – *Improved relationships*

A skilled team of staff from the Larches High School and external agencies provide individual support for pupils and their families to deal with ongoing issues or personal crises. All provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger, frustration or uncertainty in a safe setting. Where possible it is always our aim to keep and put pupils back into their classes where we know our personalised curriculum pathway gives them the greatest chance of success.

The Larches High School expects Parents / Carers to:

- Support the school with attendance and punctuality by informing the school of any absences or lateness
- Inform the school of any factors which may affect the behaviour of their child

- Support their child by attending regular review, parents open afternoons and other meetings
- Be aware of and support the Larches High School Behaviour Policy

Confiscation of inappropriate items

All pupils are expected at the start of the day to hand in any items which may cause problems with behaviour during the day eg phones, tobacco, lighters, large sums of money, bus passes. All pupils will pass through the school metal detector to ensure prohibited items are not brought into school.

Staff do have the right to ask pupils to allow them to search them for any item banned under the school rules and then to search them and their possessions. Members of SLT, Behaviour Support Team and subject teachers have the statutory right to search pupils or their possessions without consent where they suspect a pupil has prohibited items eg knives, alcohol, illegal drugs, stolen items, weapons and any other item which has been or may be likely to be used to commit an offence, cause personal injury or damage to property. School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. This is a personal search not an intimate search.

There must always be reasonable grounds to carry out a search. When searching a pupil two members of staff must be present and the one carrying out the search should be the same gender as the pupil being searched. When searching pupil possessions, the pupil must be present and the pupil must be informed of why the search is being carried out. A search may take place on the school premises or where the member of staff has lawful control of the pupil eg on an educational visit. Parents / Carers must be informed that a search has been carried out.

If a pupil refuses to allow a member of staff to carry out the search of their person or possessions they will be isolated and supervised until parents have been contacted and come to the school. The parent / carer will then be asked to carry out or witness the search. No pupil will be allowed to return to his / her lessons until the search has been carried out.

A member of staff may confiscate or retain a pupil's property as a disciplinary penalty when reasonable to do so. Parents / carers will be informed when items are confiscated. Weapons, stolen goods and controlled drugs will be passed to the police. Alcohol will be disposed of. Mobile phones will be returned to the pupil at the end of the school day.

Complaints about searches will be dealt with through the schools complaints procedure.

Staff Guidelines – *Improved relationships*

Timely and clear communication between staff and families / carers supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allow the staff team to make expert use of the School pod system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the sharing of timely information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise have been prevented or prepared for.

We believe that it is not always possible to respond to inappropriate behaviour in the same way for every pupil but it is useful to have a guiding framework of responses. This ensures that pupils at Larches High School can be **certain** that every behaviour positive or negative will elicit some sort of adult intervention. Staff should be positive in their dealings with pupils.

Responses to Positive Behaviour	
Meeting Daily and Weekly Behaviour, Attendance, Punctuality Expectations	Verbal Praise Points leading to rewards Green slips Positive phone calls/ texts or emails home Postcards home Parents / Carers / Mainstream Schools informed Celebrating success – Head teacher commendations
Helping other pupils or staff Responding appropriately to requests to change behaviour	Verbal Praise Green slips Positive phone calls / text/ emails home Points leading to rewards Parents / Carers / Mainstream Schools informed Head teacher commendations
Excellent behaviour, work, attendance and punctuality over time Meeting personal targets Working as an ambassador for Larches High School	Verbal Praise Green slips Points leading to rewards Termly subject award Head teacher commendations Parents / Carers / Mainstream Schools informed Display of work around school and online Reward experiences

Preventing and responding to Emotional dysregulation – *Improved relationships – Improved life chances*

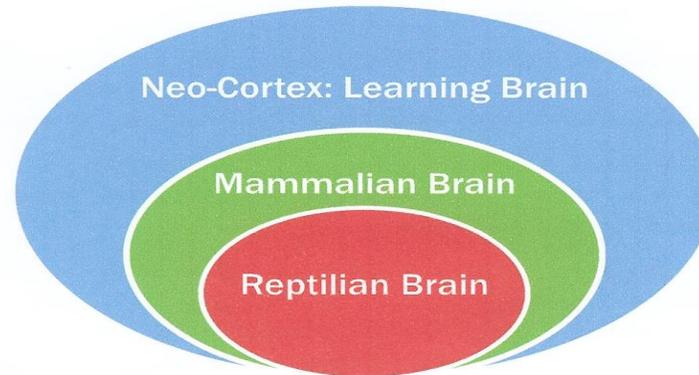
All staff at Larches should use these models to understand and manage pupil behaviour. Inappropriate behaviour is more likely to occur when pupils lack a sense of purpose and / or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for all involved.

This principle is relevant to all aspects of our behavioural work both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Larches High School makes explicit the things that pupils can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

When a pupil's behaviour makes it necessary to remove them so that other pupils can exercise their right to learn a member of the learning support team will initially take the pupils for a discussion as regards their behaviour and if appropriate complete the work provided by the teacher in a separate room. If behaviour continues staff will contact a member of the Behaviour Support Team / SLT on duty. A discussion will take place with the pupil about their behaviour outside of the classroom so that they are ready to return to learning as appropriate. Behaviour Support Team / SLT will make the decision as to whether it is appropriate for a pupil to return to the class.

