

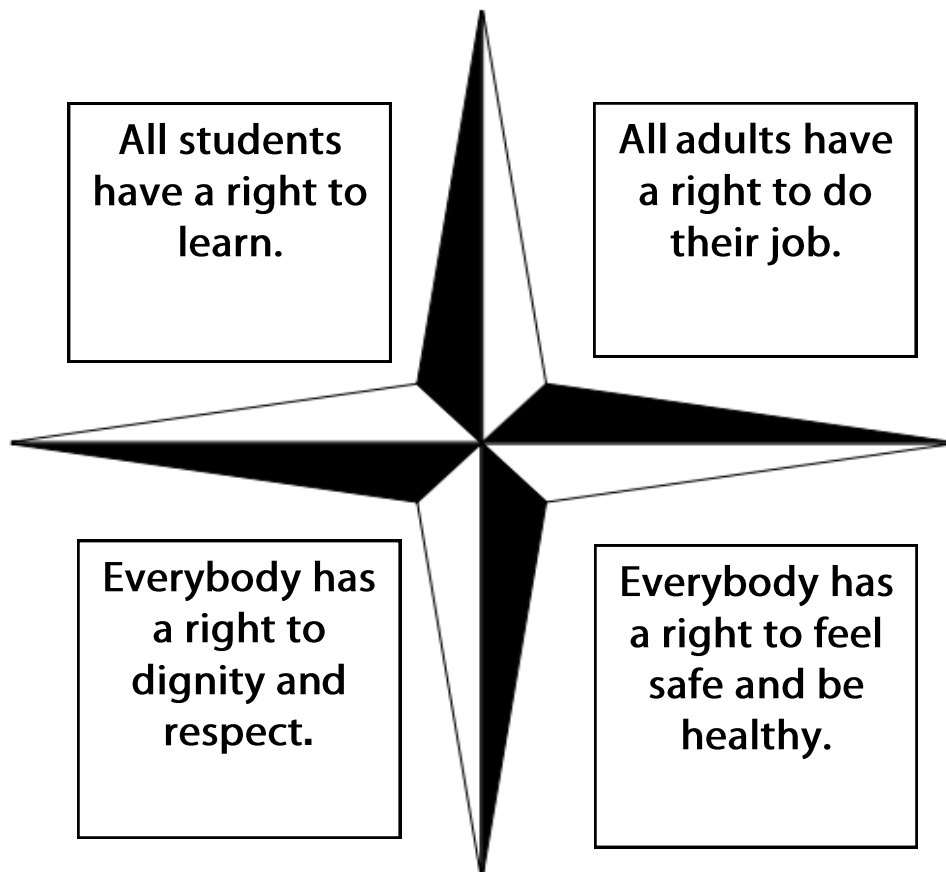
Rights Respecting Policy

Review Date	November 2016	Leader of Policy Review	Mr. Artist
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A whole school approach

UNCRC Article 28 states that every child has the right to an education and that discipline in schools should respect children's human dignity.

The guidance within this document is based on the UNCRC and the basic tenets of Restorative Practices.



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WHOLE SCHOOL APPROACH TO BEHAVIOUR INTERVENTION

The achievement and success of all our pupils relies on the commitment of those individual pupils who wish to succeed. Teachers must give praise and encouragement when a pupil demonstrates good attitude, work, behaviour and attainment. Positive re-enforcement can ensure individual pupils attain and sustain good standards, but also motivate others to emulate it.

