



Pupil Behaviour and Discipline

Approved by:	Curriculum Committee	Date: 11 May 2023
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Last reviewed on:	May 2023
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Next review due by:	May 2025
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We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by adopting a values-based approach, creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We believe that rewarding good behaviour and providing a nurturing, positive culture works more effectively than an over-reliance on sanctions. We also believe that building good relationships between all members of the school community is a key to our pupils' success.

We encourage pupils to achieve in a learning environment where self-discipline and responsibility is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the pupils of our school and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

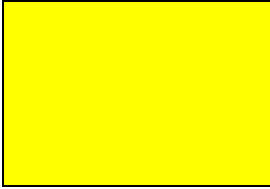
Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline, accountability, responsibility, and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

- This policy reflects, supports, enhances and operates in conjunction with the School's Behaviour Principles Statement, the Anti Bullying Policy, and Safeguarding and Child Protection policy; it is consistent with the DfE guidance *Behaviour and Discipline in Schools, January 2016, Ensuring good behaviour in schools, DfE 2012* , and *Exclusion from maintained schools, Academies and pupil referral units in England: DfE 2017*

Procedure

Role of the Governing Body	<ul style="list-style-type: none"> ▪ The GB has: <ul style="list-style-type: none"> ▪ the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school; ▪ responsibility to ensure that the school complies with this policy; ▪ delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy; ▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the GB; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<ul style="list-style-type: none"> ▪ The Headteacher will: <ul style="list-style-type: none"> ▪ determine the detail of the standard of behaviour that is acceptable to the school; ▪ work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected; ▪ promote good behaviour by forging sound working relationships with everyone involved with the school; ▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils; ▪ ensure the health, safety and welfare of all children in the school; ▪ monitor the effectiveness of this policy; ▪ annually report to the GB on the effectiveness and development of this policy
Role of the Deputy Headteacher	<ul style="list-style-type: none"> ▪ The Deputy Headteacher will: <ul style="list-style-type: none"> ▪ work with the pupils and staff to uphold the Policy; ▪ monitor school support systems;



- monitor overall behaviour, attendance and exclusion patterns and report to the GB;
- oversee the work of the Pastoral Team;
- organise staff training;

<p>Role of School Personnel</p>	<ul style="list-style-type: none"> ▪ All school personnel are expected to; <ul style="list-style-type: none"> ▪ encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently; ▪ promote self-discipline amongst pupils; ▪ deal appropriately with any unacceptable behaviour in line with school procedures; ▪ attend training on behaviour management; ▪ ensure the health and safety of the pupils in their care; ▪ identify problems that may arise and to offer solutions to the problem; ▪ be proactive in preventing poor behaviour through vigilance and knowledge of triggers for individual pupils; ▪ additionally, teaching staff are expected to provide well planned, interesting and appropriately challenging lessons which will contribute to maintaining good discipline (as per Teacher Standards) <p>The School believes that staff members are its most valuable resource, and as a result, it takes robust actions to ensure staff well-being: the leadership Team have an open door policy, whereby staff can seek advice and support from a senior leader at any time; the School also employs a daily debrief to discuss any issues occurring throughout the day: the purpose of the debrief is to provide an opportunity to develop a level headed team approach: staff can share their concerns, receive advice and support from the whole team, enlist the support of the Care Team, or Cognitive Behaviour Therapist, and agree next steps; the School also employs an external counsellor to whom staff can self-refer, in full confidence, should they feel they require support.</p>
<p>Role of Pupils</p>	<ul style="list-style-type: none"> ▪ Pupils are expected to: <ul style="list-style-type: none"> ▪ show willingness to be polite and well behaved; ▪ show respect and consideration to others; ▪ follow the school rules and make their best attempts to reach their behaviour targets each lesson ▪ obey all health and safety regulations in all areas of the school;
<p>Role of Parents/Carers</p>	<ul style="list-style-type: none"> ▪ Parents/Carers are encouraged to: <ul style="list-style-type: none"> ▪ have good relations with the school; ▪ support good behaviour; ▪ ensure their children understand and value the meaning of good behaviour; ▪ support school rules and sanctions, including the fulfilment of their responsibility to ensure their child is present in School, and ready for learning;

