



*A place of belonging, a place of inspiration*

# ESKDALE SCHOOL

## BEHAVIOUR POLICY

**Eskdale School aims:**

To develop as a vibrant, dynamic community committed to the principles of “Every Child Matters” so that all our students

- are safe and healthy
- enjoy and achieve
- make a positive contribution
- experience success so that they are equipped to make their way in the world of work.

Document Status	
<b>Document Title:</b>	BEHAVIOUR POLICY
<b>Author:</b>	Paul Dixon, (Deputy Headteacher)
<b>Date Approved:</b>	June 2020
<b>Date of Review:</b>	June 2023
<b>Signed: (Chair of Governors)</b>	

Legislation relating to this Behaviour Policy:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011

This policy links with the following documents:

- Home School Agreement
- Handbook for staff

This policy links with the following other policies:

- Special Educational Needs Policy
- Attendance Policy
- Anti-Bullying Policy

Key Points from Government Guidance relating to teacher's powers in relation to this policy:

- Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for students.
- Teachers can discipline students at any time the students are in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate student's property.

## ESKDALE SCHOOL BEHAVIOUR POLICY

### Policy and Ethos Statement

Eskdale School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them. At our heart is the ethos of a **RESTORATIVE** approach and from this we have established the concept of BRIDGES: Belonging, Respect, Inspiration, Dignity, Generosity and Engagement. It has arisen through a quote from the poet Phillip Larkin:

*“Reaching for a world, as our lives do,*

*As all lives do, reaching that we may give*

*The best of what we are and hold as true:*

*Always it is by bridges that we live.”*

By creating a space where children are required to be accountable and given appropriate praise, rewarded when it is deserved and allowed to make mistakes without fear of judgement, we can show them they are truly part of our school community. Creating positive professional relationships with all our members enables our community to thrive, both inside and outside the classroom.

### Our Ethos and Values:

- We believe that all students are unique with different needs, talents, strengths and aspirations and should be challenged to achieve beyond their expectations;
- We believe that at the heart of our school should be the idea that education is best done ‘with and by’ our students rather than ‘to and for’ our students;
- We believe that we need to build and organise our school to meet the diverse needs of our learners and create an experience that is personalised,
- We believe that we need the support and expertise of our whole school and more to educate our children.
- We believe that we must make our school a place everyone enjoys coming to;

### Aims and Objectives:

- To work closely with parents/carers and our primary schools to ensure continuity, progress and support for all students throughout their school career;
- To enable students to enjoy school, achieve their full academic potential and become lifelong learners;
- To give each student the confidence, attitudes, skills and support necessary to shape their future and make a positive contribution to their community;
- To create an environment which is safe, healthy and stimulating for learning;
- To promote positive personal and social values;
- To create an atmosphere in which the spiritual, moral and cultural development of students can be fostered, an atmosphere of mutual respect where working together and consideration for others are paramount.

### At Eskdale School

We want all students to feel valued and included in all classrooms in the school. Good relationships are the cornerstone of effective learning situations and we need to ensure that the classroom is a place where

- Every individual has the right to feel safe;

- Every individual has the right to feel valued;
- Every individual has the right to express themselves in a respectful manner;
- Every individual has the right to be respected and the responsibility to respect others;

Within each classroom, enquiry and collaboration is fostered to develop and deepen knowledge and inspire everyone to achieve.

At Eskdale School our culture aims to encompass the practice of restorative thinking and therefore we model and nurture the behaviours we expect from all our members within our school environment.

### **Eskdale Expectations for All**

- Demonstrate personal responsibility for being ready to learn; punctual, smartly dressed and complete with appropriate equipment;
- Talk to/with their audience (peer or adult) in a thoughtful manner;
- Speak truthfully;
- Listen and follow instructions or requests;
- Demonstrate good manners: polite, hold door for others, offer to help if you see anyone in need;
- Try to complete tasks first before seeking support – challenges make us seek solutions;
- Show mutual respect to the differing opinions that are shared amongst the peer group;
- Take a collective approach to ensuring the learning environment is equipped and ready for the next set of learners;
- Behave appropriately in different environments to ensure the safety of self and others;
- Acknowledge mistakes and seek to learn from them;
- Report any inappropriate behaviours such as disrespectful language, bullying in any form, littering, vandalism, rudeness or unkindness to a member of the school community;
- Share any concerns with an adult you feel confident with;
- Acknowledge and understand your own feelings and those of others.

By the values we hold and demonstrate daily our learning environment should remain vibrant, purposeful and safe.

These standards are also the School's expectations when we go out into both our local and wider community. The following statements have been designed to ensure the safety of everyone is paramount.

### **On trips and visits students are expected to:**

- Maintain good standards of behaviour when the party is travelling;
- Maintain good order in hotel/hostel accommodation and have awareness of emergency evacuation procedures;
- Recognise there may be other visitors using the accommodation;
- Not to go into other student's rooms for any reason;
- Not to consume any alcohol even if the country visited allows it by law;
- Look after their property and that of others;
- Always carry the emergency contact number of the trip leader;
- Never go anywhere on their own;
- Follow all instructions immediately and without question.

Any breach of these rules could result in a student being banned from future school trips and visits.

### **On trains and buses students are expected to:**

- Remain seated throughout the journey and use a seatbelt if one is provided;
- Not speak or distract the driver unless there is an emergency;
- Not stand in front of the driver on the stairwell when in motion;
- Not use emergency exits or doors unless the driver instructs them to, or if there is a genuine emergency;
- Not eat, drink or smoke or use e-cigarettes on the bus;
- Not use foul or abusive language. Bullying will not be tolerated;
- Not throw items or damage the inside or outside of the bus. If damage is caused the police will be contacted.

As part of our commitment to providing a safe environment for the transport of our students to and from school, we have a determined procedure for dealing with cases of poor behaviour reported to us. Each case will be considered on its individual merits but will involve contact with parents/carers and statements from both the students involved and witnesses. This may result in a transport ban for a period determined by the seriousness of the incident.

### **During fire drills students are expected to:**

- On hearing the fire alarm exit the building – even if the bell stops;
- Stand up sensibly, leave all belongings and exit the class and walk carefully to exit the building via the designated exit;
- Head towards the designated area for their form group and lining up in alphabetical order in order to allow the completion of the fire drill register;
- Listen carefully to all instructions;
- Only return to lessons after being given permission.

### **During lockdown students are expected to:**

- On hearing the lockdown alarm (alarm with clear audible breaks) students should remain calm;
- Listen carefully to instructions;
- Ensure that lights are turned off, windows and blinds closed, and the classroom door locked;
- Students need to hide under their desks and remain in silence until lockdown ends;

We pride ourselves with the relationships that we forge with both our students and their families. Through this linked communication and support we can work through conflict to determine a positive required outcome on most occasions and look towards additional support from outside agencies.

Like any form of social community, our school is a melting pot of individuals with different needs, and cultures. We acknowledge that behaviour is a human's basic form of communication and we may behave in a challenging way because we are trying to communicate complex thoughts and feelings.

At times there are points where students' behaviour can hinder their own ability to learn and that of their peers. At Eskdale, when mistakes are made, they are addressed in a calm and clear manner, following a consistent and fair approach.