The Behaviour Policy at Hawarden will embody the school's values. It will promote and support teaching and learning, mutual respect and positive behaviour so that all can achieve and succeed. The policy will respect, reflect and be based upon the United Nations Charter on the Rights of the Child (UNCRC). It will:

- Embody high expectations for all.
- Promote safe behaviour and well-being for self and others, in and beyond school.
- Expect respect for staff, fellow students, school and individual property, school buildings, the school environment and school transport.
- Promote positive behaviour through the development of students' social, emotional and behavioural skills.
- Ensure a balance between rewards and sanctions to encourage positive behaviour.
- Be fair, clearly communicated, and consistently, reasonably and proportionately applied.
- Ensure the orderly running of the school.
- Acknowledge context and be proportionate and responsive.
- Recognise the importance of keeping parents and carers informed of their child's behaviour, engage them in partnership with the school and support them in meeting their parental responsibilities.
- Recognise that vulnerable students, and students with additional educational needs, may need behavioural support, and make provision for such support so that all students are included.
- Promote equality of opportunity and good relationships between different communities.
- Seek to eliminate all forms of discrimination, harassment and bullying.
- Not tolerate violence, threatening behaviour or abuse.
- Encourage staff and students to lead by example and expect all to uphold the values and good name of the school.
- Apply to school visits, travel to and from school, and school-related activities.
- Support multi-agency working and partnership working with other local schools and settings to promote positive behaviour and good attendance.

The school expects all to respect the rights stated within the UNCRC. Four specific rights are promoted to give all at Hawarden High School a simple framework of expectations, rights and responsibilities. Pupils' behaviour is to be in line with these rights and they will be supported at all times by teaching staff who will:

Form Tutor:

- Learning mentor and pupils' main point of contact in school
 - School contact point for parents/carers/guardians
 - Provide channels for students to access different services / guidance
 - Monitor student progress through use the Lesson Monitoring system data and student planner.
 - Regularly monitor student attendance and act to improve it where necessary
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Classroom teacher:

- Learning expectations to be set out clearly for each lesson
- Ensuring all learning support materials are accessible to all pupils
- Follow the Behaviour Intervention guidance.
- Use the Lesson Monitoring/Attitude to Learning system rigorously.

As part of this process it is imperative that consistent completion of the registers is achieved. Attendance and punctuality are factors that affect the behaviour of pupils.

The class register is to be taken as soon as is practicable and that the class is to be aware of the process. This will give teachers an opportunity to set targets of how to get a '1' within the lesson and reinforce the importance of attendance.

The following guidance is to be used:

- 1 *Excellent*** – The pupil has exceeded expectations for the lesson. This might be based upon a class discussion, a particular answer, a homework linked to the lesson or any other aspect that stands out above and beyond! *A '1' should not be used just to reward a pupil behaving themselves.* It must be linked to their work.
- 2 *Expected*** – The pupil has met expectations for the lesson. Work completed, right approach shown, working well within the topic etc. This should be the default mark when taking the register initially.
- 3 *Inconsistent*** – The pupil has not met expectations for the lesson. Work not completed or to the expected level, distracted during the lesson/not focussed, a homework not completed that was needed for the lesson or that their behaviour is impacting on the learning of others and their right to an education.
- 6 *Unacceptable*** – The pupil's behaviour is having a significant impact on the lesson and the right of all students to learn. Stage 1 of the referral process to begin.

Assistant Curriculum Managers/ Teachers in Charge/ Curriculum Managers

- To have an overview of learning for all students within their subject.
- To endeavour to use intervention strategies to anticipate and prevent students encountering difficulties in their learning or development

Heads of House:

- Have an overview of learning and progress for all pupils in their House
 - To coordinate the work of form tutors as learning mentors
 - To access the services students require as learners or for their health / mental / social well being
 - To endeavour to use intervention strategies to anticipate and prevent students encountering difficulties in their learning or development
 - To ensure tutors follow a clear timetable of structured activities during tutor time
 - To monitor attendance and implement interventions where necessary
 - Will monitor pupils causing issues across the curriculum through the collation of Pupil Timelines from ACM/TiC/CMs and by analysis of the Attitude to Learning' scores.
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SLT:

- To ensure the practices and systems of the school allow for this policy to be enacted
- To ensure that staff are supported and sufficiently trained in order to carry out their roles
- To provide CPD opportunities to support staff with managing behaviour
- To seek links with other agencies and the general community that can enhance the school's work with pupils.

If, however, the pupil's behaviour continues to impact on their learning and the learning of others the referral process is to be followed.

