



CRESTWOOD
COMMUNITY SCHOOL

Behaviour Management Policy

Updated: Sept 2022
Review Cycle: 2 years

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Overview and Aims

The aim of this policy is to set out our expectations for the effective management of behaviour at Crestwood Community School. It is based on our aim to provide a safe, secure and caring environment for all. Where all members of the working community possess self-discipline, respect and consideration for others. Crestwood does not tolerate any form of bullying. Be it emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

At Crestwood Community School, good behaviour and discipline are expected and considered essential to foster an environment which allows students to learn and flourish. We aim to promote the values of courtesy, respect, honesty and trust, as well as encouraging students to be enterprising and develop their initiative. It aims to help provide students with the opportunity to reach their full potential and enable them to take a positive and active role in the life of the school.

Through this policy our aim is to create an effective atmosphere with the emphasis on a culture where we continually strive to develop high-quality teaching and learning and focus on students' success rather than failure. It is an Inclusive policy which is based on good relationships centred on rewards and praise and where the explicit sanctions provide a clear framework of support for all students.

In summary, the Behaviour Policy aims to:

- Promote high self-esteem and foster positive attitudes
- Provide high-quality teaching and learning experiences for all
- Develop students' self-discipline and independence in learning
- Develop consistency in the application of sanctions and rewards
- Provide the opportunities for all students to fulfil their potential
- Encourage all students to recognise and respect the rights of others
- Enable students to be on task and make good progress in their learning
- Promote Inclusion
- Zero tolerance of any form of bullying

This policy also links to the schools Safeguarding, Child Protection, Low Level Concerns and Physical Intervention policies. It also has direct reference to Keeping Children Safe in Education policy documentation.



Crestwood Community School Behaviour Blueprint

Visible Adult Consistencies

1. Meet and Greet / Farewell
2. Good Morning during Register
3. Use of Praise and Positive Language
4. Sanctions based on Restorative Approach
5. Address issues - use of drive-by

School Rules

- Ready
- Respectful
- Responsible

Over and Above Behaviours

- Building community spirit
- Doing something for nothing
- Subject Award
- Community Respect Award
- Hot Chocolate Fridays

Learning, Achieving, Leading

Stepped Sanctions

1. Micro-script in lesson
2. Restorative Conversation (10 mins)
3. Department Detention (30 minutes)
4. School Detention (1 hour)
5. Internal Exclusion

Microscript: 30 second intervention

1. I have noticed that you are not learning, can I help you?
2. Rule reminder. This will happen if your behaviour continues, give options
3. Reminder of positives
4. Take up time, walk away and look around the room at everyone else
5. Followup 1: Reminder and praise / move seat
6. Followup 2: Reminder and removal to SL

Restorative Questions

1. What happened?
2. Who was affected?
3. How were they affected?
4. What were you thinking or feeling?
5. What needs to happen to make this right?
6. What will you do differently next time?
7. Remind them on previous positive behaviours

When the adults change, everything changes

Praise and Recognition

Our praise and recognition systems are designed to celebrate the success of all our students. In order to achieve this we wish to recognise, encourage and reward students for displaying positive attitudes and behaviour and for achieving well in all aspects of school life.

The school uses an online system called ClassCharts. This system allows staff to award points to students in recognition for good work, attainment or effort. It also allows staff to record and monitor behaviour issues.

We employ a range of strategies to promote this, which might vary according to the individual profile of each student or cohort. Below are examples of the types of reward offered by the school. The list is not exhaustive.

- Verbal praise
- Telephone calls home to parents or carers
- ClassCharts Points System
- Recognition certificates for consistent good progress, attainment and attendance
- Awards Ceremony - annual evening to award prizes for achievement
- Reward trips - linked to good records of behaviour, attendance and achievement
- Vouchers for students who have very good attendance
- Community respect award - given for activities done to support others in their community
- Above and Beyond award - given to a student who has done something special

ClassCharts

For a step by step guide on how to award a point and use the system, please follow the link below:

<https://drive.google.com/open?id=1oEmMngDZDVKDATcGaK0o7zTkcUizODxrYRgoO6iJWcw>

Community Respect Award

We want to reward our students for being polite, caring, kind and respectful to others. This award is to be given every half term by each Year Leader to a student or number of students who have gone out of their way to support others in their community. This could be within their tutor group, year group, school or outside school.

