



Behaviour Policy

The Principles

Everyone in our school community has the right to feel safe, respected and valued.

Everyone must be free to enjoy their learning. This policy shows the strategies we use to create and sustain constructive behaviour from everyone, in order to ensure the right conditions for learning.

Aims

We aim to:

- Work to sustain a caring community fostering a love of learning
- Use positive and age-appropriate methods to develop responsibility, mutual respect and independence
- Boost self-esteem and a respect for individual differences
- Develop skills of co-operation, collaboration and negotiation
- Teach pupils how to work and play in a variety of social settings
- Teach pupils to appreciate the choices and consequences of their words and actions
- Ensure that all adults act as role models so that every-day behaviour reflects our shared values
- Use rewards and sanctions to reinforce agreed behaviour
- Teach children constructive ways of dealing with negative emotions and of resolving disputes
- Ensure that children are punctual, motivated, appropriately dressed and prepared for their school routines
- Prepare children to take increasing responsibility for their own learning, including looking after equipment

The Home School Agreement

At Crestwood School we believe that children will learn best in a school where parents, teachers and children work together to promote achievement. This agreement will help to make that partnership clear and help to develop very good relationships between home and school.

The School

Crestwood School will aim to:

1. Provide a safe, caring and supportive environment in which every student can achieve their full potential both academically and personally.
2. Provide an education based on high expectations through a balanced, stimulating and well taught curriculum which meets the needs of individual students.
3. Contact parents if there is a problem with attendance, punctuality, behaviour or equipment and work in partnership with parents.
4. Mark student work and homework (according to the Homework policy) to inform progress and help set targets for future improvement.
5. Send home regular assessments and host Parent Evenings.
6. Keep parents informed about school activities through letters home, Crestmag, School social media sites and via Parents' Evenings.
6. Ensure that all students observe the school's Code of Conduct and other policies.
7. Reward and recognise positive behaviour via house points, commendations, form, year and whole school celebrations.

Parents

As a parent I will aim to:

1. Take an active interest in all aspects of my child's learning at Crestwood.
2. Make sure that my child attends school regularly, on time, properly equipped and in school uniform.
3. Inform the school if my child is absent.
4. Let the school know about any concerns or problems that might affect my child's work or behaviour.
5. Support the School's Behaviour Policy and Code of Conduct.
6. Support my child in homework and other opportunities for home learning, and sign the planner each week.
7. Attend Parents' Evenings and other meetings about my child's progress.
8. Not book holidays during term time.

Students

As a student I will

1. Take responsibility for my learning and work hard to achieve my personal best.
2. Follow the school Code of Conduct and the Behaviour Policy.
3. Take a full and positive part in school life and make the most of all opportunities
4. Work with parents and the school to sort out any problems and so achieve at the highest possible level.
5. Keep to the school's Internet and ICT regulations.
6. Ensure that my behaviour on the journey to and from school is of the highest possible standard.
7. Attend school on time, in the correct uniform and with correct equipment.
8. Show care and consideration to all members of the school community and look after the school environment

Strategies for managing behaviour

All strategies for managing behaviour are centred on achieving a positive climate for learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Crestwood School will encourage positive behaviour. All aspects of behaviour are monitored and placed on a database.

Rewards at Crestwood School

In order to reward students for the high standards of behaviour that the school expects, students may receive:

- Praise from the Teacher
- Postcard/Letter sent home
- Phone calls to Parents/Carers
- House points and commendations
- Termly Celebration assemblies for year groups and houses
- House cups and reward
- Reward trips
- Reward and celebration of attendance and achievement
- Behaviour record will be taken into account when conferring upon them positions of responsibility (ambassador, prefect, form captain etc)

Support Structures

Every member of staff will look to support every pupil both academically and in the shaping of the positive behaviour that we expect in our school.

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Heads of Year
- Deputy Head in Charge of Pastoral
- Pastoral Manager
- Student Support Centre
- Learning Support Department
- Outside Agencies
- Parental Involvement
- Pastoral Manager
- Inclusion Strategies
- Intervention Strategies
- TDC Centre

Identifying unacceptable behaviours

The following behaviours are unacceptable and will result in the school agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The school will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to students on excursions.

- Smoking
- Substance abuse
- Possession and/or consumption of alcohol
- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)
- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism

- Verbal assault/ abuse towards peers or staff
- Racist behaviour
- Swearing or use of inappropriate language towards peers or staff
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school. Including anything that could cause harm to self or others, anything with a blade or a gun. (zero tolerance)
- Bringing the school into disrepute, which includes all times pupils are in school uniform
- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non co-operation with school uniform policy and standards
- Non co-operation with school jewellery policy
- Insolence and bad manners
- Use of mobile phone in school time

Searching, Screening and Confiscation

Crestwood School use the Department of Education Searching, Screening and confiscation January 2018 document as guidance. The guidance is further supported by the Invictus Search and Confiscation Policy September 2019.