Every member of our school community has a responsibility to respect the rights of others by maintaining a high standard of good behaviour in lessons.

Referral Process

Classroom teacher – interventions

STAGE ONE



SIMS entry



Pupil Timeline



Refer to ACM/TiC/CM – interventions

STAGE TWO



Refer to HOH – interventions

STAGE THREE



Request for SLT intervention

Classroom teachers will only pass on issues that they can take no further steps to improve the situation.

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STAGE ONE

Initial measures are to be dealt with by the **Class Teacher** and may include restorative approaches such as:

- affective discussions about behaviour and its impact on Teaching and Learning
- recording of incidents/unacceptable behaviour and sanctions on the SIMs system using the 'add comment' only.
- moving a pupil to another position within the classroom
- providing extra meaningful work

Asking a pupil to stand outside can be used to allow for a cooling down of the situation on both sides but must be followed up as soon as possible. If ACM/TiC/CM involvement is required an option might be for the pupil to be temporarily asked to complete meaningful work in another classroom. It is important that, if this decision is made, the pupil knows that it is the decision of the teacher involved and that the ACM/TiC/CM is supporting it.

Sending a pupil to the front of school is only to be used if requested by SLT.

Where unacceptable behaviour persists, the class teacher should log the incident on SIMs with a '6' and update the 'add comment' facility. Where appropriate this is to be followed up by the creation of a **Pupil Timeline**.

STAGE TWO

Assistant Curriculum Manager/Teacher in Charge/Curriculum Manager Intervention

Each situation will be different at the discretion of the ACM/TiC/CM supporting their colleague. Wherever possible the ACM/TiC/CM will work with the Classroom Teacher in resolving the situation in a progressive way to maintain the required dynamic of the classroom. Further interventions by the ACM/TiC/CM may include actions such as:

- providing extra meaningful work
 - lunchtime or after school ACM/TiC/CM restorative detention
 - contact with parent/carer by telephone, email or letter
 - a meeting with parents/carers
 - Departmental/Faculty report cards or monitoring systems
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STAGE THREE

Head of House intervention

After the ACM/TiC/CMs intervention has been thoroughly explored and the problem still persists, a restorative meeting with the relevant **Head of House** should take place and a strategy for improvement agreed. The Pupil Timeline is to be passed on at this stage.

Actions available at this stage may include:

- further lunchtime or HOH after school detention
- contact with parent/carer by letter, email or telephone
- use of weekly Progress and Special Disciplinary Report Cards
- use of Daily Target Card
- meeting with parent/carer which may lead on to higher disciplinary levels or to create pupil-centred action plan (IEPB or PSP)

If the problem still persists or certain inappropriate behaviour may be deemed serious enough to warrant the consideration of a short term, fixed exclusion of the pupil from school, which will be noted in the pupils' records, the **Pastoral Assistant Head** must be consulted. Such behaviour might also result in the pupil progressing immediately to one of the higher disciplinary levels of the Referral Process.

Support available to the HOH from the Pastoral Assistant Head includes:

- Flintshire TRAC Team referral
- Behaviour Moderation request
- Educational Psychologist
- Proactive provision to engage pupils in and out of school
- Children's Services involvement and support
- Child and Adolescent Mental Health Service (CAMHS)
- Young Person's Counselling Service
- Education Support Worker
- Flintshire Social and Wellbeing Department
- Pupil Referral Unit (PRU)
- Home Tuition
- Extended Work Experience

Senior Leadership Team will become involved if intervention at this stage is unsuccessful.

At certain times, it is necessary and more practical for members of the SLT to follow through a behaviour referral. A member of the SLT will make a judgement in relation to a particular referral or situation following a request for the referral to be reviewed and will identify any appropriate sanction for that referral. The member of SLT concerned must always report this verbally, by

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email or in writing to the appropriate HOH. Teaching staff involved can also request feedback if necessary.