Above and Beyond Award

We want to reward those students who do something special. Every term, tutors will communicate with Year Leaders and nominate students. These students will receive a personal congratulations certificate and a letter home from the Headteacher.

Ready, Respectful, Responsible

Students are expected to behave in such a way that they are Ready, Respectful and Responsible. These are the 3 school rules. An example of how students might show these qualities are:

- To be **READY** - to come to school organised and prepared for the day ahead. With the right equipment, uniform and attitude which will allow them to succeed in their learning.
- To be **RESPECTFUL** - towards each other, the staff, the school itself and their environment.
- To be **RESPONSIBLE** - to think before they act; to follow instructions for health and safety reasons; to use social media appropriately.

Visible Adult Consistencies

Staff need to understand when adults change, everything changes. By staff being consistent in modeling respectful behaviour, it will create clear boundaries where all students will thrive. The agreed consistencies that staff will ensure happen in every lesson are:

- Meet and greet students at the door - smile and create a positive start to the lesson. This ensures that students enter the room in an appropriate manner and staff are able to deal with any issues before the start of the lesson, e.g. uniform, phones etc.
- The register should be taken in the first 5 minutes of a lesson. The teacher will take the register welcoming each student to the lesson. Students will respond in a polite and appropriate manner and the teacher will thank the students for responding appropriately.
- The use of positive language and praise underpins all we are at Crestwood.
- Drive bys and use of the microscript intervention will be used to deal with low level issues
- A restorative approach to be used to deal with issues and then a sanction follow up will be used

Staff will deal with any students who are not behaving and following the school rules in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and engage in restorative conversations to rectify issues and rebuild relationships. Staff need to take responsibility for the students in their class and ensure high expectations at all times.

In lessons the class teacher will follow the procedures below with any students whose conduct is hindering their own learning and that of the other students in the class. Each lesson must be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.

| Steps | Actions - delivered in private |
|--------------------|--|
| Reminder | Remind the student of the expectations linked to 3 School Rules - this is not a warning. |
| Caution | Give a clear verbal caution to make the student aware of their behaviour clearly outlining the consequences to come. |
| Last Chance | Explain to the student that this is their final opportunity to engage (refer to previous examples of good behaviour) before they will be asked to leave the room. |
| Time Out | Ask the student to stand outside the class for no more than a minute. Before the student re-enters, the teacher will speak to them to reset the boundaries. Give them a final opportunity to engage positively before being parked in another class. Log the behaviour on SIMs at the teacher's earliest convenience. |
| Parking | Ask the student to leave the class, with work, to go to the appropriate "parking lot" within the department or in the immediate vicinity. |

Consequences for being parked should include the student returning to see the teacher, for a restorative conversation. This could be held at lunch, break time or after school. The aim is the restorative conversation can be instead of a punishment. You have a responsibility to talk to the child about their behaviour, repair trust and reinforce high expectations for the next lesson. However, if the student fails to attend the meeting then a Faculty Detention needs to be issued.

The desire of the restorative conversation is to rebuild the relationship between the student and the member of staff and give the student an understanding of how their poor behaviour caused the issue. There is a need for all staff to be consistent in the approach taken when delivering a restorative conversation. Colleagues see that you are committed to managing the behaviour of all children; when you ask for support it is more likely to be provided enthusiastically. All staff need to follow the questions laid out below:

- What happened?
- Who was affected?
- How were they affected?
- What were you thinking or feeling?
- What needs to happen to make this right?
- What will you do differently next time?
- Remind of positive behaviours

Stepped Sanctions

If the restorative approach does not work then the member of staff, who had to deal with the student's behaviour in the first instance needs to set a Class Teacher Detention. The aim that this could be served the same day if we have permission from the parent, or the next school day. It is paramount that the teacher rings home and speaks to the parent. This is a chance to build a rapport with the parent and gain their support. It might also gain insight into reasons why the student may be acting in such a manner. If an incident is passed to a senior colleague, or a sanction is threatened and not followed through, the student might begin to imagine the original member of staff is not able to manage their behaviour.

It is important when the detention is served that a member of staff works to rebuild the relationship with the student through a restorative conversation. However, if the student fails to attend the Class Teacher Detention, then the Subject Leader needs to address the issue and come up with a solution where they can support the teacher in rebuilding the relationship with the student. If the issue is not resolved, then the student may come to the next lesson with resentment.