- All school staff model positive behaviour and promote it through active development of students' social, emotional and behaviour skills via the curriculum, our PSHE programme, restorative practice and in school life generally;
- Early intervention is promoted using restorative practice to address any conflicts and amend relationships, through restorative questioning, restorative circles and restorative meetings (**See Appendix E**);
- Good behaviour is rewarded, and consequences for poor choices are applied consistently;

- Appropriate action is taken to reduce the risk of poor behaviour occurring, particular action to prevent behaviour issues arising amongst vulnerable groups of students;
- Students whose behaviour and attendance deteriorate are identified and supported.

Our Behaviour Policy has been informed by guidance from the DfE document 'Behaviour and discipline in schools' (Jan 16) and includes ten key aspects that, when effective, contribute to improving the quality of student behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Student support systems;
8. Liaison with parents/carers and other agencies;
9. Managing student transition;
10. Organisation and facilities.

The Behaviour Policy also incorporates our approaches regarding:

11. Student behaviour outside the school gate;
12. Confiscation of inappropriate items;
13. The use of reasonable force.

## **Section 1 - A Consistent Approach to Behaviour Management**

We believe that the consistent experience of good teaching engages students in their learning and that this reduces instances of poor behaviour. The consistent application of good behaviour management strategies including restorative practice helps students understand the school's expectations and allows staff to be mutually supportive.

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption.

Where this occurs, we:

- Ensure staff follow through issues using restorative practice questions or circles to provide ownership of behaviours and emphatic listening (**See Appendix E**) with students;
- Ensure that staff discuss with parents/carers the school's concerns and agree a common way of working to help students make improvements to their behaviour;
- Establish the best way of communicating with parents/carers and provide regular feedback on progress being made.

### **As a school we will:**

- Communicate clear expectations to all members of Eskdale School;
- Consistently manage behaviour using the steps set out (**See Appendix A and B**) and clearly communicate these with students;
- Ensure that students are helped to identify themselves as belonging to a community by sharing a common dress code; (**See Appendix J**)
- Use SIMs to log behaviour concerns and incidents to allow for clear communication and proactive responses to behaviour management;
- Collect data via SIMs on student behaviour and use it to target support;

- Identify those students who have learning and behavioural difficulties or are experiencing crises and agree common ways of managing and meeting their needs;
- Ensure that the learning environment is safe for all members and staff are encouraged to support one another through open discussions and informal drop ins by SLT AND MLT.
- Use the **STUDENT BRIDGES**: a list of consistent behaviours we want to see in school. These are displayed in classrooms, corridors and social spaces.

<b>STUDENT BRIDGES</b>	
<b><u>B</u></b>	<b>Belonging:</b> being proud to belong to and represent the Eskdale School community.
<b><u>R</u></b>	<b>Respect:</b> Myself, others and the school environment.
<b><u>I</u></b>	<b>Inspirational:</b> I am a role model and lead by example.
<b><u>D</u></b>	<b>Dignity:</b> Treat everyone fairly and recognise that my words and actions affect others.
<b><u>G</u></b>	<b>Generosity of spirit:</b> I go out of my way to help others when I can.
<b><u>E</u></b>	<b>Engage:</b> in all tasks and with all opportunities.
<b><u>S</u></b>	<b>Show:</b> off the very best version of me – me and my work.

## Section 2 - School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The leadership team and governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to ‘lead from the front’. However, leadership to support positive behaviour must be shared across the whole staff – including SLT, Heads of Department/Faculty, Heads of Year, classroom teachers and support staff.

### As a school we will:

- In partnership with parents/carers, set high expectations for students and staff in all aspects of the school’s life and show how they are to be met. For example,
  - By having a clear code of conduct (**See Eskdale Expectations for All page 6, Appendix A and B**)
  - In our Home/School Agreement (**See Appendix D**);
  - Creating an ethos around **BRIDGES**.
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school Behaviour Policy;
- Ensure senior leaders model the behaviour and social skills they want students and staff to use;
- Ensure staff presence across the site at key times during the day (before school, break, lunch and after school) to maintain a sense of calm and order;
- Give opportunities for the School Council to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions.

## Section 3 - Classroom Management

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations.

### As a school we will:

- Ensure all staff follow the staged process Behaviour Policy (**See Appendix A**) and apply the agreed procedures (monitored by Heads of Department/Faculties, Heads of Year and SLT);
- Plan lessons well, ensuring they are appropriate to the ability of the students. Differentiation is crucial in promoting good behaviour;
- Use SISRA and SIMs to provide all staff with holistic data on the students they teach so that they have a clear understanding of student abilities and needs and allow for greater personalisation in lessons.
- Use commonly agreed classroom management and behaviour strategies e.g. seating plans (via Class Charts);
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class;
- Use Assessment for Learning techniques such as peer and self-assessment to increase students' involvement in their learning and so promote good behaviour;
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs e.g. during lesson reviews, student voice groups, etc;
- Plan home learning carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

#### **Section 4 - Rewards and Consequences**

Our aim is to provide a range of opportunities in which students can excel and be rewarded together with a practical set of consequences that deal appropriately with poor behaviour.

We firmly believe that praise should be used to motivate and encourage students. Our school culture should be one of success and we take every opportunity to celebrate the great work of our students. At the same time, however, students must be aware of the consequences for their decisions and their responsibility for their poor behaviour choices. We believe that self-discipline is a key component for success.

##### **As a school we will:**

- Use a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff (**See Appendix C**);
- Ensure staff have the confidence to deal with issues that arise in whatever situation they are in and know when, how and who to refer onto.
- Encourage staff to have restorative discussions with their students to think about their actions, the consequences for this and what actions can be taken to rebuild and move forward.

##### **Our reward system includes:**

- Reward points awarded electronically through SIMs which can lead to short term or longer-term rewards for students;
- 'Good News' notices;
- Postcards home;
- Celebrating success in weekly assemblies with Heads of Year;
- End of term presentations;
- Annual Major Awards Evening for Y11;
- Prom for Y11;
- Form group celebrations;

- Phone calls home;
- Certificates of commendation;
- Reward trips.

### **Our Consequence system includes:**

There are a variety of actions used which range in severity. These include:

#### **Restorative Practice**

Restorative practice is at the heart of everything we do, we encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. It can be a brief question to refocus or part of a longer supportive process. This is known as a Restorative Comeback Meeting (RCM).

If an incident arises then restorative practice should be used as part of the investigation process – restorative questions will be used for witness statements, as well as the structure for interviews. Following an incident staff would look to help reconcile relationships and work with the student to identify the steps they can take and what support they need to make it happen.

The restorative meeting could be used before a decision to exclude and should always be used on return to establish next steps. **(See Appendix E)**

#### **Restorative Comeback Meetings**

We use a variety of these sessions which range in duration. Restorative Comeback Meetings are used within our staged sanctions **(See Appendix A and B)**.

Restorative Comeback Meetings can be given within the school day e.g. breaktimes, lunchtimes, or outside of the school day e.g. after school. We are not required to give 24 hours' notice for a detention but would always endeavour to do so by phone or letter where the detention is to be held outside of school hours. We will consider the RCM and will:

- Consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours;
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

#### **Reports**

In order to enable students to modify their behaviour, they may be placed on report. This will focus students on the areas that they need to improve upon in the **STUDENT BRIDGES** and each teacher will report against target areas at the end of each lesson. If a student is identified as requiring additional support, then a discussion will be had between colleagues and then an additional conversation will be held with parents/carers to ensure the reasoning for the report is clear. Reports can be issued by Form Tutors and Heads of Year in the first instance and will be checked at the end of the day by staff and parents/carers. The combined supportive approach by home and school is where most impact is had on the young person. The report helps to facilitate self-regulation and discipline and acceptance for their own actions.