Restorative Sanctions

Detention should only be used as part of the referral flow chart. All sanctions are held restoratively rather than punitively to shift focus away from blame and punishment on onto repairing harm and setting limits for the future. Detentions are to involve meaningful and purposeful restorative activities with real educational value.

Breaktime Detentions

No formal notification required to parents – pupils to be informed of day and room to attend via a note in the Pupil Planner. A SIMS comment is to be added if the Pupil Planner is unavailable.

Lunchtime Detentions

No formal notification required to parents – pupils to be informed of day and room to attend via a note in the Pupil Planner. A SIMS comment is to be added if the Pupil Planner is unavailable.

Pupils **MUST** be allowed to access School Lunchtime facilities.

After School Detentions

Under Section 91 and 92 of the Education and Inspections Act 2006 schools have legal backing to detain pupils after a school session on disciplinary grounds. The person setting the detention must notify parents/carers 24 hours prior to the sanction taking place.

When imposed, a restorative detention can be a very effective sanction in reducing unacceptable misdemeanours due to the reflective work which takes place. Fair process must be observed – Engaging pupils in decisions that affect them; explaining the situation/reasons for sanction; clearly setting out limits and expectations for the future.

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Appendix

Strategies for staff in the application of this policy:

Starting Lessons: Set a positive ethos from the outset. Be on time, meet and greet and settle the pupils. Be prepared and concentrate initially on the pupils who are on task and complying with the classroom guidelines.

Seating Plans: Establish seating plans that ensure that all students know where they are to sit in the class (boy/girl where possible); these are set by the teacher to promote positive behaviour and progress in lessons.

Rules/Rewards/Consequences: Involve pupils in the development of rules in your classroom that fit within the school's behaviour policy.

Positive language: Avoid the use of negative words such as, don't, shouldn't. Avoid directives resulting in "No..." Be aware that more than 60% of all communication is non-verbal.

Proximity praise: Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

Move in Move out: If you are speaking to an individual pupil, don't shout across the room. Move in. Once you have spoken to the pupil, move away, expecting compliance.

Choice rather than ultimatum: Remind pupils of the rules, provide a choice and give time to comply.

Refocus: Don't be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding ('Yes, I understand, however we need to...'). Be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

Dealing with Challenging Behaviour:

Voice matching: Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response.

Remain Calm: Remember that the first person who needs to calm down in a confrontation is you.

Personal space: Do not invade a pupil's personal space. Personal space is approximately the radius of an outstretched arm.

Avoid an audience: Avoid dealing with conflict in front of an audience.

Time out/Change seat: A change of environment may help to focus a pupil. However, the emphasis should be on time, you must have a plan of how to reintegrate the pupil back into your teaching group.

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Hawarden High School
Ysgol Uwchradd Penarlâg



Pupil Timeline									
Pupil Name			Tutor Group		SEN Y N	Date	Period	Subject	
Attendance	Attitude	Behaviour	Classwork		Coursework/Homework			Other	
First Stage-Classroom Teacher Intervention									
<i>Description of issue and strategies applied.</i>									
Teacher:			Date:			Resolved: YES / NO			
Second Stage – ACM/TiC/CM Intervention									
<i>Explain what strategies have been applied by the ACM/TiC/CM to assist in this issue being resolved or progressing any further (sanctions, contact with home, etc).</i>									
Teacher:			Date:			Resolved: YES / NO			
Third Stage - Head of House Intervention									
<i>Intervention that has been put in place by the HOH (parental meetings, sanctions, referrals to outside agencies, IEP, PSP, etc).</i>									
Teacher:			Date:			Resolved: YES / NO			
INTERNAL		LETTER REQUIRED		Date of Detention		REQUEST FOR SLT REVIEW		Date	
Progress Card		Department Detention				Reason:			
Report Card		Faculty Detention							
PSP / IEP / Other		House Detention							
ACTION BY OFFICE		SIMS INPUT BY:				DATE:			

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STAKEHOLDER VIEW		
PUPIL VIEW		PARENT VIEW
FIRST STAGE		
SECOND STAGE		
THIRD STAGE		