It is expected that the majority of low level behaviour issues are kept and dealt with by the teacher or with the support of their department. Obviously there will be times when a student's behaviour warrants a further sanction. This can be through the use of internal isolation.

There are protocols for setting a detention in the appendices.

Sanctions Guidelines

| Sanction | Duration | Types of behaviour | Informing parents | Place |
|----------------------|---|--|---|---------------------------|
| Tutor | All day | Non uniform and no equipment | Phone parent/carer | Tutor's classroom |
| Class Teacher | 10 minute restorative talk or 30 min DT | No homework, Poor effort, Swearing, Lesson Disruption Inappropriate behaviour, LVOC Missing equipment | Phone parent/carer | Teacher's classroom |
| Internal Isolation | All day | Swearing at staff, Violent behaviour, Bullying, Theft Racist incident, 2 LVOCs in a day | Phone parent/carer | Year Leader or linked SLT |
| Fixed Term Exclusion | Determined by circumstance | Extreme violent behaviour Offensive weapon Illegal Contraband Sexual misconduct Continued poor behaviour | Phone parent/carer and meeting set up to discuss next steps | |

Examples of sanctions that may be applied, however every incident is treated individually.

Learning Visit Emergency On Call (LVOC)

The use of LVOC should be used when all other avenues have been explored, or the behaviour being witnessed is extreme or has an impact on the safety of the students or staff. It is paramount that LVOC must be rung only by the Faculty Leader or next senior member of staff in the vicinity. Or send a responsible student to reception who will inform the member of staff on LVOC.

- The Cherbourg Campus LVOC number is 07388 376787
- The Shakespeare Campus LVOC number is 07388 376790

Examples of incidents that warrant LVOC

- Abusive swearing at staff
- Possession or use of an illegal substance
- Any physical assault by one student on another
- Violent fight in and around the school
- Physical violence to staff
- Repeated refusal to do what the Subject Leader asks
- Missing from lesson, truanting

On arrival to the lesson, the member of staff on LVOC will ascertain the situation and will try to diffuse the situation to allow the learning to continue. In some cases it may be necessary to remove the student and park them in another classroom for the rest of the lesson. It is important that the teacher whose class the student is from completes the behaviour log on ClassCharts, sets a sanction and contacts home.

If appropriate, at the end of the lesson the member of staff on LVOC will bring the student back at the end of the lesson for a very short restorative conversation with the member of staff where the problem arose. This ensures that the student is aware they have to make amends and a further sanction may be forthcoming.

There are protocols for doing an LVOC duty in the appendices.

Students with complex needs

There will be a number of students on both campuses who have complex needs that necessitate an individual support plan called a Pupil Passport.

These plans are often given more precise advice on how to meet the needs of individuals. Whilst expectations are ultimately the same for all students, the journey on that route is personalised with small steps. Students may have personalised rewards and consequences built into their plans.

At regular intervals during the school year, these plans will be reviewed and if necessarily amended. There is separate guidance available for staff on support processes in place for students with SEMH placements.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children. However, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (LADO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with special educational needs or disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.

This means that staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil

- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

This means that education settings should:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care

Corporal punishment and smacking are unlawful in all schools and education settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Where pupils display difficult or challenging behaviour, adults should follow the school's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. Senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow the establishment's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty

The use of control and physical intervention

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful. Under no circumstances should physical force be used as a form of punishment.

The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan. In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents. Similarly, where it can be anticipated that physical

intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

This means that education settings should:

- ensure that they have a lawful physical intervention policy consistent with local and national guidance
- regularly acquaint staff with policy and guidance
- ensure that staff are provided with appropriate training and support
- have an agreed policy for when and how physical interventions should be recorded and reported

This means that staff should:

- adhere to the school or setting's physical intervention policy
- always seek to defuse situations and avoid the use of physical intervention wherever possible
- where physical intervention is necessary, only use minimum force and for the shortest time needed

This means that staff should not use physical intervention as a form of punishment.

One to one situations

Staff working in one-to-one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

This means that staff should:

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

Sharing concerns and recording incidents

All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers. In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the headteacher, senior manager or Designated Safeguarding Lead as appropriate.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken. In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Headteacher or senior manager in line with the setting's procedures.