	<ul style="list-style-type: none"> ▪ engage with school staff during daily feedback phone calls
Good Behaviour	<ul style="list-style-type: none"> ▪ Good behaviour is recorded via the school points system. Points are recorded at the end of each lesson. ▪ Good behaviour is recognised and celebrated in the daily whole school Assembly ▪ Form teachers make regular positive phone calls home when a pupil has a good day ▪ Regular praise and encouragement is part of the school ethos. ▪ A rewards system is in place which is linked to points scores, and is able to be individualised to create appropriate personalized incentives for pupils ▪ The use of sweets or biscuits as rewards during lessons is unacceptable
Sanctions	<ul style="list-style-type: none"> ▪ Sanctions must be applied fairly, consistently and in line with school procedures. They must be communicated clearly to the pupil when applied.
Exclusion	<ul style="list-style-type: none"> ▪ The GB has decided that in exceptional circumstances exclusion will be used as a sanction either as a: <ul style="list-style-type: none"> ▪ fixed term or ▪ permanent exclusion <p>It has been decided that the following categories of incident will always result in a fixed term exclusion:</p> <ul style="list-style-type: none"> • Assault on a member of staff (5 days minimum) or pupil (3 days minimum) • Breach of the drugs or smoking policy (1 day) <p>The length of an exclusion will be decided by a member of the Senior Leadership Team at the end of the school day after a full investigation into the incident and its antecedents.</p>
Incidents	<ul style="list-style-type: none"> ▪ The class teacher records all medium and high-level incidents on each pupil's daily points sheet, which are then transferred onto SIMS by the office staff to form an electronic pupil behaviour log ▪ All serious incidents of behaviour are dealt with by the Care Team and the Deputy Headteacher. ▪ The Deputy Headteacher will investigate all serious incidents and report to the headteacher.
Physical Intervention	<ul style="list-style-type: none"> ▪ Physical Intervention is determined by the most current School's Positive Handling Policy
Pupil Support	<ul style="list-style-type: none"> ▪ A number of pupil support systems are in place and are proving effective in promoting good behaviour.

	<p>These include the Nurture Lead Teacher and TA for routine support. In addition, EHS benefits from a Care Team, Talk Therapist, Attendance Officer, Growth Zone Manager, and Cognitive Behaviour Therapist</p> <ul style="list-style-type: none"> ▪ Pupils are led by a Student Senior Leadership Team, and in Nurture classrooms, have access to peer mentors. ▪ All school personnel work hard to ensure that these systems run smoothly.
Outside Agencies	<ul style="list-style-type: none"> ▪ We believe that a multi-agency approach to supporting our pupils and their families is essential, and we foster good relationships with other agencies, such as Education Welfare Service, Stronger Families, Educational Psychology Service, Youth Offending Service, Healthy Young Minds, and Greater Manchester Police.
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none"> ▪ Every two years the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.

This policy in practice:

The School’s values based approach:

At Egerton High School, as a staff, we believe the following to be our highest values:

We will aspire to achieve these values as outcomes of our policies for our students, and also in the way we manage their behaviours.

Our behaviour management processes, practices and policies will aim to promote our highest shared values. The following values were written by the staff team at the School.

We recognise that our students will learn/develop these values via 3 means:

1. Our verbal scripts: the way we question inappropriate behaviours/use of language, use appropriate words ourselves, and the repeated use of affirmations relating to our shared highest values

2. Our model behaviours: the way we demonstrate how to react/respond through appropriate behaviours ourselves, related explicitly to our shared highest values
3. Dealing with critical incidents: the way we deal professionally with critical incidents, and pursue win-win outcomes with explicit reference to our highest values

Consistency: in our behaviours, our dealings with others

Rationalisation: the desire and ability to understand and moderate our behaviour

Love and compassion: the ability to display common decency and understanding towards each other

Respect: feelings of high self-worth and due regard to the importance of others

Humility: to avoid arrogance in our views, words and actions; express gratitude for positives

Honesty, fairness and a sense of justice: the ability to see and do the morally right things; to treat all with parity and equality

Team work: our ability to co-operate with, value the role of, and give space to others

Trust: to inspire confidence in ourselves and express confidence in others

Communication: our ability to speak properly and non-verbally communicate well: objectively, politely, clearly and confidently

Resilience, self-control, understanding: our ability to see and aim towards long term goals, beyond our immediate emotional reaction to something; our ability to not give up easily until we reach our goal

Justice: fairness in our judgements and thoughts

Responsibility: for our actions, and our accountable areas

The 3 Ps:

