



High Storrs School

Behaviour Policy

Reviewed: June 2019

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Next Review: June 2021

Minor Amendments: June 2020

BEHAVIOUR POLICY

INTRODUCTION

Aims of the School

High Storrs seeks to provide a happy, caring and effective learning environment, which will enable students of all abilities, irrespective of gender, cultural background, ethnic origin or disability to realise their full potential.

Context

This behaviour policy provides a framework within which all members of the school community can work together towards our common aims. Consequently, all members of the school community have a responsibility to understand and follow the behaviour policy.

Values



Our values underpin everything that we do and what we expect from our students, and staff body.

Principles

1. **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** Our community lives by our Value Statement, and we use this language to articulate what we expect.
2. Our non-negotiables are understood, and apply to everyone.
3. We address serious disruption to the lesson and lack of commitment to learning through **challenge, choices** and **consequence**.
4. We use all information available to support students' learning and behaviour.
5. We use a range of tactics and school systems to both challenge poor behaviour and reward positive Approach to Learning and behaviour.
6. We follow school systems to challenge poor punctuality and attendance.
7. We support every child and every member of staff by ensuring these principles underpin every aspect of school life.

EVERY DAY BEHAVIOUR PRACTICE

Non-Negotiables

We summarise our 'non-negotiables' as,

1. Do as you are asked first time (including measures to control the spread of Covid 19 such as cleaning hands and limiting contact with others).
2. Enter and exit school via the right entrances. Where you are not otherwise directed, this will be the pedestrian entrances. Arrive on time.
3. Stick to the dress code.
4. Do not litter and use the appropriate bins.
5. Do not swear and do not intimidate, fight or bully others.
6. Only eat in the dining room, flexible lunch spaces or on the field.
7. Mobile phones are only to be used in phone zones or in classrooms with permission. Earphones are not to be used or seen on site.
8. The following items are banned on site; energy drinks, chewing gum, alcohol, cigarettes, tobacco, vaping equipment, knives or weapons* and illegal drugs*

**Permanent exclusion from school is always considered if a student brings these things into school.*

We do ask that students follow these key rules and do as they are asked first time by any member of staff to ensure we all can enjoy a safe and happy learning environment.

Where students do not comply or are repeat offenders, their behaviour will be logged and a consequence put in place. Obviously, for breaches of non-negotiable number 8 the consequences will be much more serious (up to and including permanent exclusion). For more details on exclusion, please see the Exclusion of Students Policy.

There are also clear systems to address poor punctuality (to school and to lessons) and truancy.

Routines

As part of a large community we expect that pupils will comply with the following day to day routines:

Around School

1. Remove earphones (including earbuds and other similar items) and put electronic mobile devices away when you enter the school site (e.g. mobile phones, speakers).
2. We are safe so walk sensibly and safely on stairs and corridors. Follow the one-way system.
3. Consume food and drink only in designated areas.
4. Place litter in the bins provided.
5. Mobile phone must only be used in the phone zones.

Start of lessons

1. Arrive at lessons on time.
2. If the classroom is locked, wait quietly and sensibly. If the door is open, you may go in sensibly and get out your equipment ready for the lesson to begin.
3. Enter the classroom in an orderly manner.
4. Remove your coat and bag and place under the table.
5. Sit in the seat allocated to you by your teacher – it has been chosen to enable you to learn.

6. Get out your book / folder and equipment.
7. Listen and await instructions (check to see if there is a starter task on the board/desks and make a prompt start)

During lessons

1. Be polite and respectful of others.
2. Take responsibility, behave sensibly and focus upon your own learning.
3. Work towards the best HSS attitude to learning grades and to the best of your ability.
4. Ask / answer questions by putting up your hand.
5. Classrooms are not for eating and drinking.
6. Take note of homework reminders/information (and look on SMHW)
7. Only leave the classroom with permission and a note from your teacher.

At the end of lessons

1. Pack away quickly and quietly.
2. Ensure your desk and chair are left tidy.
3. Wait for your teacher to dismiss you.
4. Leave the classroom in an orderly manner.

The 3 C's – Challenge, Choice, Consequence

At the heart of effective behaviour management is relationships and skilful classroom management, which results in clear boundaries and good working relationships between students and staff. In classrooms, boundaries have to be clear in order for learning to happen. Students need chances to respond and change when challenged. Staff engage in continual professional development with regards to managing a safe, purposeful and calm learning environment. The 3 C's is what is expected of all staff when responding to students have not met our expectations. *These are the notes for staff detailing the 3 Cs.*

Step One – CHALLENGE

Challenge and name the behaviour that is disrupting or preventing learning (often using the 'Values Language' above). Describe the poor behaviour and explain what you want to see instead. Name the individual(s) who are not meeting you expectations, rather than telling the whole class.

Step Two – CHALLENGE WITH CHOICE

Having challenged them once, the student may continue to behave poorly and disrupt their own or others' learning. Now you need to give the student a choice to improve or face a consequence. For example, the student now needs to stop doing yyyy or xxx will happen to enable the rest of the lesson to continue.