To summarise –

The Headteacher and staff authorised have the statutory power to search pupils of their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item .

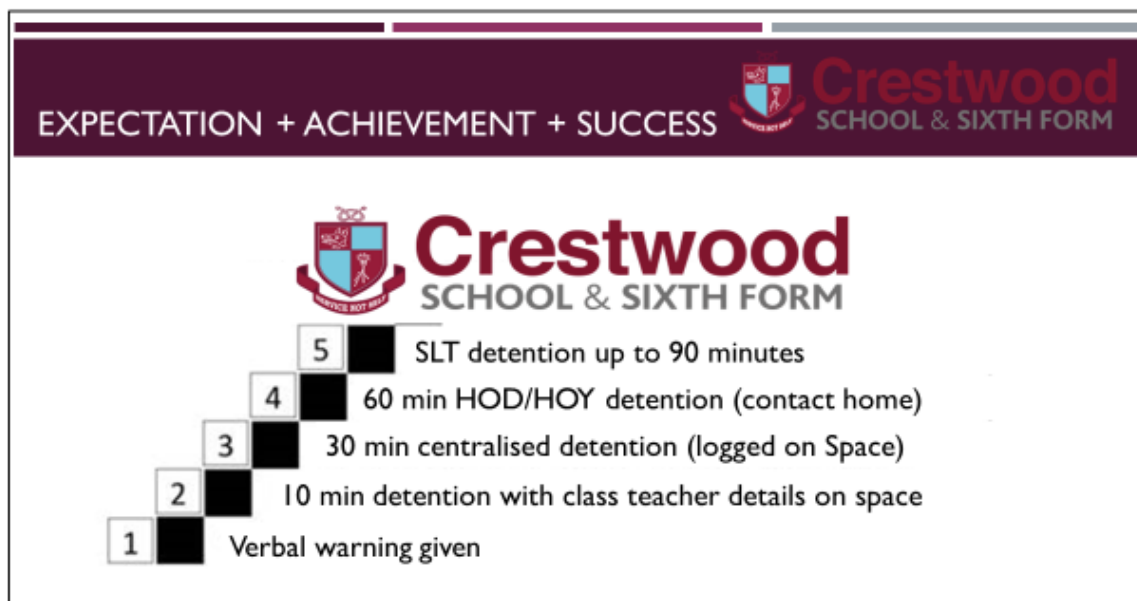
School staff can seize any prohibited item found a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.

Staff have a defence to any complaint or other action brought against them.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage, to any item they have confiscated, provided they acted lawfully.

Strategies

Teachers will look to promote positive behaviour and attitude to learning through positive feedback and praise in lessons.



All teachers have adopted the Crestwood behaviour steps so that low level behaviour is tackled consistently across the curriculum.

Detentions after school will take place on Mondays for Key Stage 3, Tuesdays for Key Stage 4 and Thursdays for (Leadership). Parents will be notified through the pupil planner or the schools text system regarding any detention other than the ten minute detention which a teacher may use at the end of the day, break or lunch. Parents are made aware of this at the start of the academic year and through the home school agreement.

Homework detentions are overseen by the faculty area whereas all other issues result in a 30 minute centralised detention (this may be increased if the incident is severe). Students can accrue up to 90 minutes in a centralised detention. If this amount is exceeded then further sanctions will be put in place by the Head of Year.

Students who intentionally miss their detention will go into a leadership detention and serve an additional 30 minutes. If they were due to serve a 90 minute detention then they will be isolated on the following day.

All departments have a report card system in place as well as the traffic light report system for HOY. Behavioural incidents are recorded on the school system and regularly reviewed by the HOY and pastoral teams.

Within the pastoral team there is a learning mentor who is on call to assist staff with any given situation as well as a Student support centre where pupils work one to one with a member of staff for a variety of reasons and are mentored until they are ready to be phased back in to the classroom.

To support both pupils and staff the school operates an isolation room where pupils who require further intervention/ sanction are placed for a set period of time. As well as periods of Isolation, Internal exclusion is a strategy in place in attempt to avoid a fixed term exclusion, to work with the pupil but also to ensure they aspire to meet the high expectations set by all teachers. When a pupil is placed in internal exclusion parental contact will be made and like all behavioural incidents will be recorded against the pupil record.

