



BEHAVIOUR SUPPORT POLICY

Sheringham High School

From January 2024

Written by	B Phillips
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Principles and approach

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.

We aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to relationships. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.

Introduction

At Sheringham High School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed, and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce suspensions and increase inclusion.

Our Relational Approach

- Excellent student/teacher relationships
- Students greeted by the teacher at the start of every lesson
- A rigorous approach to the step behaviour system
- The Student Management Team supports students and helps to promote positive behaviour management strategies
- School rewards include 'House Points'. These acknowledge positive behaviour as well as achievement
- Staff are encouraged to use restorative meetings where appropriate
- Consequences rather than punishments
- Scripts are encouraged to ensure consistency and disempower negative behaviour
- Ongoing CPD: Trauma training, Norfolk 'Step On' training. Staff receive guidance and training to support a relational approach to student management.

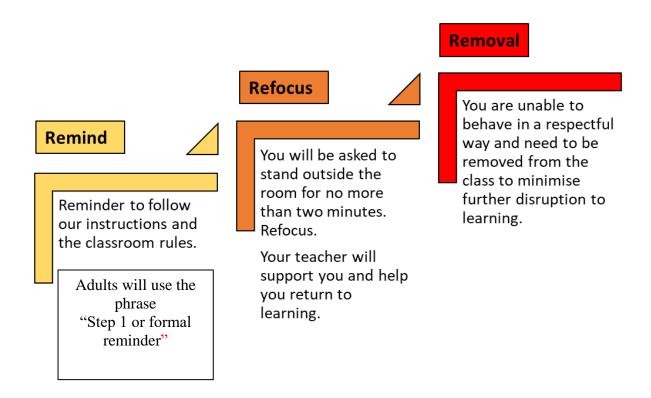
The Sheringham Way

- Speak calmly and quietly to all adults and other students
- Have respect for all others
- Equipment for learning always needs to be brought to school
- Remove coats and all other clothing that is not part of the school uniform on entry to the building
- Instructions must be followed first time, every time
- Notice others around you in busy corridors
- $\bullet \quad G_{\text{et to all lessons on time and be ready to learn}$
- Help others at every opportunity
- Always walk on the left in corridors, wearing your uniform correctly
- Make sure all areas are left clean and tidy

READY	RESPECTFUL	SAFE
<u>Uniform</u>	<u>Communication</u>	Start and End of Lessons
 Correct school uniform should be worn 	Talk to your teachers and ask	Enter the classroom calmly and
at all times.	for help when needed.	quietly, stand behind your chair and
 Coats, non- school hoodies and non- 	 Check your school email. 	wait for instructions.
school clothing should not be worn	 If you need support, then 	At the end of each lesson wait for
inside the School.	ask. If something is troubling	instructions.
 Jewellery should be limited to a watch, 	you, then tell us.	When dismissed, leave the
and one pair of stud earrings. No facial	• Follow staff instructions. First	classroom in a calm and orderly
piercings allowed.	time, every time.	manner.
 One Ring is allowed. However, this 		
must be removed in practical subjects	<u>Politeness</u>	In the Corridor
for health and safety reasons.	Show respect to staff and	Move around the school safely and
• Shoes must be black, leather or leather	students.	sensibly.
imitation. Trainers, including Air Force	• Say "Please" and "thank you"	Keep to the left in corridors and up
Ones, are not allowed.	Inappropriate or offensive	and down stairs.
	language is not tolerated.	
<u>Correct Equipment</u>		<u>In Lessons</u>
Bring a pen, pencil, ruler and other	Positive Attitude	Listen carefully to staff safety
subject specific equipment.	 Participate in all lessons. 	instructions.
Bring your school planner every day.	Follow all requests. First	Some lessons will require safety
Fill water bottles at break and	time, every time.	equipment and clothing (e.g.,
lunchtime		Science and DT)
	The School Environment	
<u>Punctual to all Lessons</u>	Put rubbish in the bins	<u>Devices Policy</u>
• Registration starts at 8.35. Be on time	Students may eat food in the	• If staff hear or see a mobile phone it
to tutor period and every lesson.	canteen and outside. No	will be confiscated. The student
• Line up outside the classroom at the	eating in classrooms.	must turn off the phone before
start of each lesson.	No eating in the corridor.	giving it to the member of staff.
Go to the toilet at break and lunchtimes	Report any issues to a	
	member of staff.	

