

Conyers School Behaviour Policy

Date:

Policy Review Cycle:

Review Assigned to:

behaviour are based upon the premise that "there is no performance made worse by lack of praise". It is equally important that if behaviours are unsatisfactory, there should be a range of interventions for the whole school community.

Appendices of the Policy cover:

- Our expectations
- Encouraging Good Behaviour - A Rewards System
- Sanctions and Interventions
- Action by staff
- Searching Students
- Equality Act 2010 in respect of SEND students
- Allegations of Abuse against staff

Appendices:

E-Safety (Online) Policy Control and Restraint Policy

Annexes:

Anti-Bullying Statement
Drugs Statement
Home School Agreement

Policy

1. Our Expectations

As young people grow older they expect to have greater freedom and to be treated in an adult way. However, with freedom come responsibilities and communities have certain expectations of their members. At Conyers all members of our community will excel if they meet the following expectations:

BE READY BE RESPECTFUL BE SAFE

^{6X} There is also an expectation of high

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Encouraging Good Behaviour - A Rewards System

Students and staff thrive on an encouraging and praise-based ethos. Recognition serves to encourage as well as to teach the behaviour that is expected. Praise to correction ratios of at least 3:1 are recommended and up to 10:1 when “new” behaviours are sought.

General points

Praise and encouragement should be given by all staff. All aspects of school life should be included - punctuality, attendance, effort, academic achievement, progress, extra-curricular achievements, service to the school, acting as a representative.

Pastoral Managers and Form Tutors should be informed of notable achievements using the achievement section on Arbor (Electronic Gold Slip). In special cases Pastoral Managers, Director of Care, Support and Guidance or the Headteacher should be involved.

Tutors and teachers should be encouraged to display work and have a congratulations board for particular achievements.

Briefings, staff bulletins, newsletters, school website and the local press should be kept informed about special achievements of individuals or groups.

Assemblies should be used for special praise.

A phone call, postcard, praise note, email or letter should also be used where special praise is justified.

Pastoral Managers should keep a record of notable successes in their year.

Subject teachers and teams will reward students in a variety of ways including:

using verbal and non-verbal cues to ensure that every student in every class feels valued;

personalised positive feedback

Sanctions and Interventions

Effective sanctions result in changes in student behaviour that result in more effective learning for all students. The establishment phase is crucial if students are to have a framework for their^g behaviour. All class teachers need to teach what the whole s

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Prior to considering whether to make the decision to permanently exclude a student, the Headteacher may consider arranging a Local Governing Body Discipline Committee Panel Meeting to discuss the student's behaviour. This is a final opportunity for a student to provide assurances that their behaviour and conduct will improve and reach school expectations.

Exclusions will only be used in response to serious breaches of the school's behaviour policy, or of the criminal law. These could have taken place in school or on the way to and from school or at home. In general it should be the last resort when all other reasonable steps have been taken. The Headteacher, or in their absence the Deputy Headteacher, must always be involved in any case which merits exclusion.

Most exclusions are of a fixed term nature (suspensions) and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Following exclusion (suspension) parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.

During a suspension of 5 or fewer days, work will be set by the school for the student to

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Lunchtime suspension

DIRECTION OFF SITE

A Direction off Site is when a student is required to attend another education setting to their behaviour. A Direction of Site is a temporary measure and where interventions or supported support have not been successful in improving a students behaviour and may be used to prevent further suspensions or exclusion.

MANAGED MOVES

A Managed Move to another school/Academy is viewed as an intervention, occurring when it is in the best interests of the student. A Managed Move is the start of a permanent move to another school/academy. All Managed Moves are voluntary and agreed by all parties involved.

Action by Staff

An effective system of student support demands that at all stages the appropriate people are informed of incidents worthy of praise or which are a cause for concern. All staff should use the Arbour Behaviour section (Electronic positive and negative points) ensures a smooth flow of information. Pastoral Managers are responsible for ensuring that the behaviour log in Arbor is monitored, noting any contact with the student, letters or phone calls home etc. Other relevant documents should be kept in the student file.

All Staff

It is the responsibility of all members of staff to see that order is being maintained around the school and most incidents should be dealt with on the spot, whether in or out of the classroom.

Tutors

Tutors have a key role in maintaining discipline around the school. They will be informed when members of their tutor group are misbehaving and will monitor their progress. They should ensure that the school dress code is enforced and contact parents to seek their co-operation if necessary.