Step Three – CHALLENGE WITH CONSEQUENCE

If you have said that you will *move them/speak to them outside/contact home/put them on subject report* etc, and they continue to misbehave the consequence for their poor behave will now be put in place. If they are difficult or argumentative then use On Call for support or their removal.

If a child has been challenged and does not respond positively to the challenge or the choice, staff always record this behaviour incident on SIMS (they might also record that a student has to be repeatedly challenged and given choices over a series of lessons). Where class teachers require

additional support, Subject Leaders, House staff and/or a member of Senior Leadership Team become involved either to resolve the incident or to ensure good behaviour in the next lesson.

On Call

Where a student is significantly disrupting the learning of others and strategies have been used to try to improve that child's behaviour (as above), On Call should be used. It can also be used to respond to a serious breach of the behaviour expectations in a classroom (e.g. a child swears at the teacher/is violent or aggressive), or to safeguard a child.

On Call can be used to help 'refocus' a child. A teacher might use On Call to request that a member of senior staff has a conversation with the child to reintegrate them back into lessons. If the teacher request that the poorly behaved student is removed from the lesson then this is more serious and will be logged. The child will be placed in another room for the remainder of the lesson. It is important that this is the same year group as the child, in order to preserve year bubbles during the Covid 19 pandemic. The student will sit a detention with the Senior Leadership Team as a consequence and the member of staff who requested the On Call will attend to repair the relationship in order that the next lesson is positive. If the detention follows a subsequent lesson where the behaviour was positive, the member of staff is not required to attend.

Rewards and Commendations

Commendations are rewarded for,

- Work or effort over and above that expected or asked for and that shows progress up the attitude to learning levels.
- Extra contributions to school, house or form

Commendations are noted on trackers and students who achieve the highest numbers of commendations receive a reward (e.g. voucher) at the annual July Celebration of Success.

Other HSS rewards and celebrations include,

- Nominating a student for a HT commendation
- Subject approaches for reward and celebration (e.g. student of the week, weekly positive phone call etc)
- Positive letters and commendations following trackers that show highest A2L OR most improved A2L
- Every year all staff are asked to nominate students for the Celebration of Success in the summer term

Mobile phones, smart watches and earphones

Mobile phones and smart watches that connect to mobile phones (and therefore can receive calls and text messages) are not allowed during the school day except in the Phone Zones at break time and lunchtime. There are occasions when they may be used in lessons with the permission of the teacher. In this case, the teacher will make it clear. If a student is seen with a mobile phone in the school grounds (outside the phone zones), the phone will be confiscated and it will be handed over to the House Office. On the occasions the phone is confiscated it will either be returned at the end of the school day or parents will be asked to come in to collect the phone.

On occasions, staff may receive information that leads them to suspect that a student's mobile device contains inappropriate material such as:

- Pornographic images
- Images received through 'sexting' (the sharing of youth-produced sexual imagery)
- Images of violence perpetrated on school property or between students

In these situations, a member of staff can ask for a student's mobile device and retain this. If they are not given consent, the parent/carer will be contacted.

The school does not accept responsibility for phones which are lost or stolen.

Earphones are not allowed to be used or seen in any part of the school site apart from by Sixth Formers in the private study spaces and Common Room. Staff will confiscate headphones as per the system above.

Where students are using mobile phones in places that are prohibited in the school rules, they will be confiscated by a member of staff. Where a mobile device has been used inappropriately (e.g. to take a photo of a member of staff or student without consent, to collect pornographic images), a member of staff can search the student with consent. If the pupil refuses, the parent should be called.

Physical restraint and reasonable force

High Storrs do not operate a 'no contact' policy. We recognise that appropriate physical contact can play an important role in some aspects of teaching (e.g. showing a child how to hold a musical instrument or sporting equipment safely), keeping children safe physically (e.g. administering first aid) and supporting their wellbeing (e.g. comforting a distressed child). One aspect of physical contact is reasonable force, which covers:

- actions that involve a degree of physical contact with pupils
- control, i.e. passive or active physical contact
- restraint, i.e. to hold back physically or to bring a pupil under control
- 'Reasonable in the circumstances' means using no more force than is needed

Staff should avoid acting in a way that might cause injury, but in extreme cases it may not be possible. It is worth noting that all staff have a legal power to use reasonable force, including anyone that the Headteacher has put temporarily in charge of pupils (e.g. parent, volunteer).

Situations where physical restraint or reasonable force might be used

The following situations are examples of times when reasonable force might be used.

- To prevent pupils from hurting themselves or others
- To prevent pupils from damaging property
- To prevent pupils from causing disorder
- To remove disruptive children from the classroom
- To prevent pupils leaving a room, where there is a likelihood that they have on their person (an) item(s) that might cause harm to them or others (e.g. a knife, cigarettes)
- To prevent a pupil behaving in a way that disrupts a school event, trip or visit

- To prevent a pupil leaving the classroom where this would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To restrain a pupil at risk of harming themselves

The decision is the professional judgement of staff and should depend on the individual circumstances. Physical restraint should be a last option, where time allows other for other strategies to be employed. For example, to stop a child behaving in a potentially harmful way, staff may:

- communicate calmly and clearly with the student about their behaviour and its consequences.
- state the desired behaviour, “ I need you to....”
- offer options and choices
- talk lower and slower and more quietly
- if possible summon additional staff support
- allow a child to leave the place where they are agitated (unless that poses risk of harm to them or others)

Recording incidents of reasonable force or physical restraint

Where staff have made a judgement to use reasonable force, they will inform a member of SLT and complete a form. This form is found on the Staff MLE. You can see it by clicking [here](#). The parent/carer will be informed as soon as possible, and the behaviour of the child and staff member’s response will be recorded on SIMS as a Behaviour Entry.