There are 4 types of report:

1. Form Report (reports to Form Tutor);

2. HOY Report (reports to Head of Year);
3. Progress Report (reports to Head of Department/Faculty);
4. SLT Report (reports to SLT member).

### **Protocol of reports**

- Parental contact will take place at the beginning of each report via a phone call or a reintegration interview after exclusion;
- Parental contact will take place to review progress during and at the end of the report;
- If a student fails to meet their target, they will reflect and communicate the reasons why with the member of staff who issued the report and agree a suitable outcome for example an after school Restorative Comeback Meeting (ASRCM).

### **Report Success: High Impact**

The reports are designed to allow the young student to make better choices within the school and to give them immediate feedback from their teachers who have recognised their efforts and change. If home and school are of the opinion that there has been a significant change then the report will cease.

### **Report Success: Low Impact**

There are some students who may find this persistent scrutiny from staff more challenging and therefore additional restorative conversations may be required and these may take place during the school day during appropriate times decided by the Form Tutor or Head of Year. If the report strategy has low impact then following a HOY/Parent/Student Restorative Meeting, an action plan will be devised with possible contact with outside agencies where appropriate.

### **The use of Inclusion (Restorative Room)**

At Eskdale we are all responsible for our own behaviour but sometimes we need support to make the right decisions. When students go into this room, they will be expected to have challenging conversations, in order to reflect and work towards solutions.

If a student is removed from a classroom by HOY or SLT, they will be taken to the restorative room where a restorative meeting will take place (once the student has sufficiently calmed down). The questions will be worked through with the member of staff on duty in the room and a plan for restoring relationships will be made, leaving the student with action points that they are responsible for. The relevant document is then processed through SIMs so the member of staff who had the student removed can follow up with a restorative meeting.

It is hoped that most isolations in Inclusion (Restorative Room) will be pre-planned and pre-booked by a Head of Year or a member of the SLT. However, we acknowledge that some will happen following a STEP 4 inclusion or other serious incident such as a fight or dangerous behaviour. **Referrals to Inclusion (the Restorative Room) must only come through the Head of Year in conjunction with a member of the SLT.** Therefore, Head of Department/Faculty must go through the relevant Head of Year in order to place a student in Inclusion (the Restorative Room). Inclusion is predominately to be used for students receiving a STEP 4 action. Steps 1-3 should be dealt with through departmental procedures.

Students may be placed in our Restorative Room for either half a day (am or pm) or full days by a Head of Year or member of the SLT. The Head of Year will log all periods of Inclusion and reasons for Inclusion on SIMs. Unacceptable

behaviour or failure to co-operate in the Restorative Room will either result in the issuing of a further day in the room or a fixed term exclusion depending on the level of disruption and/or previous actions taken.

Once a decision has been made to place a student in Inclusion (Restorative Room) by the Head of Year and SLT then a date will be arranged. It will normally be at least 24 hours after the referral is made to enable staff to provide relevant, up to date work for students whilst they are in to ensure they do not miss out on learning. Once the date is set the Head of Year involved will contact home and contact the students to ensure they know the date for inclusion and whether it is a full or half day and record the information on SIMs.

Whilst in the Restorative Room for half or a full day, students lose their free time. The member of staff supervising the room as per the timetable will supervise students in the Restorative Room. Students are expected to bring their own lunch, or a sandwich will be provided. Parents/Carers will be informed of pre-planned times in Inclusion (Restorative Room).

The Restorative Room is also to be used to accommodate internal exclusions for vulnerable students. This reduces the impact of disruptive behaviour on learning and teaching whilst also removing the need to exclude learners from school with all associated risks. Exact timings of the days may vary according to the circumstances, but typically it is off set and will either start at 8.30 am and run until 3.00 pm or start at 9.15 am and run until 3.45 pm. This allows us to isolate the student from mainstream movements when deemed appropriate.

### **Serious breaches of the Behaviour Policy**

These breaches can result in isolation or exclusion from the school. These include:

- Repeated visits to Inclusion or exclusion for persistent breaches of the school's code of conduct;
- Bringing onto school premises or being found in possession of anything that could constitute an offensive; weapon or illegal substances (Note: Some over the counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need parentally authorised medication, they can go to the school office);
- Bullying/Cyberbullying or other harmful behaviour;
- Bringing 'outsiders' onto School property in order to threaten or create conflict,
- Sexually inappropriate behaviour;
- Threatening others – verbally or physically;
- Cursing or inappropriate gestures – particularly towards an adult;
- Deliberate involvement in or instigation of conflict;
- Verbal aggressiveness towards a peer or adult;
- Wilful disobedience or serious disrespect to an adult; including refusal of reasonable requests or instructions from staff;
- Repeated failure to comply with expectations around school uniform; **(See Appendix I)**
- Stealing;
- Knowingly possessing stolen property;
- Vandalism and destruction of property;
- Consistently disrupting learning;
- Interfering with fire alarms or extinguishers;
- Smoking or drinking alcohol, using or distributing drugs;
- Cheating in a test or exam;
- Wearing, displaying or graffitig 'gang' affiliated items and phrases;
- Bringing the school into disrepute.

## **Use of Exclusion**

Under law, the Headteacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion;
- The period of exclusion;
- (Where applicable) whether to direct the Headteacher to reinstate an excluded student;

The Governing Body and Headteacher of Eskdale School are responsible for promoting good behaviour and discipline on the part of Eskdale School's students and for securing an orderly and safe environment for students and staff.

Eskdale School's response to challenging and disruptive behaviour will be made in the context of the Behaviour Policy and will encompass a range of strategies, with exclusion as one option. Eskdale School will ensure that the interests of the whole school are considered within any action taken.

Restorative practice should be used as part of the investigation process – restorative questions will be used for witness statements, as well as the structure for interviews.

The restorative meeting will usually be used before a decision to exclude and should always be used on return to establish next steps.

### **Deciding whether to exclude a student**

Only the Headteacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a student from school. A decision to exclude a student will be taken only:

- In response to serious breaches of Eskdale School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

The decision to exclude a student is a matter of judgement for the Headteacher, who will consider the likely impact of the misconduct on the life of Eskdale School. This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by Eskdale School.

### **Before reaching a decision to exclude either permanently or for a fixed period, The Headteacher will:**

- Consider all the relevant facts and such evidence as may be available to support the allegations made, considering Eskdale School's behaviour and equal opportunities policies and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- Allow the student to give his or her version of events and ensure that a thorough investigation has been carried out;
- Check whether the incident may have been provoked, for example by racial or sexual harassment or by bullying, including homophobic bullying;
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

## **Permanent Exclusions**

Permanent exclusions will normally be used as a last resort when a range of other strategies such as Outreach have been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include;

- Where there has been serious actual or threatened violence against another student or member of staff;
- Sexual misconduct;
- Supplying an illegal drug;
- Carrying an offensive weapon.