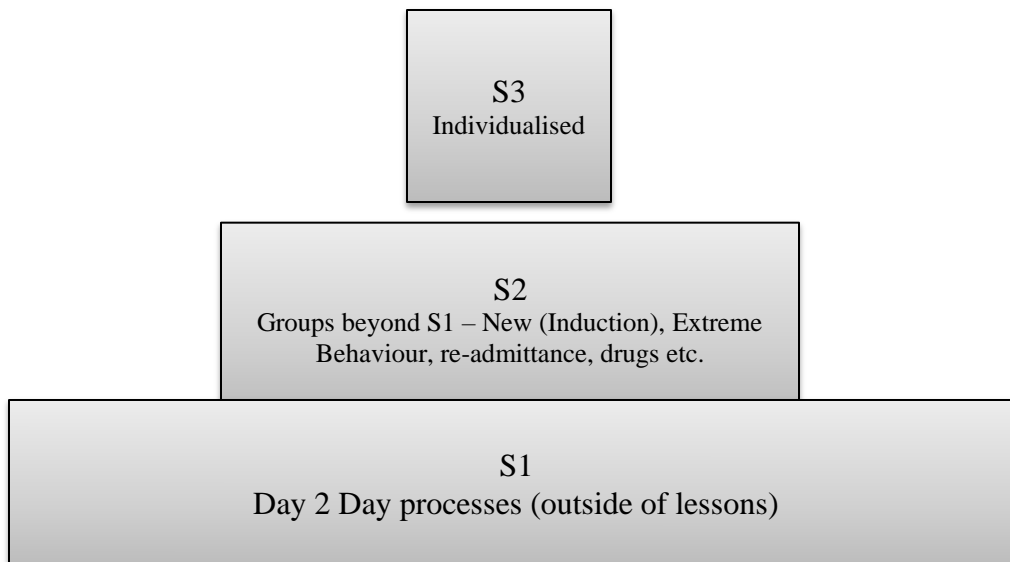
*Student behaviour is **not**:*

Personal

Permanent

Pervasive

The structure of our provision



Our values are promoted via the following procedures:

Restorative Approaches

The definition of restorative approaches is: “A voluntary approach focusing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and reduce re-offending.”

Key Principles: Our staff code:

- Be calm
- Be yourself – warmth, humour and a genuine commitment to our students are vital

- Be consistent and fair-don't compromise yourself or the rules set in place
- Give students options, don't corner them
- Focus on the act, not the action
- Be non-confrontational
- Be positive and enjoy

Procedures:

Start of the day:

- Student enters appropriately via main entrance, Hive entrance, Nurture 3 entrance (Nurture Team/Care Team: CT)
- Students not in School (including those who abscond) are a matter for the Attendance Officer (AO)
- Coats removed/uniform issues dealt with (CT)
- Phones and personal belongings handed in (CT)
- Calm Orderly start; ready to learn decision made/ student filtered S1 or S2 (NT/CT supported by Nurture Lead Teacher (NLT)
- Warm greeting and gathered by NLT, escorted to Assembly, or Nurture base (NT/FT, supported by CT)
- Breakfast club (TAs, supported by all staff)
- At the end of Assembly, FTs collect personal items boxes from reception (FT)

Assembly:

- Nurture students brought into the Think Zone as appropriate
- Addresses our highest values; programmes subconscious; affirmations (Assembly leader – usually the Headteacher (HT) and Deputy Headteacher (DHT)
- Calm orderly support and challenge to non-compliant students - affirmations (all staff)
- Balanced mix staff/students (all staff, supported by CT)
- Non-attenders are dealt with using the Non Compliance Policy (all staff, CT)
- Non-attenders off site addressed (AO)
- Period 1 staff escort students to their first lesson (Teacher/TA)

Between lessons:

- Care Team in position (CT) – monitored per lesson by SLT (HT/DHT/CT)

- Challenges are made to inappropriate movement around building (all staff, supported by CT)
- Challenges are made to inappropriate language used around the building (all staff, supported by CT)
- Students escorted to next lesson by Teaching Assistant (TA)
- Strays are gathered and brought into lesson (TA)
- Staff in 'ready to learn' positions on corridors and in doorways to classrooms (Teaching staff)

Not doer process

- Staff on duty will challenge - NCP (duty staff)
- Picked up by SLT patrol per lesson (HT/DHT/CT)

Removal from S1 by CT: a S2 Process

Occasionally, a student may consistently not be fully compliant with us, or may require removal from a classroom, due to violence and aggression, or compromising of the effective provision of other students in class.

Only the CT have the power to accept a referral to the *Reflections* room housed in School. CT will only accept the referral if the NCP has been exhausted. At all times, the focus is upon persuading the student to return back to S1.