Tutors should also check on punctuality and inform parents by a standard letter if students are late on more than a few occasions. If a member of their tutor group is involved in a bullying incident then the Pastoral Manager should be informed so that appropriate action is taken.

Team Leaders

Heads of Department are responsible for the classroom management and discipline within their subject area. If students are referred by a member of their department they should interview the student concerned, possibly placing him/her on subject report, inform the parents and monitor future progress.

Pastoral Managers

Pastoral Managers have

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which require further action.

cases they will interview the students concerned, inform parents and agree a range of
to ensure future progress.

to respond to Pastoral Manager interventions will be supported in a variety of

Monitoring report

Reflection – lunchtimes, after-school, community service, whole school

SET (Short Term or Medium Term)

our contract

Support plan

of SENCO and appropriate outside agencies

essment

ment Plan

ption Centre (PRU)

of Care, Support and Guidance once

ers should be dealt with
her action.

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Equality Act 2010 in respect of SEND students:

Allegations of Abuse against staff:

Allegations of abuse are taken seriously and dealt with quickly and in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to deal with the allegation in a fair and

CONTROL AND RESTRAINT POLICY

Introduction

Objectives

In all situations, even those that result in physical violence it is the aim of the school to provide the best possible care for all involved. The key objective of this policy is to maintain the safety of students and staff.

Everything will be done to provide early intervention to prevent or defuse potentially violent situations. Physical control and restraint will be used only as a last resort, after all verbal intervention efforts have been exhausted and when the individual presents a danger to him/herself and others, or is in contravention of the behaviour policy.

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Section 93 of the Education Act 2006 enables school staff to use reasonable force to prevent a student from

committing a criminal offence
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behaviours

and threat of violence of any kind.

Developing positive relationships between students and staff.

Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management, and managing conflict, as well as supporting each other during and after an incident.

Recognising that situations which trigger challenging behaviours are often foreseeable and effectively managing individual incidents.

It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the student can see a way out of a situation. Strategies might include, e.g. going to a quiet room away from bystanders or other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

Wherever practicable, warning a student that force may have to be used before applying it.

The Executive team will regularly assess the frequency and severity of incidents requiring use of force that are likely to occur in school. We will also take account of the outcomes of multi-agency assessments carried out for particular students.

Individual risk assessments for students will be made, where it is known that force is more likely to be necessary to restrain a particular student, e.g. a student whose SEN and/or disability is associated with extreme behaviour. An individual risk assessment is also essential for students whose SEN and/or disabilities are associated with:

communication impairments that make them less responsive

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probability of achieving the desired result by other means, the more likely it is that using force may be justified, the seriousness of the incident, assessed by the effect of the injury, damage or serious disorder which is likely to result if force is not used. The greater the potential injury, damage or serious disorder, the more likely it is that using force may be justified,

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Recording incidents

All significant incidents, where a member of staff has used force on a student, must be reported to the Headteacher as soon as the incident has been fully investigated. The Headteacher will determine whether an incident is considered significant, taking into account the following criteria:

Post-incident support

Members of staff who have been assaulted may want to report the incident to the police. They may also want to seek advice and support from their trade union representative.

Serious incidents involving use of force may result in injuries to the student or to staff. Immediate action should be taken, to provide first aid for any injuries, and to access medical help for any injuries that go beyond first aid. These incidents can be upsetting to all concerned, so it is also important to ensure that staff and students are given emotional support.

School will also:

ensure that relevant multi-agency partners are kept informed

hold the student to account where their poor behaviour has resulted in force being used, so that he or she recognises, and repairs the harm caused, or which might have been caused. The consequences of this behaviour will involve the use of sanctions, which need to be considered in accordance with the school's behaviour policy.

Help the student and

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E-SAFETY (ONLINE) POLICY

Introduction

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

- iPad/ Tablet / Portable IT devices.
- Websites & Social Media
- Artificial intelligence
- Cloud Computing
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality
- Digital creativity tools (e.g. Animation)

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Conyers, we understand the responsibility to educate our students on e-safety (online) issues; teaching them the appropriate behaviours to enable them to remain both safe and legal when using the Internet and related technologies, in and beyond the context of the classroom.

Schools hold personal data on learners, staff and other people to help them conduct their day-to-day activities. Some of this information is sensitive and could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of sensitive information can result in media coverage, and potentially damage the reputation of the school. This can make it more difficult for our school to use technology to benefit learners.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day life.

technologies owned by students and staff, but brought onto school premises (such as laptops, netbooks, mobile phones, camera phones and portable media players, etc.). Students will also agree to a Tablet specific agreement in using personalised technology within their education. Whilst students can have mobile phones in school, the school operates a not seen, not heard policy for all personal technology during the school day. (Personal Digital Technology Policy). Students take responsibility for bringing personal devices into school.