The Triune Brain

The neurologist Paul MacLean has proposed that our skull holds not one brain, but three, each representing a distinct evolutionary stage that has formed upon the older layer before it, like an archaeological site. The model is of course not strictly physiologically accurate, given current knowledge of how the brain works, however it's a very useful model to explain thinking, learning and behaviour



Reptilian Brain. This is the oldest part of your brain and is at the base of your skull and the size of your tightly clenched fist. This brain keeps you alive and is about survival – fight, flight or freeze. A person operating in this brain is not thinking clearly but concentrating on the perceived threat and “staying alive”. When pupils are in Reptilian Brain there may be an emotional outburst / aggression which is not proportionate to the situation or request. This brain needs time and space to calm.

Mammalian Brain. This is responsible for emotional safety, social behaviour, beliefs and values and laying things down in long-term memory. This brain needs to understand the shared and agreed rule to feel settled. Changes in routine or new pupils arriving in a class can trigger a response from this brain.

Neo-Cortex. This part of the brain is responsible for learning new things. It's the part that detects patterns, makes connections and comes up with creative solutions. For this brain to work at its best the other two must be taken care of and feel settled.

Window of Opportunity – Restorative Window: *Improved Relationships – Improved life chances*

<p style="text-align: center;">DO TO</p> <p><i>AUTHORITARIAN DOES NOT ENABLE PUPILS TO DEVELOP SELF REGULATION MAY PROVIDE ONLY TEMPORARY IMPROVEMENT</i></p>	<p style="text-align: center;">DO WITH</p> <p><i>EMPATHIC DEVELOPS RELATIONSHIPS DEVELOPS EFFECTIVE AND LASTING CHANGE ENCOURAGES RESPONSIBILITY TO BEHAVIOUR AND ACTIONS SHARES STRATEGIES</i></p>
<p style="text-align: center;">DON'T ACT</p> <p><i>AVOID IGNORE STAFF AT LARCHES WILL ALWAYS SEEK TO UNDERSTAND BEHAVIOUR AND SUPPORT PUPILS AND EACH OTHER</i></p>	<p style="text-align: center;">DO FOR</p> <p><i>RESCUES SHOWS PITY OR SYMPATHY DEVELOPS DEPENDENCY AND FEELINGS OF INADEQUACY RATHER THAN LASTING CHANGE AND SELF REGULATION</i></p>

Following an incident staff at Larches should be aware of when / how to discuss the situation. Sharing these models can help pupils understand their behaviours and enable them to develop strategies to self-regulate.

Restorative Approach – *Improved relationships – improved opportunities - improved life chances*

Occasionally following an incident where a pupil has presented particularly challenging behaviour the relationship with the adult concerned may suffer. A restorative meeting can take place if deemed appropriate by a member of the SLT. This will take place at the earliest convenient time and only after the pupil has had sufficient time to process the incident and be able to talk about the behaviours which were inappropriate.

Staff must record restorative discussions on the School pod as deemed appropriate.

Larches High School is inclusive and aims to support pupils as they work through issues in school. However there are occasions where pupils behaviour may need them to be separated from their peer group. To this end Larches High School will reduce a pupils' timetable, offer 1-1 intervention, remove privileges, place a pupil on a targeted behaviour report whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions.

The vast majority of behaviour will be managed in school however on occasion a pupil may be required to leave the school premises. In cases where she or he refuses to leave an appropriate member of staff will contact parents and if necessary the Police. Each incident is treated through a personalised approach taking into account an individual pupils' needs and situation.

There are a number of more serious behaviours that stop pupils doing well and could result in an exclusion or review of placement. These include: Verbal or physical abuse of any member of the school community; Bullying: physical, verbal or emotional; Sexual harassment of any kind; Prejudice on grounds of race, age, gender, sexuality, disability and others; Carrying an offensive weapon; Use or sale of alcohol or other mood changing drugs; Deliberate damage or theft of property; Smoking or Vaping in or around the building; Refusing to leave the premises when asked; Gambling

Larches High School has a Care and Control Policy for learners who present a danger to the building, themselves or other members of the school community.

Classroom Management – *Improved relationships – Improved opportunities – Improved life chances*

A whole school approach is used to managing pupil behaviour. Whilst teaching staff maintain overall responsibility for classroom management teachers and learning support staff should work collaboratively to promote positive change where needed. It is vital that staff use a wide range of strategies to help support pupils to enable them to engage and access the learning. Staff should use their professional judgement and experience when dealing with poor behaviour. Good behaviour should be noticed and commented on.

Staff will meet and greet pupils at the start of the lesson, be positive, engage and support pupils. Staff will remind pupils and use individual pupil support plans and give pupils time to think when behaviour is becoming unacceptable.

Record and Respond

At Larches High School any behaviour deemed by staff to warrant a response from them should be recorded using the School pod system. This records the following information: What happened immediately beforehand? A description of the behaviour or incident. Actions taken

This information allows us then to assess our responses and can be used to identify patterns of behaviour over a period of time. All content is recorded dispassionately and focuses on evidence and on the behaviour at hand. Staff feelings about behavioural incidents can be discussed with colleagues in other forums.

When completing a School pod log staff are expected to:

- Record the information in full, including the date and time of day as this can reveal patterns of behaviour

- Ensure that information as regards the incident is typed in full / attached as a separate log if appropriate
- Stick to the evidence ie what was seen or heard and facts and avoid personal or emotional comments
- Ensure all those present during the incident are listed

Following any serious incident staff involved will complete a “Serious Incident Report” which is given to SLT before the end of the working day. This enables further actions to be discussed and agreed.

Additional Information – Covid 19

Everybody at Larches shares responsibility for following all specific guidance related to Covid 19. This includes:

- Wearing masks on corridors and in communal areas
- Following guidance as to the safe removal and storing of masks
- Behaving in a way which supports the well being of pupils and staff
- Following all relevant Public Health, Government and Larches guidance