TDC – Think Different Centre

The TDC is in place to support students with barriers to learning. The centre works with students who are referred by key pastoral staff for support with reducing exclusion and behavioural issues.

There are 3 referral routes in place:

- Part Time – Students are taken out specific lessons and will complete work from the curriculum and behaviour modification packages
- Full Time – The student does not attend any lessons and will not have any interaction with the wider school. Curriculum work and behaviour modification packages completed.
- Restorative Approach referral – see below.

All of these routes provide full support for students on return into mainstream lessons. Parents will be fully engaged with the programmes in place.

A Restorative Approach

A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues with a zero tolerance for poor behaviour.

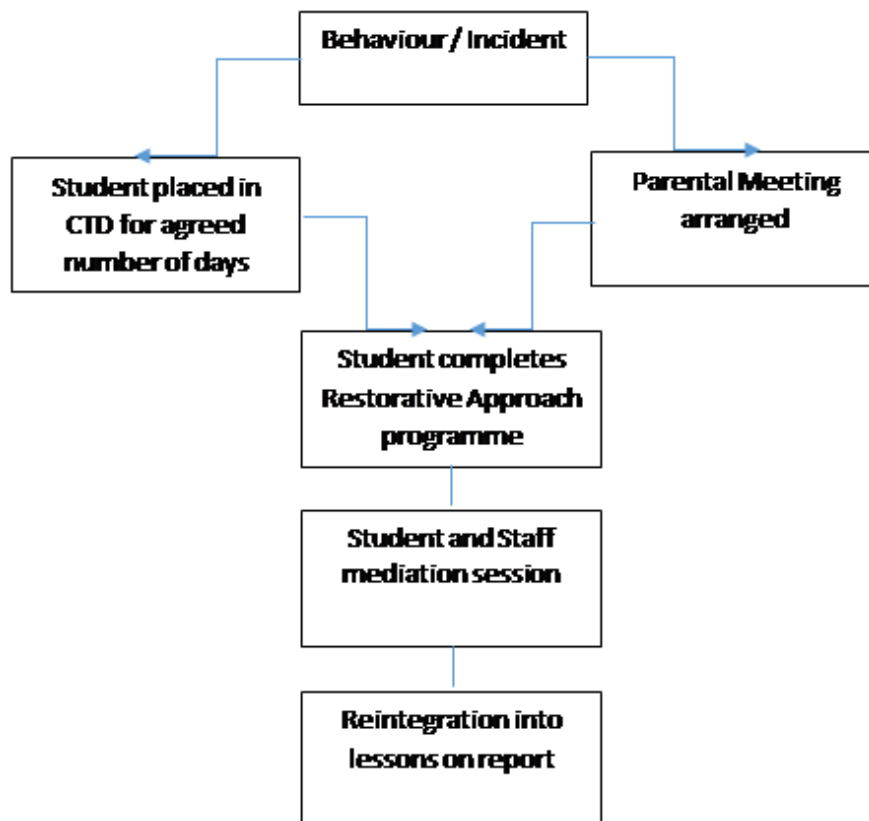
The student is taken out of circulation and placed into the TDC for a number of days that are agreed by pastoral staff. They will not have contact with students who are in school circulation and will take part in a restorative programme which will look at the following:

1. The incident (what happened and why it is not acceptable).
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected. Strategies supporting an understanding of empathy and anger.
3. What needs to happen to put things right or to make things better in the future.

Next steps

- A meeting with parents/carers will take place.
- There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

Restorative Approach Flowchart



Exclusions

Exclusion from school. 'The decision to exclude must be lawful, reasonable and fair' (Exclusion from maintained schools, Academies and pupil referral units in England 2012).

Excluding a student from school is an extremely serious matter and can only be authorised by the Head teacher Mrs C. Sutton. In the absence of the Head Teacher the Deputy Head Teacher, Mr D. Boerm will have the delegated authority to complete. Crestwood will follow the LA procedures and guidelines for exclusion.

- *Fixed Period up to 5 days* – These will be used when a serious incident has occurred and it is necessary to see a student's parents to discuss the incident before reintegrating. Most often this involves a violent incident, extreme rudeness, refusal to cooperate in isolation or very serious disruption. Or when a series of problems have occurred and previous sanctions and warnings have not been effective. It is the duty of the school to provide work, and for the parent to ensure they are at home during the hours of school.
- *Fixed period over 5 days* – Such exclusions are rare and usually to investigate further or to allow more effective intervention by the school and other agencies. The school must provide alternative provision.
- *Permanent Exclusion* – Only used in the most serious cases and where a student's continuing presence in the school would either be detrimental to them or other students.