### **Fixed Term Exclusion**

In the case of fixed term exclusions, the Headteacher may exclude a student for up to 45 days in any one academic year. Strategies to prevent this total being reached include placement at Education Outreach.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from Eskdale School premises for the duration of a lunchtime period. Lunchtime exclusion is treated in the same way as any other fixed period exclusion.

### **Reintegration**

A reintegration meeting with the Headteacher, Deputy Head Teacher or Head of Year following the expiry of a fixed period exclusion will be arranged by Eskdale School prior to a student returning from a period of exclusion, and in the case of any student who has been excluded from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student. Phased reintegration may be used if considered appropriate. **(See Appendix H)**

### **Setting Work**

The Headteacher will provide an individual education plan for all students on roll who are excluded for a period of 15 consecutive days, which will set out:

- How the student's education will continue during the period of exclusion;
- How the time might be used to address the student's problems;
- The use of Outreach as an alternative provision;
- (Together with the LEA) what educational arrangements will best help with the student's reintegration into Eskdale School at the end of the exclusion. Eskdale School will usually be expected to meet some of the costs for this, but the exact arrangements will need to be agreed with the LEA.

In the case of a permanently excluded student, the Headteacher will plan for the student's continued education, pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the student's name will be deleted from Eskdale School roll.

### **Informing Parents/Carers**

The Headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, Eskdale School may notify the Social Services Department and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

## Section 5 - Behaviour Strategies and the Teaching of Good Behaviour

The school's policies on behaviour, learning and teaching will create an ordered school climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff), students, and their parents/carers.

### As a school we will:

- Ensure all staff understand and use consistently, the behaviour management strategies agreed by the governing body and school community;
- Develop students' emotional, social and behavioural skills through activities in lessons and in our PSHE programme, our enrichment opportunities and the residential experiences we offer;
- Arrange additional 1:1 work, group work and support for students who need it. This is provided by experts both within school and from outside;
- Work in partnership with parents/carers on all matters concerning student progress – personal, social and academic.

## Section 6 - Continuing Professional Development

All staff in school will be provided with the skills to understand and manage student behaviour effectively. This is as important for heads as it is for Newly Qualified Teachers and support staff. Training and coaching are both vital elements of a high-quality professional development programme. These must be made available for staff taking up a new post via our induction programme and ongoing via our CPD plan.

### As a school we will:

- Ensure all staff joining the school (including supply teachers) receive induction training which includes clear guidance in use of the school's systems and expectations for behaviour;
- Ensure all staff are given training and structured support in the use of restorative practice training to provide consistency in the use of the school's approach to behaviour management;
- Assess staff needs and build into Continued Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour e.g. Induction, Thursday pm sessions, NQT programme;
- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- Create opportunities for staff to learn from the expertise of those with a responsibility for students whose behaviour is challenging;
- Develop the specialist skills of staff that have leadership responsibilities for improving behaviour.

## Section 7 - Student Support Systems

Eskdale School uses a wide-reaching pastoral team, Heads of Year, Mentors, Attendance Officer and SENCO.

### As a school we will:

- Recognise that a good pastoral system involves teachers and support staff;
- Recognise that student support is not just about behaviour. Poor pastoral support just focuses on 'naughty students. Good pastoral support is concerned with academic attainment, developing students' ability to become good citizens and embedding our **BRIDGES** ethos;
- Ensure that staff with pastoral responsibilities:
  - Have appropriate time to carry out their tasks;
  - Are appropriately trained;

- Have adequate administration support;
- Have access to specialist support. This might include services such as Educational Psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services, and Speech and Language Specialists etc.
- Ensure that pastoral staff understand and are responsive to the needs of groups within the school and wider community e.g. Looked After Children, SEN students, Disadvantaged students.
- Regularly make clear to students, parents/carers and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This will be emphasised through our Anti-Bullying Policy.

## **Section 8 - Liaison with Parents and other Agencies**

We work closely with parents/carers to ensure progress and support for all students throughout their school career with us. In managing student behaviour Eskdale School needs the support of parents and carers.

Opportunities to meet with parents and carers within the School are encouraged in a variety of ways including via parent meetings, student exhibitions/performances and subject teacher evenings. Communication via e-mail is open and encouraged. All parents have their son/daughter's teacher school email address to facilitate communication.

### **As a school we will:**

- Ensure that all staff are welcoming and have the skills to deal with difficult parental conversations;
- Have clear and well understood procedures in place for dealing with distressed and angry parents/carers;
- Ensure key staff receive training appropriate to their needs regarding dealing with conflict/difficult people situations. Provide opportunity for staff dealing with difficult situations to share their work and the pressures it can bring;
- Ensure parents/carers hear from the school when their children are doing well via telephone contact, 'Good News' postcards and termly reviews of progress data;
- Take advantage of technology such as emails and mobile phones to improve communications with parents/carers. This should not replace personal contact (e.g. we make first day absence phone calls);
- Allocate enough resources to allow good liaison with parents/carers and to maintain their trust and confidence, which takes time;
- Work with other agencies to ensure students and their parents are supported appropriately. We have regular multi-agency meetings to ensure that support is coordinated effectively.

## **Section 9 - Managing Student Transition**

Changing schools is never easy and can cause students and parents' anxiety. At Eskdale School we recognise this and aim to smooth transition by working closely with parents and other schools to ensure continuity, progress and support for all students who join us.

### **As a school we will:**

For those joining us during the academic year we will:

- Conduct a one to one interview with the Head of Year;
- Ensure that teachers receiving new students are given appropriate information to help them plan work and manage the transition;
- Develop buddy systems, using students to support each other on arrival;

- Test reading and numeracy ability as appropriate;
- Ensure a suitable timetable is drawn up for the student new to school.

For primary transition we will:

- Gather holistic data on all Y6 students on visits to primary schools by the Y7 Head of Year and SENCO;
- Provide transition days and events;
- Provide additional transition support for students and families who need it (e.g. additional transition days, out of area transition day, attendance meetings).

## **Section 10 - Organisation and Facilities**

Our school ethos is central to what we do in the school. **BRIDGES** is embedded into our curriculum and our pastoral system via our Behaviour Policy, our reward system and our PSHE programme.

Pastoral structures such as form groups and houses allow for a supportive community to be developed and every student and their family to be known. We also work hard to ensure that the facilities and learning spaces are of a high quality and so refurbishment and remodelling are key to the development of our facilities.

**As a school we will:**

- Recognise that good behaviour and learning are improved when students enjoy appropriate learning spaces;
- Ensure that when graffiti occurs, it is cleaned up immediately;
- Ensure that toilets are clean throughout the day, have soap, paper towels or hand dryers, and are accessible;
- Ensure that social areas in the school are identified and seating provided to encourage students to interact;
- Ensure that students follow the one-way systems around the site, to improve safety and reduce congestion;
- Provide a variety of spaces for students which include quiet indoor areas as well as active play areas across the school site;
- Create welcoming and comfortable areas where parents/carers can be received.

## **Section 11 - Student Behaviour Outside the School Gate**

Eskdale School has a statutory power to discipline students for misbehaving outside the school premises.

As a school we may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a student at the school.

We will also respond to misbehaviour at any time, whether the conditions above apply, which:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student or member of the public;
- Brings the reputation of the school into disrepute.

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy (**See Appendix B**).

On occasions, in view of the nature of the incident or issue, the school may deem another agency (e.g. the Police) more appropriate to deal with it.