Our Stepped Approach to Classroom Behaviour

Poor behaviour in lessons prevents the individual student learning, others learning and prevents teachers helping all other students to learn. Poor behaviour or a lack of engagement in the classroom is not acceptable.



- Adults will use their professional judgement as to when to start the Stepped approach, typically from when the class is steeled at the start of the lesson
- Class teachers can implement a "restriction" for 5-15 minutes at break and / or lunch

REMOVAL FROM LESSONS

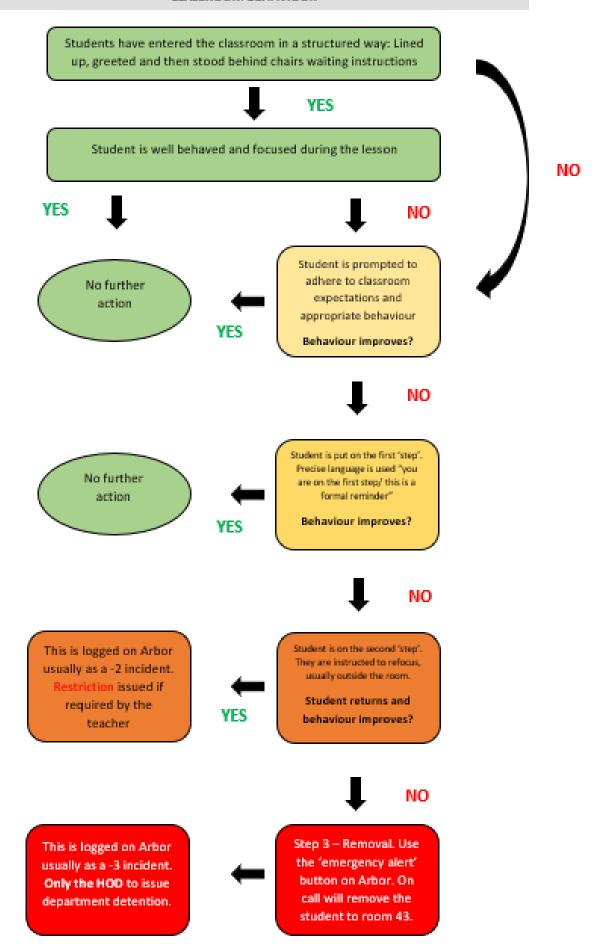
- If a student is removed from a lesson, they will be escorted to Room 43. The class teacher will log the behaviour on our school system
- In Room 43 students must complete a reflective task (which will be shared with their class teacher teaching them in the lesson they come from to enable further support)
- Students will then complete work, following the same curriculum as other students. (This will be provided from the class teacher or a bank of resources related to the topics being studied at that time)

DETENTIONS

Department Detentions

- Names of students removed from lessons will be shared with the Head of Department to monitor and analyse removals and will implement a department detention as appropriate. A detention is typically implemented every time a student is removed from a lesson
- Heads of Department can issue a detention at other occasions as they feel appropriate. Only the Head of Department should issue a department detention

CLASSROOM BEHAVIOUR



Pastoral Detentions

• The Pastoral Team can issue detentions for offences during social time or in reaction to other unacceptable behaviours, at their discretion.

Leadership Team Detentions

- Failure to successfully complete a Department Detention or Pastoral Detention will result in a Leadership detention which will take place after school
- Transport home after a detention is not the responsibility of school.

INTERNAL EXCLUSION

- If a student is removed twice in one day an internal exclusion will be implemented, the same day or the following day.
- An internal exclusion may be implemented for other serious offences or a number of lower level offences

SERIOUS BREACHES

Students who commit a serious breach will be triaged immediately without support steps. Please see our consequences grid below

OFF SITE DIRECTION

We would always prefer to work with parents and carers. However, schools have the authority to direct students off site to learn, without parent / carer agreement. More details are available here

A guide for parents on school behaviour and exclusion - GOV.UK (www.gov.uk)

To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.

OTHER CONSEQUENCES

Alongside educating students about behaviour and our relational approach there are, as you would expect, consequences

- Please note that the list below is a guide and individual circumstances may be taken into consideration resulting in a different consequence being applied.
- This policy also applies to all students while travelling to and from school and other circumstances outside of school, at the discretion of the Executive Headteacher
- Persistent breaches will result in an escalation to the next category and consequence.
- Students who do not meet expectations may not be allowed to attend visits or trips or represent the school at fixtures or competitions.. There will be no refund.
- Reasons for persistently poor behaviour may be linked to safeguarding concerns and students will receive appropriate support from relevant staff.