Mobile Apps play an increasing role in how students work together using mobile technology.

Policy

E-safety (Online)- Roles and Responsibilities

As e-safety is an important aspect of strategic leadership within the school, the Headteacher and governors have ultimate responsibility to ensure ~~that~~ the policy and t c

previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work.
Students are educated in the effective qrec

secure. Students also access IT systems wirelessly, using a student configured Wi-Fi connection.

Whether supervised by a member of staff, or working independently, students will abide by the school AUPs at all times.

Members of staff will access the Internet using an individual log-on, which they will keep secure. They will ensure they log-out after each session, and not allow pupils to access the Internet through their log-on.

Staff will abide by the school AUPs at all times.

Out of the interests of child protection, staff will be subject to routine safeguarding checks of school tablets.

Administrator or master passwords for school ICT systems are kept secure.

The school

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must be reported to the school immediately.

Report concerns immediately. Should staff be aware of protocols not being followed, this should be communicated to the Director of School Systems or by following the school's Confidential Reporting (Whistleblowing) Policy.

ANTI BULLYING STATEMENT

Introduction

hurtful notes.

Emotional - excluding, being deliberately unfriendly,
tormenting, ra

Appropriate support should be given to both the victim and the bully:

the victim should be listened to - given the opportunity and the time to state exactly what has happened;

it often helps to get both the victim(s) and the aggressor(s) to write accounts of what has happened.

the victim and the bully should be brought together, care has to be taken that any contact between the bully and the victim is with the victim's consent, to confront the bully with the actions. If the bully sees that the victim will repeat the accusations face to face, then the bully has lost the best weapon they have - the silent victim.

a variety of other strategies will be deployed including restorative conversations or the allocation of an older student as a mentor

Parents will be involved in any measures taken against those responsible for, or involved in bullying in order to emphasise that bullying is unacceptable in society as well as being contrary to Conyers' Code of Conduct. The measures may include verbal warnings, reflections, meetings with parents, whole school reflection, and exclusion from school as well as the involvement of outside agencies. Parents of the "victim" should be informed of the schools' response.

Personal Development Co-ordinator and Student Support Team

The Personal Development Co-ordinator will support the SST in ensuring that the safety of all students remains a high priority. The Co-ordinator will also ensure that the school's response to bullying is in line with the Conyers' Code of Conduct. The Co-ordinator will also ensure that the school's response to bullying is in line with the Conyers' Code of Conduct.

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APPENDIX 1: DRUG EDUCATION

Aims And Objectives Of Drug / Health Education

"The aim of drug education is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions". DfE Drugs: Guidance for Schools.

The main aims of our drug education programme are to:

- enable each student to develop confidence and self-esteem;
- raise students' awareness of the world of drugs so that they can make informed and responsible decisions about their own drug use in order to reach their full potential;
- inform students of the consequences of drug taking and other risk-taking behaviours
- encourage a healthy respect for all substances taken into the body;
- enable students to explore their own and other's feelings, views, attitudes, and values towards drugs and drug-related issues;
- to enable any students who are misusing drugs, or who have concerns about the misuse of drugs, to access the resources they need to seek help.

The curriculum is grounded in the DfE's Relationships and Sex Education Statutory Content and is designed to be progressive from the required content at a Primary School Level. The curriculum is designed with our local context in mind, and contributions from other staff within the organisation, its feeder primary schools and relevant local

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The Education Act

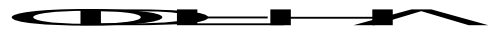
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The Education Act places a statutory responsibility upon schools to provide a broad and balanced curriculum which:

promotes the spiritual, moral, cultural

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APPENDIX 2: DEALING WITH DRUG-RELATED INCIDENTS

This section provides a framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. The school does not condone the use of drugs but will endeavour to support any student with a drug problem in line with its pastoral responsibilities.

Parents/carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Child Protection Service has been contacted. In this case, it is up to the CPS to decide the course of action.

Staff should be aware that if they a) fail to take action in a drug-related incident or b) allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of a confidence a) enables criminal offences to be committed, or b) results in serious harm to the student's health and welfare, criminal proceedings could ensue.

Unauthorised Substances

Unauthorised substances in school

In the event of discovering a hypodermic needle

Do not attempt to pick up the needle. Cover the needle with a bucket or other container.
Contact