Use of Reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Incidents of physical restraint will be recorded on the school system as well as parents being informed.

Uniform

- Crestwood School uniform policy is designed to encourage a purposeful and effective climate for learning.
- It is expected that all students wear full uniform at all times, unless directed otherwise by staff.
- All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. This includes extreme hairstyles and facial piercings.
Hair must be cut in an appropriate manner that is suitable to a formal educational and a professional environment. It should not be extreme in colour (anything that is not a natural hair colour) and blocks of two different colours are not allowed. Hair must not include tramlines or obvious contrasts between shaved and longer hair. One flat stud is permitted per ear lobe. No facial piercings are permitted.
- All students to wear standard black polyester (loose fitting) school trousers and not jeans or leggings/ skin tight trousers.
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform.

Anti-Bullying Policy

- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time
- Bullying can be verbal, physical or psychological.
- Crestwood school investigates all complaints about bullying.
- Crestwood School will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take the law into their own hands.

- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage pupils to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.
- Responses to bullying are varied, depending upon context and the needs of all parties involved. Some strategies are:
 - Circle time
 - Mentoring
 - Counselling
 - Meetings with parents
 - Students may be placed on report
 - Placed in isolation
 - Fixed Term Exclusion from school.
 - Permanent Exclusion from school.
- Discussion between any combination of staff, pupils, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service).
- In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
 - to rebuild his/her confidence.
 - Where appropriate, help him/her confront the bully and establish a better relationship.
 - to consider ways to modify his/her own behaviour to avoid repeated experiences.

*Please refer to the schools Anti Bullying statement in appendix one as well as the school's Anti Bullying Policy

Mobile phones, headphones and any other electronic equipment

If staff see a student with one of the above they are to remind the student that they should not be seen, and should be removed and placed in the school safe until 3.30. A repeat of the appearance will lead to the item being removed and placed into the safe until parents can collect. If a student refuses they are referred to HOY and a further sanction applied. This will include isolation and if need be a parent staff agreement about the mobile phone being brought on to school site.

Reviewed by: Mr D. Boerm September 2019

To be reviewed: September 2020

Appendix one

To be read in conjunction with the school's behaviour policy and vision, values and ethos.

Anti-Bullying Statement

Crestwood School and Sixth Form exists to provide an unrivalled learning environment for the young people in our local and wider community and acknowledges that for our pupils to achieve more success than is expected of them, it must aim to combat bullying in all its forms. Crestwood School and Sixth Form believes that it has a duty to provide a safe and secure environment for all the pupils and adults who work here.

The aims of this statement are:

- To develop a school ethos (through embedding our school values) that makes it clear to everyone that all forms of bullying are unacceptable and will be confronted and stopped.
- To develop school procedures and systems to prevent, detect, record and deal with bullying.
- To support those people who are bullied and assist them in developing more positive attitudes towards themselves and assist them in developing more assertive behaviour.
- To assist those who bully to confront their own ideas and behaviour and to replace their aggressive attitudes and behaviour with more positive ones.
- To directly confront all pupils, staff and parents on the subject of bullying, aiming to reduce tolerant and by-standing behaviour.

Some underlying principles of this statement:

- It is acknowledged that bullying may happen at Crestwood School.
- There are many forms of bullying. These include, but are not limited to; emotional, physical, racial, sexual, homophobic and online.
- Schools do make a difference; the good school can affect the prevalence of bullying.
- Combatting bullying is everybody's responsibility; parents, pupils and all adults working in the school including teaching and support staff.
- Prevention is important – as a school we are pro-active. Methods and actions to prevent bullying and aiding all pupils to understand the consequences of bullying at

Crestwood School includes, but is not limited to; year assemblies, PSHE sessions, SMSC in the curriculum, the school vision, values and ethos, Buddies, the CHAT team, Anti-Bullying Week, parent and pupil questionnaires, visiting theatre group 'Loudmouth'.

- This policy is consistent with the school's wider aims and objectives.
 - Bullying should be treated seriously and be always acted upon.
 - The health, happiness and security of the child is of paramount importance.
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Supporting/ reference guidance

Searching, screening and confiscation January 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Invictus Search and Confiscation Policy September 2019

Invictus Behaviour Policy September 2019

Invictus Exclusion Policy September 2019

Invictus Physical Restraint and Use of Reasonable Force Policy 2019

Exclusion from maintained schools, Academies and pupil referral units in England 2012

Use of reasonable force July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf