

Friern Barnet School

Positive Behaviour for Learning Policy



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Table of Contents

p.3	Rationale and aims
p.4	Rewarding positive behaviour
p.5	Sanctions for poor behaviour
p.7	Managed moves
p.7	Behaviour and school journeys/visits
p.8	Behaviour outside school
p.8	Roles and Responsibilities
p.10	Monitoring
p.11	Appendix A - Promoting Positive Behaviour for Learning – Guidance for Staff
p.16	Appendix B – Use of reasonable force
p.17	Appendix C – Searching, screening and confiscation
p.22	Appendix D – Trauma informed approach
p.23	Appendix E – The escalation process



ENJOY AND EXCEL

Respect, responsibility and relationships

Rationale

We are hugely ambitious academically for all our students and we want them to live lives which are personally and socially fulfilling. Our desire is that students leave us as mature, independent learners who are also engaged and responsible citizens. Friern Barnet is an inclusive school driven by its core values of respect, responsibility and relationships. We promote self-esteem and encourage all members of the school community to respect themselves and each other, encouraging students to take responsibility for their actions and choices. Our role is to promote the best in every student, good personal relationships and a tolerance and understanding of other peoples' rights and points of view. We aim to promote excellent teaching and learning so as to secure the best possible outcomes for all our students.

Good behaviour in all aspects of school life is necessary for effective teaching and learning to take place. All staff have high expectations of every student and make these expectations the focus for learning. Staff apply rules, routines, rewards and consequences consistently and transparently to students, always focusing on the positive. We believe that in sharing effective practices, the stronger our learning culture will become.

We use emotion coaching techniques to resolve conflict and to help children to self-regulate and avoid sanctions. We recognise that some children have complex needs and their behaviour can be linked to difficult circumstances. Staff have access to a range of strategies and approaches to give targeted help to children who are finding learning difficult.

Aims

As a school community we will:

- promote self-esteem, self-discipline and positive relationships based on mutual respect
- create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate a positive attitude to learning inside the classroom and those who are excellent members of the school community outside of the classroom
- share and employ effective practices and strategies which promote positive behaviour
- ensure a consistency of response to both positive and negative behaviour
- provide a high-quality learning environment for all and effectively manage and challenge any student behaviour that disrupts learning
- provide a safe environment free from violence, bullying and any form of harassment

Friern Barnet School expects:

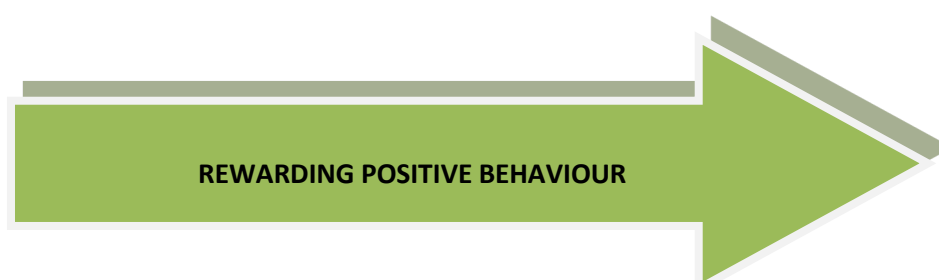
- students to show respect and courtesy towards staff and each other
- parents to encourage their children to show respect and support the school's behaviour policy
- the leadership team to ensure the behaviour policy is applied fairly and consistently across the school
- teachers to be good at managing and improving student behaviour

Rewarding positive behaviour

Central to the rewards philosophy is the expectation that all teachers will praise students, and contact parents in relation to this, as a matter of routine. Day-to-day praise is a key factor in motivating students and establishing a positive climate for learning. Praise and rewards should be used much more frequently than negative sanctions to motivate students and build a culture of achievement and success.

There is a system of points attached to each recorded demonstration of positive behaviour on the school MIS system. Praise postcards are sent home by members of staff to reward a student for positive behaviour. Students are rewarded in celebration assemblies at the end of each half term by their Head of Year. When students get a set amount of points they will receive a certificate in the celebration assembly:

- Bronze
- Silver
- Gold
- Platinum



Good work and a positive contribution to school	Excellent work and positive contributions to school	Sustained excellent effort and achievement and outstanding contribution to the life of the school
Consistently good attitude to learning	Excellent attitude to learning	Sustained excellent attitude to learning and attendance and punctuality
Good attendance and punctuality	Excellent attendance and punctuality	
Praise	Form tutor awards	High achiever awards
Achievement points	Head of Year awards	House reward trips
Positive reports	Head Teacher awards	Prize Giving celebrations
Contact with home	Attendance awards	
	Jack Petchey awards	

Staff and students have a shared responsibility to establish positive relationships within the learning environment. Students are responsible for contributing constructively and co-operating with staff to create a culture of high expectations and achievement. Staff are responsible for ensuring that the learning environment is orderly and welcoming with high quality displays which showcase achievement at all levels. Parents are informed about student success in a number of ways including the school's website gallery, subject galleries and through the school newsletter.

Sanctions for poor behaviour

A teacher can effectively deploy a range of proactive interventions that indicate the need to be focused. Students will always be given the opportunity to make the right choice.

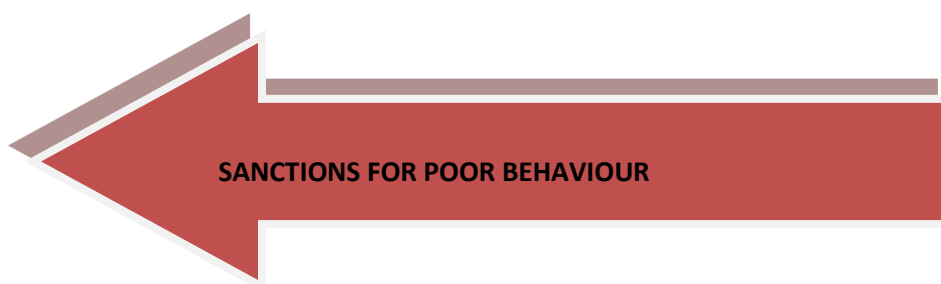
Before any sanctions are given students will be:

- given a reminder of the expectations with a rule reminder
- given a verbal warning if the behaviour continues to be unacceptable

There is a range of ways of reinforcing expectations at an early stage. For example:

- approaching a student and standing next to him or her
- counting down to indicate the need for silence
- setting time limits
- moving a student to another place in the classroom
- balance reminders with praise
- allow a student reflection time

Occasionally, students will continue to behave in an unsatisfactory manner despite both the rule reminder and verbal warning. If the behaviour continues, then the teacher should set a restorative conversation for 20 minutes and log the details on SIMS. It is unwise to detain a complete class when it is the fault of an individual or a small group.



60 minute detention	40 minute detention	20 minute restorative conversation	20min detention with form tutor
<ul style="list-style-type: none"> • Persistent disruption in lessons • Persistent defiant behaviour • Failure to attend a 40-minute detention • Refusal to hand over a mobile phone • Truancy 	<ul style="list-style-type: none"> • Repeated refusal to follow instructions • Rudeness to staff • Failure to attend a 20 minute late detention • Continual disruption to lessons • Graffiti • Failed restorative conversation 	<ul style="list-style-type: none"> • Poor corridor behaviour • Lack of home learning • Disruption to learning • Removal from lessons • Failure to follow instructions • Consistent lack of equipment • Eating, drinking and chewing gum 	<ul style="list-style-type: none"> • Late to school before registration ends

If a student continues misbehaving, he or she should be removed from the class to another room in the faculty using the shadow timetable. Each faculty will need to plan out a timetable throughout the course of each week to ensure that for each lesson at least one colleague is always identified as being available to receive students.

The referred student should 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 sufficient work to do. The student will immediately receive a 40 minute detention and the incident must be recorded on the MIS.

If a student does not comply with the expectations, they will be placed in the Internal Exclusion Room. This will be used if a student:

- refuses to work in another room within the faculty
- endangers the Health & Safety of others
- uses abusive language or threatening behaviour

Parents will be informed via a phone call or text sent by a pastoral support manager.

A Head of Year or Head of Faculty will set a 40 minute detention if a student:

- refuses to co-operate with a form tutor or teacher
- displays poor conduct around school
- continues to disrupt lessons across a range of subjects

Students will receive a 60 minute detention for continual defiant behaviour; this includes failure to attend a 40 minute detention.

If a student is late to school before 9am they will be given a 20min detention with their form tutor to be served at the end of the day.