Banned Items

As stated in our non-negotiables, the following items are banned on site; energy drinks, chewing gum, alcohol, cigarettes, tobacco, vaping equipment, knives or weapons* and illegal drugs*. In addition, anything else that is illegal must not be brought into school. In addition to this, items that are detrimental to a child’s health or ability to learn are banned (e.g. excessive volumes of sweets, that is, more than is reasonable for one individual to possess for their own consumption). Where students bring these items in to school, consequences proportionate to the banned item in question will be applied.

Power to search and confiscate items

Occasionally, it is necessary to search a student where they are in possession of a banned item. Unless there is risk of serious harm if you do not search immediately, you must wait to search a pupil until there are two members of staff present, at least one of which is the same sex as the pupil being searched.

Searching with consent:

Any staff can search for an item if the pupil gives verbal agreement, taking account of their age & understanding. If a pupil refuses, staff can apply a punishment within the behaviour policy.

Searching without consent:

Members of the Senior Leadership Team or a Head of House can use reasonable force to search pupils or their possessions for the following “prohibited items’ without consent. Searching for these items may be considered more urgent or serious as they have the potential to harm children. The person searching the child must be of the same sex as the child and a second person must witness

this, also the same sex as the child if at all possible. Reasonable force should be an absolute last resort, but may be used where there is a reasonable likelihood that a student is in possession of a prohibited item that may be used to commit an offence, cause personal injury or damage to property. This includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- item(s) that has/may be used to commit an offence, cause injury, damage property

In addition, Senior Leaders or Heads of House can search for an item banned within the school setting with or without consent. However, force must not be used to search for a banned item that is not on the list immediately above.

Regardless of the member of staff who searches, items that are banned in school may be seized, confiscated and retained. A behaviour entry must be logged on SIMS recording the details of:

- the items seized
- the members of staff who conducted the search
- any reasonable force needed (if relevant)

Any item that is confiscated and retained must be passed to the member of the senior leadership team responsible for behaviour to be disposed of. Offensive weapons, drugs, pornographic images & stolen items will be passed to the police.

SERIOUS BREACHES OF THE BEHAVIOUR POLICY

As a school we have very high expectations regarding behaviour and most incidents can be satisfactorily dealt with within school. Other sanctions such as isolation, fixed and permanent exclusions are reserved for serious breaches of the behaviour policy and further details can be found in the Exclusion of Students Policy.

Other responses may include meetings with parents and governors, and locally agreed procedures such a Step Out (time at another school with the parents' agreement) and/or a Managed Move where a student goes to another school for a fresh start with a view to them going on roll at the receiving school. This is agreed in line with the Sheffield City Council Fair Access Panel. Again, this requires the support of all stakeholders.

PARENTS/CARERS

Parents/carers play a big part in ensuring that their children are responsible for their own behaviour in school. We provide a **home-school agreement** to all new starters and parents each year to make clear our expectations. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents/carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers be prepared to attend meetings at the school with staff to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents/carers are expected to provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child. This may be virtual (i.e. on a platform such as Zoom) to limit face to face contact during the Covid 19 pandemic.

BEHAVIOUR AND MEASURES TAKEN TO LIMIT THE SPREAD OF COVID 19

Since March 2020, it has been necessary to require students to meet additional behaviour expectations in order to limit the spread of Covid 19. These include:

- Minimising physical contact between students (e.g. no hugging, no kissing, no handshaking)
- Maintaining good hygiene in terms of regularly washing/sanitising hands, sneezing into a tissue)
- Wearing a face covering in communal areas where social distancing is not possible
- Avoiding sharing of equipment, food, drinks etc. to minimize contact via surfaces
- Following the one-way system in school to avoid mixing between year groups
- Staying in the designated spaces for lunch and break (arranged so that year groups are kept separate).

The school takes the safety of students and staff seriously and has used various methods of communicating these requirements. These include letters and videos to parents/carers and children prior to the start of term, assemblies and a dedicated 'pastoral week' to induct and introduce students to the new measures and posters around the school. The school expects students to follow these measures for the safety of all. We appreciate that it will take time for students to become used to these measures, and accidental breaches will be responded to with a reminder. Deliberate and/or repeated breaches of measures to limit the spread of Covid 19 will result in consequences such as phone calls to parents/carers, detentions (year specific), isolations, removal of social time, and, where necessary, exclusions.

RELATED POLICIES and DOCUMENTS

- After School Detention Policy
- Behaviour Written Principles
- Exclusion of Students Policy
- No Smoking Policy
- High Storrs Dress Code
- Home School Agreement
- Drugs Policy