## Section 12 - Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip. (Section 550ZA (3) of the Education Act 1996).

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher shall apply an appropriate sanction in line with those explained below.

If the student refuses to be searched, the Headteacher or key senior staff (Deputy Headteacher, Assistant Headteacher, Head of Year) can still carry out a search in line with the following guidelines:

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.'
2. Ensure the member of staff has reasonable grounds for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible).
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. A jumper/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
5. The person conducting the search may search any of the student's possessions, this includes any goods over which the student has or appears to have control e.g. bags.

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 have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below. (Section 94 of the Education and Inspection Act 2006).

After the search school will confiscate the item and dispose of it in the following way:

Items banned in the school rules	Procedure after confiscation
Mobile phones	Held in the School Office until the end of the day and then returned to the student for first offence. Second offence to be collected by parent/carer.
Cigarettes, tobacco, skins, filters, vaping equipment etc.	Disposed of
Other Electronic devices	Held in the School Office until the end of the day and then returned to the student for first offence. Second offence to be collected by parent/carer.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of

Stolen items	Handed to police if of high value. Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if offence committed.

### Section 13 - The use of reasonable force

Eskdale School has a legal duty of care for all our students. In very circumstances where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to themselves or others;
- Causing damage to property;
- Causing disorder within the class or school grounds.

In our school we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student;
- To stop a fight in the school grounds;
- Restrain a student at risk of harming themselves through physical outbursts.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the School premises – i.e. on a school trip. Where reasonable force has been used in school, parents/carers will be informed, and an incident form completed in detail. Reasonable adjustments will be made for disabled children or children with SEND. All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school’s Complaints Policy.

### Roles and responsibilities

The Governing Body will establish, together with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students, parents/carers, is non-discriminatory and the expectations are clear. Governors will support Eskdale School in maintaining high standards of behaviour.

The Headteacher, together with other senior staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and the leadership team.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, or national origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside Eskdale School, and for their attendance. They will be encouraged to work in partnership with Eskdale School to assist the School in maintaining high standards of behaviour and attendance and will have the opportunity to raise with Eskdale School any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of Eskdale School's policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. Students will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that students may become vulnerable through events such as bereavement, divorce or separation of their parents. The School Council will be responsible for reviewing annually the progress that has been made in tackling bullying.

Restorative practice questions will be used with consistency by the whole staff and this practice will be developed through CPD to facilitate restorative meetings to address sensitive situations.

The promotion of circles (**See Appendix E**) to provide ownership of behaviours and emphatic listening will be developed through CPD and embedded through form time and Student Council.

## **Equal Opportunities**

In accordance with NYCC Policy staff at Eskdale School believe that all children, irrespective of class, ethnicity, religion or belief, gender, sexual orientation or special educational needs and disabilities should have access to appropriate curriculum and provision given to their learning needs. The school's commitments to inclusion and supporting children with SEND is in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2014) and within the guidelines and inclusion policies of the Local Education Authority and other policies current within the school. We have high expectations of all students and we are also committed to making reasonable adjustments to meet a student's needs in terms of their behaviour and their learning. These two aspects are not separate and will sometimes require a differentiated approach to ensure students make good progress and achieve their best.

## **Respecting Children's Rights**

Eskdale School also respects 'The United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 1989)' and this policy is written to comply and support the articles contained therein.

## **Monitoring, evaluation and review**

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.



**APPENDIX A**

**Consequences of Misbehaviour within Lessons**

We all want the best for our students at Eskdale School. The relationships we forge with our students and their families is evidence of this.

A *‘place of belonging; a place of inspiration’* is what we strive to achieve every day at Eskdale School. Through our BRIDGES approach we aim to nurture the community that comes through our doors and help every individual to be the very best they can. We aim to inspire and ignite imaginations, have every child in school every day and nurture our young people to become the next group of responsible and successful citizens.

We hope by modelling our expectations they will learn to adopt and behave in appropriate ways. As previously mentioned, we are all capable of making poor choices and it is by acknowledging this we can take steps to make changes. However, when poor decisions are persistently being made then there is an understanding that there are ramifications for their choice of action.

**CLASSROOM CONSEQUENCES**

<b>STEPS</b>	<b>ACTIONS &amp; RESPONSIBILITIES</b>			<b>BEHAVIOURS</b>
<b>STEP 1</b>	Verbal Warning	Classroom teacher calmly speaks with the student. The incident <b>not</b> recorded.  <b>Note:</b> A verbal warning should not be given as a blanket warning to the full class by a classroom teacher.		Failing to follow instructions Outdoor clothing in class Disruption/talking/off task Equipment Eating and drinking in class (other than water or identified medical reasons) Abuse of equipment Punctuality Planners not signed Homework Uniform Chewing gum Mobile phone
<b>STEP 2</b>	Second Verbal warning	Classroom teacher reaffirms expectations via a quiet conversation in classroom <b>OR</b>	Classroom teacher moves the student within classroom  <b>Note:</b> No student is to be put outside the classroom to ensure safeguarding.	Classroom teacher writes a note in student’s planner  Classroom teacher Emails Form Tutor/Head of Year to notify.
<b>STEP 3</b>	Final Verbal Warning	Classroom teacher allows student to remain in class by tactical overlooking when	Restorative Comeback at break or lunchtime with classroom teacher a record should be kept of conversation and outcome	Record on SIMS  Conversation between student and Form Tutor  <b>Note:</b> The first three Steps are very much seen as classroom-based strategies. Suggestions for de-escalation are outlined in <b>(Appendix F)</b> .

		behaviour is not disruptive <b>OR</b> Classroom teacher calls for Departmental removal of a student to a different classroom.	<b>Note:</b> Each curriculum area or group will need to plan out a timetable through the course of each week which will ensure that each lesson of the week at least one colleague is available to receive students who are removed to a different classroom at Step 3.		
<b>STEP 4</b>	Removal by HOY or SLT	Taken to Inclusion (Restorative Room) and provided with de-escalation work.	One hour - After School Restorative Comeback (ASRC) with staff and HOD  <b>Note:</b> If a student behaves in such an unacceptable way that the teacher chooses to move straight to the (Restorative Room), reference should be made to the <b>SERIOUS INCIDENT PROCEDURE (See Appendix G)</b> .	HOD to discuss with HOY and arrange (ASRC) with parents.  Report may be issued  HOY to liaise with SENCO	Persistent low-level disruption from Steps 1-3
<b>STEP 5</b>	If no impact from Step 4	HOY arranges a Restorative meeting with parents and student	Outside agency referral (if required)	Action Plan agreed by all  HOY to assign Mentor	Repeated behaviours in specific, or different curriculum areas
<b>STEP 6</b>	Review Action Plan	HOY and SLT to amend timetable. HOY to agree with student and parents		SIMS monitored by HOY	Verbal abuse Physical abuse Dangerous behaviour
<b>STEP 7</b>	Amended timetable - no impact	Alternative provision: Outreach		Monitored by Deputy Head	Sexist/racist/homophobic remarks Physical aggression
<b>STEP 8</b>	Alternative provision: Outreach – no impact	Fixed term or permanent exclusion  <b>Note:</b> See additional details below table		Headteacher meeting with parents and governors to confirm decision	Bullying <b>Serious behaviours:</b> weapons/substances/vandalism

### Additional Guidance

#### **STEP 3 – Moving students within a department of faculty**

The main emphasis in terms of identification of members of staff who will be available to 'receive' difficult students will lie in two areas:

1. Subject teachers who have curriculum responsibilities;
2. The groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered **STEP 3** is likely to have caused disruption and inconvenience. Consequently, **they should be received in an appropriately professional manner**. The referred student will bring work with them and work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has enough work to do and ensure that the incident is recorded on SIMs.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

If a student refuses to go to the department link, they will be referred to SLT on call **STEP 4**. This will be defiance and the student placed in the 'Restorative Room' for the rest of the day. SLT as a policy will inform Heads of Year who will then notify parents/carers. Any student misbehaving in the Restorative Room will be given a (RM) with the Head of Year After School for one hour.