If a student is late after registration closes at 9am they will be given a U code on the register.

These will be monitored by the Head of year and Pastoral support manager. If they receive a U code six times in a four week period, they will be issued a fixed penalty notice by the educational welfare officer. (a warning letter will be issued if they receive three U codes)

Early intervention

The school recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management. We take necessary steps to encourage young people to take responsibility for their own behaviour and help them recognise the consequences of inappropriate behaviour. The school will take steps to identify students who would benefit from early intervention through effective monitoring of student behaviour.

Behaviour Support

We will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. These include:

- Mentoring – mentors who can work on a 1-2-1 basis with individual students or work with small groups.
- Access to alternative curriculum – the school will use a range of external providers, depending on the needs of the students
- Teaching strategies – SENDCo will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a learning difficulty, disability or medical condition

- Planned “Time Out” - students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in learning support
- Pastoral Management Plan – A PMP (1, 2 or 3) is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them. A PMP 3 is the used for a fixed period, for example, when a student returns from a period of exclusion or Internal Exclusion. It outlines what the student has agreed to do in order to make positive choices
- The Inclusion Hub - The Inclusion Hub (IH) aims to promote social inclusion and help to reduce the need for fixed and permanent exclusion. The IH procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. Hub provision is a structured intervention for students at risk of disaffection or permanent exclusion. The Inclusion Hub involves the student in the shared challenge of improving their behaviour and/or social skills
- Planned interventions - this could mean a short-term intervention delivered by external agencies or an inclusion specialist
- Personalised timetable - Set up for individuals to support learning or behavioural needs, this could take place through SEND and / or a Pastoral referral
- Referral to and working with external agencies - the school has excellent partnerships with Educational Psychology, Youth Service, CAMHS and YOT. The school will refer students if our own strategies have not impacted on a student’s behaviour choices

Pastoral Management Plans (Overview)

	Lead	Trigger	Duration
PMP 1	Tutor/PSM	SIMS behaviour points/ ATL 1s and 2s	½ term
PMP 2	PSM/HoY	Unsuccessful PMP 1	1 term
PMP 3	SLT and or external partner	Unsuccessful PMP 2	Up to 2 terms (16 weeks)

	Frequency of meeting	Who is present
PMP 1	Daily conversations. Weekly review meetings	Student
PMP 2	Weekly with student and fortnightly with parents	Parent and student
PMP 3	Weekly with student and fortnightly with parents	Parent, student and / or external partner

Internal Exclusion

An Internal Exclusion is the most serious in-school sanction and involves a student spending the school day in the internal exclusion room completing work that has been set for them. Contact is made with parents/carers when this sanction is used. When appropriate, a restorative justice session is arranged with the student and relevant member of staff.

Suspension

If a student fails to respond positively after other interventions have been put in place, exclusion for a fixed term may be issued by the Head Teacher. Fixed term exclusions can also be issued for one off serious offences.

On return to school, the student and parents must meet with the Head of Year and/or the SLT link and, if necessary, the Head Teacher. At this point the student will be placed on report, if appropriate, for a period of two weeks. Targets will be set according to the reason the student was excluded. A student will be monitored closely and if appropriate placed on a PMP 3 for a fixed period of time.

Governing Body Disciplinary Panel Hearing

Students who have shown no signs of improvement despite previous interventions, or have received 15 days fixed term exclusion in one term will attend a disciplinary hearing with a panel of governors. A disciplinary hearing may also be called for students who commit one-off serious offences. The SLT Link and the Head of Year prepare the documentation for the hearing which will include:

- Pastoral Management Plan 3 documentation
- minutes of meetings held prior to meeting before the Governors
- a behaviour log
- a record of support offered
- any external agency records e.g. Educational Psychologist reports

The HoY, SLT link, Head Teacher, student, parents will attend the panel hearing, heard by a panel of three governors.

Referral to the Pupil Referral Unit (PRU)

If a student is at risk of permanent exclusion, he or she may be referred to the PRU. This centre aims to provide a student with the opportunity and support to develop one to one relationships, relations within groups and relations with people who are familiar and unknown. Students are encouraged to treat themselves and others with respect and are prepared for social responsibility.