1. Decision to enter the student into isolation (CT)
2. Reasons explained to the student (Reflections staff)
3. Student targets set (Reflections staff)
4. Reflection Form completed (Reflections staff)
5. Incident logged on the student's file and parent informed (Reflections staff)
6. CBT informed and support plan drawn up if appropriate (Reflections staff/CBT)
7. Decision taken to place the student back into Stage1 or not (CT)
8. Decision communicated to staff (CT)

Upon referral to the *Reflections* facility, students are expected to:

- Enter the room calmly.
- Respect others in the room.
- Speak politely to staff and refrain from swearing.
- Sit calmly and work without disruption to others.
- Engage in discussion with the *Reflections* staff sensibly and agree upon 3 personal targets.
- Complete a *Reflection* sheet.
- Prepare restorative actions, as requested by staff.
- Complete all classwork to the best of his/her ability.
- Enter into a further discussion with Reflections staff

All referrals to Reflections are recorded on the CPOMS system, and the Cognitive Behaviour Therapist will be copied in.

Students referred to Reflections are monitored by the Talk Therapist, who will make an appointment for the student at the earliest convenience.

Reflections Rooms

1. Our community recognises that there are times when we need to use Reflections facilities to keep children and others safe: when we place a student in Reflections we are exercising our duty of care towards them
2. The key question for us is always: what is in the best interests of the child and/or those around them in view of the risks represented?
3. We know our young people's EHCPs: as a result, in some cases, we anticipate violent and aggressive behaviour and therefore use strategies such as break out, divide and rule, and Reflections throughout the day (these are not the same thing): Reflections only occurs when the relationship has broken down (i.e. there are reasonable grounds for its use), and for as long as is needed.

4. We never lock a child in the room on their own (i.e. with us not present) - as a result Reflections is not "isolation"; we never use the term "isolation" to refer to what we do.
5. The whole situation is covered by common law: staff have a right to protect themselves from anyone behaving in a violent manner towards them.
6. A student is rarely "taken" to Reflections, they usually go themselves – this is not a restraint
7. We don't always lock the door whilst in Reflections but may do this for several reasons: to keep the child safe from others or protect their dignity/stop others coming in, or to keep others safe from them
8. Reflections is much more than simply excluding a child from class or isolating them: it is:
 - a. a chance for a child to reboot/to stop a downwards spiral of behaviour - preventing their actions escalating into a crime involving Police
 - b. to explore the underlying reasons for their behaviours (for example, a number of important disclosures have been made by students in Reflections that would have never been made in class)
 - c. it shows our commitment to helping them improve by giving them 1-1 support
 - d. it allows the formulation of restorative measures
 - e. it allows for discussion and the writing down of outcomes (very important in human psychology/development of their personal and social selves)
 - f. to allow an opportunity to escape the need to engage in masquerading behaviours
 - g. to allow the pupil to access 1-1 support, and provide an opportunity for a deep conversation
 - h. to allow thinking time for the creation of meaningful restorative measures
 - i. to allow opportunities for mindfulness exercises to impact

Lunch:

- P4 staff will accompany students to the Dining Room, and await duty staff (all staff)
- Only Year 11 students are allowed to leave site; students lose this privilege for a week if they fail to return on time
- High Staff presence on duty points (all staff)
- Students greeted and engaged in conversation (all staff)
- Challenges to inappropriate actions - NCP (all staff, supported by CT)

- Challenges to inappropriate language - NCP (all staff, supported by CT)
- Food stays in dining room, or Nurture base (duty staff/NT)
- Y11 students off site/at front of building addressed (AO)

Re-entrance to the building for pm school:

Consistent process with am school

- Student enters appropriately via student entrance (Reception/CT)
- Students not in School are a matter for the Attendance Officer (AO)
- Coats removed/uniform issues dealt with (Reception/CT)
- Phones and personal items handed in if applicable (CT)
- Calm Orderly start; ready to learn decision made/ student filtered S1 or S2 (CT supported by FTs)
- Warm greeting and gathered by TA, escorted to P5 lesson (TAs, supported by CT)
- 'Between Lessons' process

Form time

- All students attend Form Time (CT/all staff)
- No student leaves the building before 2.0pm (CT/all staff)
- Each student is asked how their day has been (Teacher/TA)
- Feedback is given on points (Teacher/TA)
- Points sheets copied (TA)
- Coats recovered from lockers (TA)
- Each student escorted to taxi, led by the CT (TA/CT)
- Phones and personal items are returned via the School Office