Being sent to the 'Restorative Room' is an extremely serious sanction. The room will have a functional and purposeful environment with a bank of work which covers every curriculum area. Additionally, it will be staffed by timetabled members of staff.

Supervision at break and lunch time will be incorporated into the existing duty rota and at no time will students be allowed to socialise with other students.

## **STEP 8 – FIXED TERM/PERMANENT EXCLUSION**

Students who persistently break the agreed Action Plan or who commit a particularly serious misdemeanour can expect to find themselves at STEP 8.

Internal or external exclusions will be given for the following behaviours which are unacceptable:

- Serious threats of and actual violence;
- Persistent and serious breaches of the School Behaviour Policy;
- Bullying;
- Sexual harassment;
- Open defiance by refusing to follow a reasonable request from a member of staff;
- Swearing at a member of staff;
- Use of or possession of drugs or alcohol;
- Where the school believes that a child's presence in school represents a serious threat to others;
- Use of or possession of an offensive weapon or replica weapon.

The control of fixed-term or permanent expulsion is entirely in the hands of the Headteacher and Governing Body. Expulsions normally operate on a tiered process that leads through **1 day, 2 days, 3 days, 5 days, 10 days, 11 days and finally 12 days**. There may be occasions where the Headteacher will use their professional judgement to not follow the tiered process a higher level of expulsion when the behaviour presented by a student warrants; these expulsions will be reviewed annually to ensure consistency. Following an expulsion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent for subsequent expulsions.

*On the fourth occasion that a student reaches STEP 8, at the discretion of the Headteacher, placement at an alternative provision will be put in place to support the student. Should the students subsequently reach STEP 8, they would receive an exclusion. For subsequent occasions that the student reaches STEP 8, this alternating use of alternative provision and expulsion would be implemented.*

*On re-entry to school after a fixed term expulsion of **5 days or more**, a student will automatically be placed in Inclusion (Restorative Room) unless they have completed any work set.*

*Prior to making any decision on a fixed term or permanent exclusion, the Headteacher will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.*

## APPENDIX B

### Consequences of Misbehaviour Committed Around School

We recognise that mobile phones are an extremely useful piece of technology and with the catchment of our students being so vast and rural, we understand the importance of having one to contact home. However, to ensure the learning environment remains a safe and productive one we have the following expectations of all our students.

- Mobile phones should be switched off and not be visible from the start of the day 8.50 am until the end of the day 3.25pm. Unless specifically directed by a member of staff.
- Any mobile phone that is seen during this time regardless of whether it is being used, or not, will be confiscated.
- Confiscated mobile phones will be held in the school office and returned at the end of the day in the first instance.
- Mobile phones confiscated on the second time will be returned to the parent/carer only.
- Instances where behaviour is of a criminal nature, will be referred to the police.

We are a restorative school and we take a collective approach towards maintaining a positive approach when any member of our community acts inappropriately. Behaviours are categorised in a similar way to that of the classroom and follow the same 8 STEP approach.

STEPS	ACTIONS & RESPONSIBILITIES		BEHAVIOURS
<b>STEP 1</b>	Verbal Warning	Staff member calmly speaks with the student Incident <b>not</b> recorded	Queue jumping Failing to follow instructions Running/Play fighting in the corridors Littering Swearing out loud Late to school Eating/drinking in corridors (other than water) Uniform Chewing gum Mobile phone
<b>STEP 2</b>	Second Verbal warning	Staff member writes a note in student planner and ensures that it signed by parent and shown to them next day.  Staff member Emails Form Tutor and Head of Year to notify.	
<b>STEP 3</b>	Final Verbal Warning	Staff member holds a Restorative Comeback at break or lunchtime with student and a record should be kept of the conversation and outcome  Staff member records on SIMS and emails form tutor  Conversation takes place between student and Form Tutor.	
<b>STEP 4</b>	Taken to Restorative Room:	Staff member records on SIMS Restorative Comeback with member of staff manning the Restorative Room and a record kept of the conversation and outcome. Staff member emails Form tutor and HOY A Report may be issued (Form Tutor or HOY)	
<b>STEP 5</b>	If no impact from Steps 1-4	Form Tutor or HOY to remove social time at break or lunch times – community acts of kindness Record on SIMS	

<b>STEP 6</b>	If no impact from Step 5	HOY organises a Restorative meeting with Parent/Student and a record kept of the conversation and outcome.	Truancy Defiance Failure to attend an RCM Disrespectful to staff Criminal damage Bullying Bringing the school into disrespect E-Cigarettes/Illegal substances/weapons Unprovoked assault Improper use of fire alarm Racial/homophobic harassment Theft Verbal abuse of staff Fighting Smoking inside the school building
<b>STEP 7</b>	If no impact from Step 6	HOY to organise a detention for student with SLT – Lunchtime off site. SLT to administer detention.	
<b>STEP 8</b>	Fixed term or permanent exclusion	Headteacher meeting with parents and governors to confirm decision	

When investigating the incidents outlined above then staff should use the document to gather as much information as possible before passing onto the appropriate member of staff: Head of Year, SLT, Deputy Head or Headteacher. **(See Appendix J)**

**THE REWARDS SYSTEM**

<p><b>STEP 1</b> – Ongoing Subject Rewards via SIMs and or Postcards</p>	<p>It is expected that all good work will be rewarded with reward points on SIMs. Form Tutors will reward, good attendance, correct equipment and positive attitude. Reward postcards can be sent home by members of staff when it is considered appropriate to reward hard working students.</p>
<p><b>STEP 2</b> – Rewarding of Certificates, Phone Calls Home, instant physical rewards deemed appropriate.</p>	<p>Bronze = 250                  Silver = 500 (Form Tutor call home)                  Gold = 750                  Platinum = 1000 (Head of Year call home)                  Diamond = 1500                  Headteacher’s = 2000 (SLT call home)                  Governors = 2500                  Chair of Governors = 3000</p>
<p><b>STEP 3</b> – SLT Praise</p>	<p>During tutorial time and when appropriate students may be sent to a member of the SLT for further praise. The Headteacher may also see students at this time.</p>
<p><b>STEP 4</b> – End of Term Awards</p>	<p>Awards to include:</p> <ol style="list-style-type: none"> <li>1. 100% attendance/punctuality</li> <li>2. Outstanding Behaviour for Learning</li> <li>3. Outstanding Application to learning</li> <li>4. Improvement</li> <li>5. Pleasure to teach</li> <li>6. Building A Bridge – which recognises those students who have helped to demonstrate these values – this will strengthen the ethos and values of belonging and inspiration.</li> </ol>
<p><b>STEP 5</b> – Major Award Ceremony (Y11)</p>	<p>The major award ceremony will be held each year for Y11 students. In addition to GCSE certificates subject and school trophies to be awarded. Information will be sent out in advance.</p>

## APPENDIX D

### HOME SCHOOL AGREEMENT

The Home School Agreement is integral to the life of Eskdale School. It sets out what the school, parents/carers and the students agree together for the good of the whole school and everyone within it.