This means that staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- know how to contact the Governors, the LADO and Ofsted directly if required
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting

Bullying

It is an unfortunate truth that bullying exists in all schools. At Crestwood we recognise that the problem of bullying exists and work hard to ensure that where it is detected, it is dealt with swiftly and effectively. Supporting students, parents and staff in dealing with incidents of bullying is central to our school's ethos.

Bullying can take many forms, including emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

School Procedures

Crestwood Community School does not ignore suspected bullying. We listen carefully to accounts of what has happened from all those involved. We realise that several people saying the same thing does not necessarily mean they are telling the truth. Staff at Crestwood seek to solve problems, issue sanctions where appropriate, work on changing bullying behaviour and to follow up incidents that have been reported and check that the bullying has not resumed.

Staff are aware that incidents of bullying need to be dealt with sensitively and that those reporting incidents are made to feel safe and secure. Students are encouraged to report incidents to a member of staff of their choice. When reporting an incident, students may be accompanied by a parent or friend. Students are sometimes scared to report incidents because of future repercussions. We make it clear that students reporting incidents can remain anonymous and our staff receive training on how to deal with this. Any action that the school decides to take is discussed with the person reporting the incident.

All staff, governors and students are aware that any form of bullying should be logged, investigated, recorded reported, acted upon and followed up.

What does this mean?

- Logged – a member of staff will record down the main facts of the incident; this will include witness statements and details will be recorded on ClassCharts.
- Investigated – the relevant Year Leader or one of the pastoral support team will investigate further to establish the facts.
- Recorded – if the incident is found to be homophobic or racist, details are written on an official County incident reporting form. A copy of this form has to be returned to the Local Authority and details of any racist incidents are reported to the governing body at their next meeting.
- Reported – a phone call will go home to the parents/carers of the perpetrator informing them of the incident and of any sanctions put in place as a result. The perpetrator will work with our pastoral team to change their behaviour. If the incident is serious, or has occurred before, the parents will be expected to come into school to discuss the matter along with their child. During this meeting any action that the school decides to take will be explained to the parents.

Possible School Actions

- Verbal warning
- Restorative conversation where we try to resolve the issue
- Parent informed and asked to come into the school to have a meeting with a senior leader
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Appendices

| Document | Link |
|--|---|
| Behaviour and discipline in schools: advice for headteachers and school staff (DFE Sept 2022) | Behaviour in schools guidance |
| Use of reasonable force: advice for headteachers, staff and governing bodies (DFE July 2013) | Use of reasonable force - GOV.UK |
| Searching, screening & confiscation: advice for headteachers, staff & GBs (DFE July 2022) | Searching, Screening and Confiscation - GOV.UK |
| Exclusions from maintained schools, academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion (DFE September 2022) | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf |
| Year Leader / Tutor Isolation | https://docs.google.com/a/crestwood.hants.sch.uk/forms/d/1ctYcBvgs0b9Z1XZGkSw5aZF8OPhVMsmhDjLMCvqooBo/viewform |
| Internal exclusion Form | https://docs.google.com/a/crestwood.hants.sch.uk/forms/d/e/1FAIpQLSfN5Yu02oZw5ORhM1jD4oJU-hGSzi21ykUA9Py0MYLdwo5tLQ/viewform |
| Detention letter | https://docs.google.com/document/d/1wp6eczO0IETLKx0AjkjY1Tp5473RaBwaHZboONlrQ84/edit?usp=sharing |
| Mobile phone guidance | https://docs.google.com/document/d/1hGRpBRahFChanXF3kLzzCclDfJrvfjnYWJ7e98Wczo/edit |
| Physical intervention form | https://docs.google.com/document/d/1-37sQ1cN3w9zqQIEy1d3qXBOZ-iXeE9tReYcjQNh2bE/edit |
| Racist incident form | https://docs.google.com/document/d/1DSn6PaMxTv5u0XbQZkeZzpNFoDslmz3dQ8wc8Pegay8/edit |
| Logging behaviour on ClassCharts | https://www.edukey.co.uk/static/quickstart_guides/Quick_start_behaviour_guide.pdf |
| Protocols for issuing a detention | https://docs.google.com/document/d/1vpEvXaOQWm5LnHJmGg4onjmub6nBO6uQwKSlbz3IZY4/edit |
| Protocols for undertaking LVOC duty | https://docs.google.com/document/d/11qGEd8FK6HW4qtdvopnHiJtaJFI0uP9tMPaJe-NZf6l/edit |