Catagory 1: PASIC expectations	Likely Consequences: All stoff
Category 1: BASIC expectations	Likely Consequences: All staff
Uniform infringements	Restriction
Lateness to class	Discuss issues with student
Chewing gum	Redo homework if not at the expected quality
Incomplete homework/not completed to the	Parents contacted by teachers / text
appropriate standard	Parents asked to attend a meeting at school
Disruption/Poor attitude to learning: Step 3 (see 'Step	Recorded on SIMs
Behaviour')	
Category 2:	Likely Consequences: Departmental staff and
Disruption to learning: Step 4 (see 'Step Behaviour')	Student Management Team (SMT)
Poor conduct during break and lunch	Departmental detention
Attendance – late arrival to school	Loss of social time (break and lunch)
Use of mobile phone when not allowed	Parents contacted
Poor Attitude to Learning	Late Report card, behaviour Plan/contracts.
	Phone confiscated until the end of the day
Category 3:	Likely Consequences: SMT
 Persistent disruption to learning – removal from 	Internal exclusion
multiple lessons.	Parents contacted
Refusing to follow instructions from an adult	Friday after school detention
Poor conduct on buses	Loss of social time (break and lunch)
Rudeness/disrespect towards staff	
Swearing	
Truancy	
Poor behaviour while on a Report Card	
Refusing to give staff a mobile phone when confiscated	
Leaving a lesson without permission	
Category 4:	Likely Consequences: Senior Leadership Team (SLT)
Bullying, any form of Sexual harassment	and SMT
Damage to property or equipment	Fixed term suspension
Swearing at adults	Police informed as appropriate
Racist/homophobic/sexist behaviour	Parents contacted
Smoking and vaping	Internal exclusion
Fighting	
Persistent refusal to follow instructions from staff	
	Likely Consequences: SLT and Governing Rody
Category 5:	Likely Consequences: SLT and Governing Body Permanent exclusion
In possession of drug or drug use equipment Under the influence of drugs or also help	Police informed
Under the influence of drugs or alcohol Completing drugs or alcohol	Parents contacted by The Student Management
Supplying drugs or alcohol Dhysical accepts	Team
Physical assault	i Caiii
Bringing a weapon into school	
Persistently poor behaviour when on a behaviour	
plan/report	

Scripted approaches to poor behaviour:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being removed by a Student Manager may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, through an email or phone call home. This may also be discussed and coordinated through the department and with the support of the HOD.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The 'Restorative Conversation' is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

- 'What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone. This is a relatively new strategy at Sheringham, and some staff may require more guidance.

3. Completing work

Work that was not done in the lesson taken home, signed by a Parent/Carer and returned before the start of the next lesson. This is ideal for students who have not completed work due to their poor behaviour. This work could be set and completed on MS Teams.

4. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting.

The Role of the Student Management Team (SMT)

Sheringham has four Student Managers (SM) assigned to each House (Carter, Nelson, Cavell and Sewell). SMs support students and support teachers in promoting and encouraging a relational approach to behaviour management. Student Managers can help students with (but not limited to) the following:

- PE kit issues/uniform issues (e.g. retainers for piercings)
- Any new or current medication requirements
- Incidents that have occurred in the past 24 hours
- Lost property
- Feeling overwhelmed and mental health issues
- Issues on the school bus;
- Medication to be given.
- Restorative meetings between students/friendship groups
- Contacting home

Triage

- 1. A self-regulating space
- 2. An opportunity to talk, access support and reset
- 3. A quiet place to study

Triage is managed by the Student Management Team led by Sharon Ransome.

Repair - Self-regulating space (E.g. LSU)

Initial contact with a Student Manager to determine whether there needs to be some time in this area. This is a quiet space until the student is ready to talk and access support to help regulate their emotions. The LSU or Room 37 can be used.

Restore - Space to talk, access support and reset (E.g. SM Office)

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying with the SMT for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

The SMT would be responsible for any restorative actions and following up with HOD. Also, arranging any further support.

Return to learn - Quiet space to study (supervised by an appropriate and available member of staff. E.g. HOS, SR, SLT)

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into the 'quiet room' if, for instance, their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This is sometimes easy to remember using the following

- S Several
- T Times
- O On
- P Purpose

Bullying is, therefore:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