The partnership between the home and school is one of the most important influences on the education and personal development of our students. This agreement recognises the need for good partnership working between the home and school and seeks to build on it.

#### **AIMS OF THE SCHOOL AND HOME PARTNERSHIP**

- To work with our parents and carers to enable students of all abilities to make the most of their intellectual, practical and physical abilities;
- To work with our parents and carers to ensure that the students are secure and receive the highest standards of care;
- To support our parents and families to help students to develop self-discipline and to learn to behave towards others with care, respect and good manners;
- To encourage our parents and carers of students to participate in the life of the school and to celebrate the achievement of their children and others;
- To help our parents and carers of students develop high aspirations and to enable them to progress towards a rewarding and fulfilling future.

*The Home School Agreement is a legally required document and its aim is to clarify the roles and responsibilities of students, parents, staff and governing body so that every student can realise their full potential.*

It aims to ensure that students and parents are fully aware of the school's aims and values, work together on issues of concern and enables effective home/school communication. Parents, students and the Form Tutor (on behalf of all staff) are requested to sign the agreement printed in the Student Planner when the student joins Eskdale School for the first time, indicating their acceptance of this agreement.

#### **STUDENT**

##### ***I shall try to:***

- work with the school and my parents to achieve my full potential;
- attend school regularly and on time;
- Always keep myself safe by remaining on the school site unless otherwise agreed with my parents and the school;
- bring the appropriate equipment and kit needed for the day;
- wear school uniform and kit as indicated in the school prospectus;
- develop a sense of responsibility for myself and behave with respect for all staff and students in the school;
- help to keep the school free from bullying and anti-social behaviour;
- Care for the school and be aware of the problems caused to others by chewing gum and other litter.

## **PARENT(S)/CARER(S)**

### ***I/We will try to:***

- support my son/daughter in independent study/home learning;
- make sure that my son/daughter attends school regularly and on time;
- inform the school of the reason for absence as early as possible;
- ensure that my son/daughter is properly equipped and ready for work;
- attend consultation evenings or discussions about my son's/daughter's progress;
- inform the school about problems which may affect my son/daughter and come into school to discuss any problems if requested;
- support the school in their efforts to develop good social skills and to prevent bullying;
- support the school by ensuring my son/daughter wears school uniform properly every day;
- Support the school with its policy on jewellery and personal decoration;
- Refrain from posting negative comments about the school, its staff members or students on social media.

## **ESKDALE SCHOOL**

### ***Will try to:***

- give opportunity and encouragement for all students to reach their full potential;
- let parents/carers know when a student has been absent from school without permission;
- set, mark and monitor homework and provide facilities for students to complete independent study/home learning in school;
- enable students to 'catch up' missed work as a result of illness or holidays;
- inform parents/carers about progress at regular intervals;
- encourage contact from parents/carers who have concerns of any kind and ensure a prompt response;
- prevent bullying and will take every opportunity to develop good social skills, appropriate to their age;
- provide a pleasant and productive working environment;
- provide good quality careers guidance;
- make parents/carers and students fully aware of the uniform policy and the fact that it is checked daily;
- ensure that students and parents/carers are aware of the health and safety reasons for restricting the wearing of jewellery and other personal decoration;
- Keep parents/carers informed about school activities through the school website, emails, social media or letters home (usually on Tuesdays and Thursdays).

### Restorative Practice

Restorative practice has developed through restorative justice to become the practice of reflecting on the culture and processes of how communities build, develop and maintain harmonious relationships and subsequently bring people together. The aim of restorative practice is to build social capital, develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative practice is a philosophy that guides the way we act in all our dealings. Below is a guide to speaking to students after they have experienced a sanction to help build positive and productive relationships.

It helps to develop a true understanding of oneself and by having this knowledge we can recognise the ways in which we communicate our thoughts and feelings through our physical presence. In turn we help students to have open and honest dialogues to express their thoughts and reflect upon any actions that they may have undertaken. For them to do this successfully their basic needs must be met such as feeling safe and secure. This is where we start our journey across our BRIDGES; a place of belonging

#### Restorative Conversations

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- How do you feel about what's happened?
- Who has been affected by what's happened?
- In what way/s have they been affected?
- What needs to happen to make things right/repair the harm?

#### Restorative Circles

Circles have developed as a proactive strategy to build community and social capital, as well as deal with issues that may arise in the course of a day. It is common practice to be used both within form time and during lessons. It is a vehicle to encourage the sharing of thoughts and ideas whilst listening to the views of others. It opens up discussions in a way that all students know that they will be listened to and respected. Everyone is involved and their contribution is valued.

#### Restorative meetings

A restorative come back meeting (RCM) involves staff and the student(s). These will take place at either break or lunch times. After school restorative comeback meetings (ASRCM) take place at the end of the school day with the student and the Head of Department/Faculty or Head of Year.

A restorative meeting involves staff, students(s) and parents/carers. They may also involve additional outside agencies to provide additional advice and support.