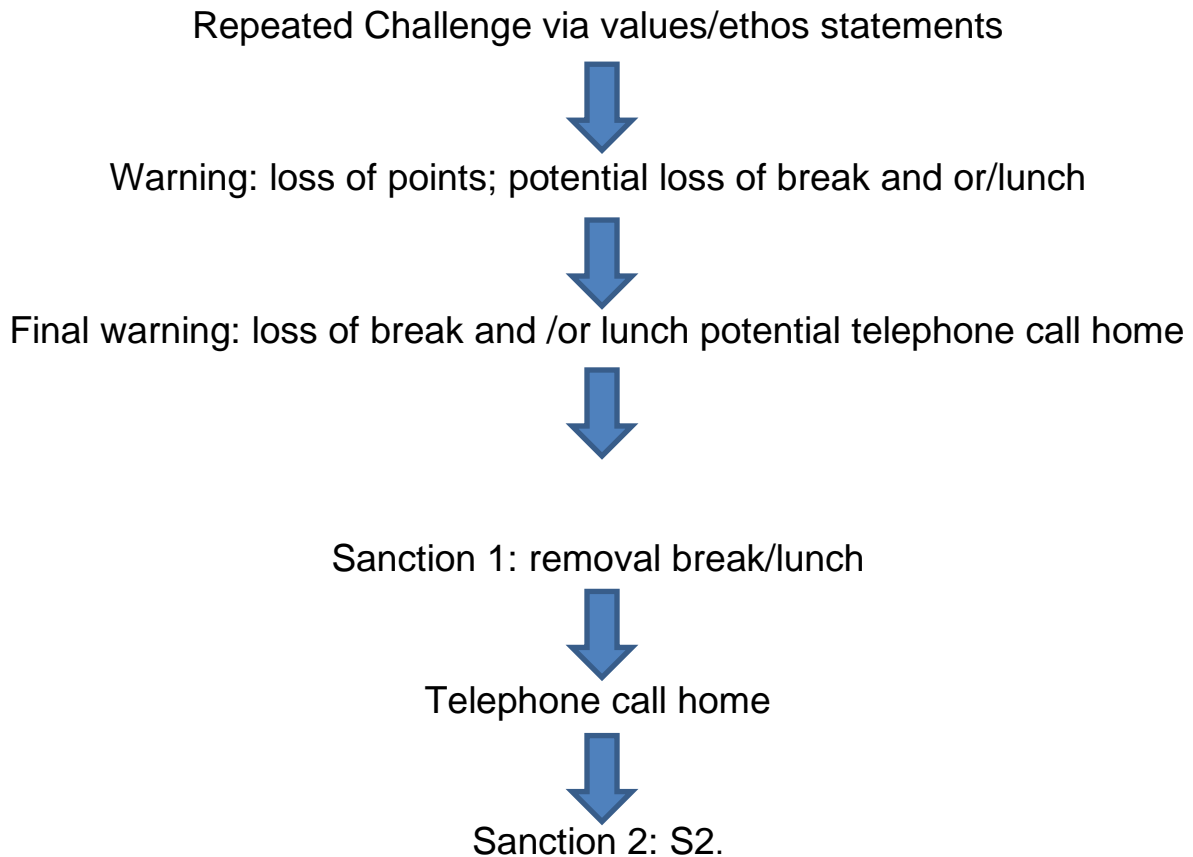
Non-Compliance Process (NCP):

We take the promotion of our highest values very seriously, and will challenge each and every student who does not comply in S1. The process for non-compliance (NCP) will be the same on each occasion:

Staff can request the support of the CT at any stage to conduct this process

Repeated questions on behaviour with linked affirmations





Daily Point Sheets

Each student has a point sheet which follows them around all day.

Points do matter to students, and they take them very seriously.

Our points sheets are a constant reminder of our core values and expectations; they also form the basis of quality reflective discussions evaluating each student's performance during that day. Students require an average of 44 points in Nurture classes, and 56 points in the rest of the School, to access to the School's leader board. This is celebrated in each morning Assembly.

- Targets are constant for all students, but can be made specific to the individual student where necessary.
- It is assumed that a student will achieve their points: ie. The points are theirs to lose via their behavior choices. Any member of staff who removes points must explain the reason/s why to the student themselves, before the end of the lesson. Warnings to remove points should be issued first so the student is very clear.

- Stars and stickers are encouraged for positive behaviour
- We are mindful that students who are having a bad day may try to destroy their point sheet so we will endeavor to keep them safe.



Egerton High School

Daily score sheet

Name: _____ Nurture Group _____ Date: _____

- | | | |
|---|--|--------------------------------------|
| 1. Arrive on time. | 2. Follow Staff Directions. | 3. Achieve in line with your targets |
| 4. Use appropriate language in our community. | 5. Participate and complete your set tasks | |
| 6. Respect personal space | 7. Respect our school. | |

		T 1	T 2	T 3	T 4	T 5	T 6	T 7	Comments
Start of									
	P1								
	P2								
	P3								
	P4								
	P5								
Form Time									
Break Time									
Lunch Time									

Total Gained	
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Headteacher:	JP Madden	Date:	22/06/2023
Chair of Governing Body:	Simon Gurney	Date:	