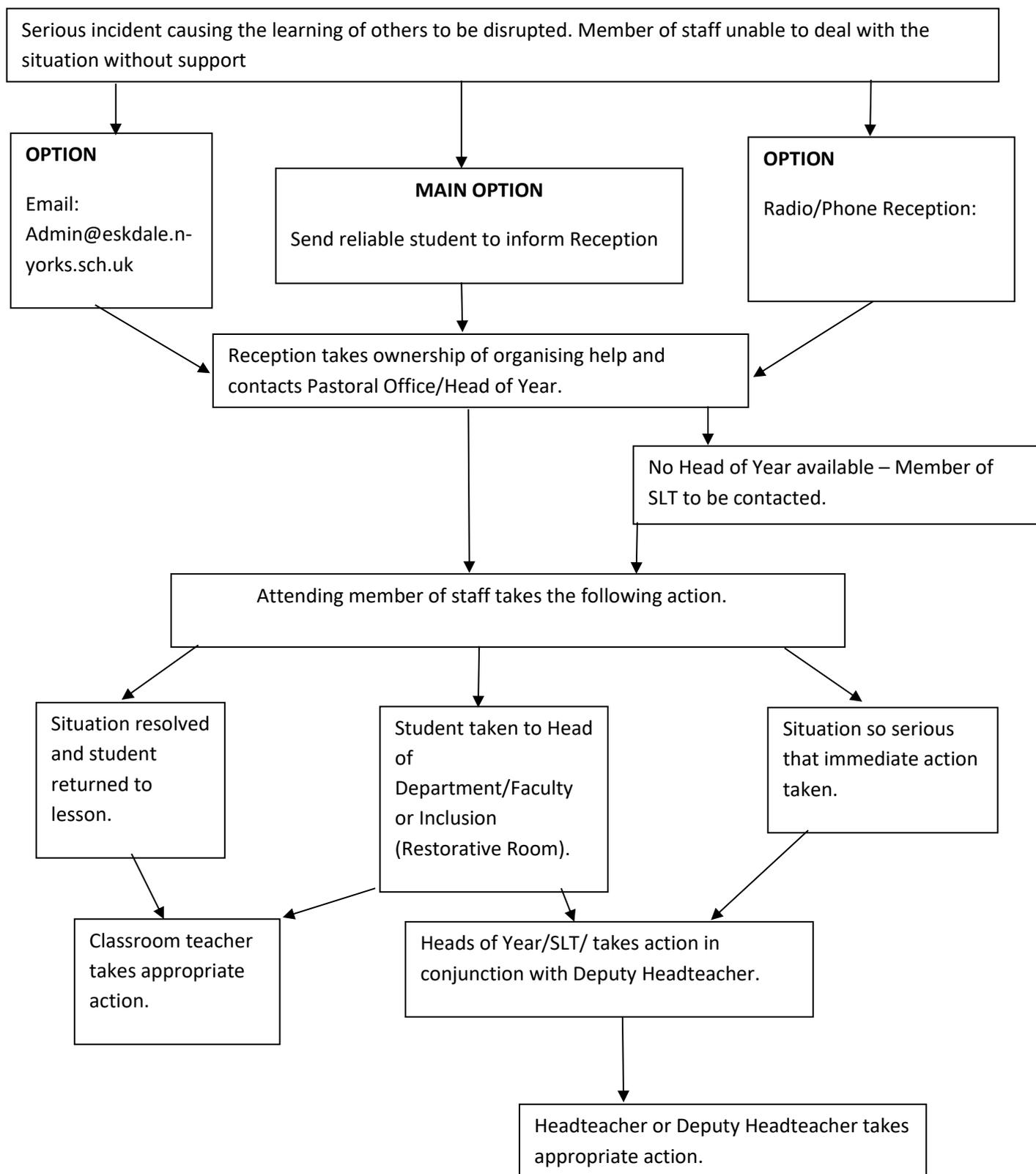
## APPENDIX F

### The principle of de-escalation

A key principle at Eskdale School is the use of de-escalation techniques. Confrontation only happens when two people disagree. Behaviour can be challenged and modified without escalating the student's poor behaviour. Details of common de-escalation strategies are outlined below.

De-escalation techniques:	Details:
Building relationships	Your relationships will, of course, depend on the class or group, but a balance between a dominant and cooperative style is regarded as the most effective way to improve classroom management.
Take-up time	Allows students not to lose face. Watching and waiting is, in no way, issuing a challenge. We need to be clear and confident about expressing expectations. Following an instruction with a pause to allow students to comply. Examples included: <i>'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help, but I'll come back in a minute if you need any'</i> To a noisy group – <i>'I need silence in 5...4...3...2...1... Can everyone listen to me.'</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work, but I would like you to...'</i> <i>'Yes, it may not seem fair but...'</i> <i>'Maybe you will be able to go to the toilet but for now I need 10 minutes more work'</i> <i>'Maybe he is talking too but I have asked you to stop talking'</i>
Choice and consequence rather than confrontation	For example: <i>'Jamil, you can either work quietly by yourself or you can come up and sit with me.'</i> <i>'James you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.'</i>
Rules and routines	The start of a new term is a good time to set up routines for example a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the 'target' student but praise the nearby student. If the 'target' student changes their behaviour, praise them. The teacher may say to a nearby student <i>'Good I've got your attention'</i> Repeat this to nearby students and the positive behaviour should ripple around the rest of the non-conforming class.
Positive language and praise	For example, instead of <i>'Will you stop talking'</i> you'd say, <i>'I'd like everyone to listen please'</i> . Instead of <i>'John, stop turning around and distracting Mike'</i> you say <i>'John, I'd like you facing this way and getting on with your work.. thanks.'</i>
Clarity of expectations and consistency	Needs to be in line with school policy and be implemented clearly and consistently. Examples include: <i>'Remember the school rule, Phil. If you miss my detention, it is a Subject/Faculty Leaders and then if you miss that, it is an after-school with SLT.'</i>
Body language, positioning in the room and eye contact	You could: use a silent and still approach. Stop what you are doing and remain silent or you could position yourself so you can scan regularly and make eye contact with as many of the class as you can.
Pivotal Micro-scripts	<i>'It is the rule about... that you have broken. I need you too...thank you'</i> <i>'I have noticed that...'</i> <i>'Thank you for tucking your shirt in.'</i>

**SERIOUS INCIDENT PROCEDURE**



**APPENDIX H**

**Reintegration from Fixed Term Exclusion**

Name of Student:	Date of Meeting:
Date of Birth:	Present:

**Factors affecting progress:**

Date of and reason for Fixed Term Exclusion:	
Restorative Questions: <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking about at the time?</li> <li>• What have been your thoughts about the incident since?</li> <li>• Who has been affected by what you did?</li> <li>• In what ways have they been affected?</li> <li>• What do you think needs to happen next?</li> </ul>	
Approach and attitude to learning:	
Additional needs:	
Percentage attendance this year to date	No. of days of Fixed Term exclusion this year

**Other professional currently involved:**

Title:	Name:	Nature of involvement:

**Is the student at risk of underachieving in lessons?**

Subject:	Issues identified:	Strategies to overcome these issues:

**Outcomes of reintegration meeting:**

Agreed Outcomes:

Signed..... (Student)

Signed..... (Parent/Carer)

Signed..... (SLT)

## Appendix I

### Uniform Policy

We are fortunate at Eskdale School that most parent/carers readily co-operate with our uniform policy. There is little doubt that the uniform saves a daily decision about what to wear and the expense and pressure that comes from constantly changing fashion. Equally important is the fact that the school uniform is associated with work, whereas other clothes tend to be casual and associated with leisure.

The personal appearance of all students must be sensible, clean and acceptable to staff. This has specific reference to hair styles. Hair dyes and sprays are **NOT ALLOWED**. Jewellery, hair braids and earrings are encouraged **NOT** to be worn by students as these items are hazardous to others and they are difficult to take care of in a large institution. A bag for carrying books, equipment and PE kit is essential. Parents/Carers are asked to mark clothing.

#### BOYS

- Black trousers or knee length tailored shorts
- Navy blue blazer or navy-blue V neck sweater with the school logo
- White shirt
- School tie
- Black leather shoes
- Plain dark socks

#### PE KIT

- Navy blue rugby shirt and/or plain navy polo shirt
- Navy shorts Shin pads (with ankle protection)
- Navy football socks
- Football boots (optional)
- Trainers
- White socks
- Tracksuit-navy or black
- Gum shield-hockey
- Water bottle
- Towel

#### GIRLS

- Black knee length skirt, knee length tailored shorts or full-length black trousers. Trousers not leggings must be worn.
- Navy blue blazer or navy-blue V neck sweater with the school logo
- White shirt School tie
- Black leather shoes
- White or dark plain socks or plain black tights

#### PE KIT

- Navy blue rugby shirt and/or plain navy polo shirt
- Navy shorts
- Shin pads (with ankle protection)

- Navy football socks
- Football boots (optional)
- Trainers
- White socks
- Tracksuit-navy or black
- Gum shield-hockey
- Water bottle
- Towel

**APPENDIX J**

**INCIDENT REPORT STATEMENT FORM**

Name of Student:	Form Group:
Name of Teacher:	Date/Time of Incident:

Details of incident:
Witnesses:
Action Taken By:

Signed..... (Teacher)