Permanent Exclusion

Students who persistently break the school code of conduct or who commit a significantly serious misdemeanour are at risk of permanent exclusion. Permanent exclusion is the decision of the Head Teacher and his decision is always considered by the Governing Body Disciplinary Panel.

The reasons for which a permanent exclusion would be considered are:

- serious breaches of the school's Positive Behaviour for Learning Policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises

There will, however, be exceptional circumstances where, in the Head Teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Managed moves

Statutory guidance gives schools the power to transfer a student to another school as part of a 'managed move'. Where this occurs it must be with the consent of the parties involved, including the parents. As part of its overall approach to managing behaviour, the school will consider managed moves alongside the strategies summarised above.

Behaviour and school journeys/visits

The school is committed to providing a range of journeys and visits for students. The school operates an equal opportunities policy so that no student should be excluded from a trip unless there are serious reasons for doing so.

Students have a responsibility to co-operate with behaviour for learning expectations on school journeys and visits, as they are representing the school and if they display inappropriate behaviour in this context, they may face serious consequences. At all times, students must ensure that their behaviour is lawful, respectful, and conducive to the aims and purposes of the school journey and in line with the Behaviour for Learning Policy and the school's Code of Conduct. Schools have the power to exercise discipline beyond the school gate.

Students who fall short of expectations on school journeys will be subject to the full range of sanctions up to and including in serious cases, a ban on participating in further journeys and visits. Exclusion is also a possibility. Any trips or journeys that are essential for the curriculum during this period of time will be at the discretion of the Head Teacher.

Behaviour outside school

Behaviour outside school, on school business (e.g. school trips, college placements, sports fixtures, work experience placements) is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Behaviour outside school, not on school business, will also be dealt with under our school's behaviour policy if there is a link between the behaviour and maintaining good behaviour and discipline at the school.

Roles and Responsibilities

Students

Students are expected to:

- arrive at school by 8.40am each morning
- wear the correct uniform throughout the day
- bring the correct equipment to all lessons
- get to lessons on time
- enter the classroom calmly and be ready to learn
- settle down to work quickly by engaging with the activities set by the teacher
- move calmly around school without running or shouting
- switch off and keep their mobile phone in their bag whilst on school site

Teachers

A teacher is expected to:

- provide an environment in which students can learn
- reinforce, encourage and reward positive behaviour
- plan and prepare stimulating lessons
- teach respect by treating students with fairness and consistency
- register students in every lesson
- support the school's Positive Behaviour for Learning Policy, by using the referral system effectively
- ensure all events are accurately logged on the school MIS

Form Tutors

A form tutor is expected to:

- play a central role in the pastoral care at Friern Barnet School
- encourage all students to be active members of the school and wider community
- complete twice daily roll calls in an organised manner
- ensure registrations are purposeful, understanding that this sets the learning climate for the rest of the day
- support consistent expectations across the school, especially regarding punctuality and uniform
- be the first point of call with parents and carers
- when necessary, work with a Head of Year to implement an individual support plan for a student (Pastoral Management Plan level 1)
- ensure all events are accurately logged on the school MIS
- carry out equipment checks
- set targets for progress

Head of Faculty/Head of Department

The Head of Faculty is expected to:

- ensure a positive learning environment for both staff and students
- ensure that the school's Positive Behaviour for Learning Policy is consistently implemented, in particular the system of referral
- support, challenge and monitor form tutors to ensure positive behaviour for learning underpins all classroom practice
- ensure that there is a climate of reward and praise which outweighs sanctions
- monitor the attendance, behaviour and learning of students
- ensure all events are accurately logged on the school MIS

Head of Year/Pastoral Support Manager

The HoY/PSM is expected to:

- provide clear leadership and support of their pastoral team and support the school's Positive Behaviour for Learning Policy
- ensure that parental contact is consistent and encourages positive behaviour for learning

- support, challenge and monitor form tutors to ensure positive behaviour for learning underpins all classroom practice
- implement termly Pastoral Management Plans level 2, involving the parent/carer, the student and the HoY or PSM in regular weekly reviews
- coordinate PMPs, with external agencies, if appropriate, for students at risk of permanent exclusion
- organise and coordinate more specific intervention and support for students
- attend and refer students to Student Support Meetings
- ensure that positive behaviour is recognised and celebrated in briefings, meetings, assemblies, prize giving ceremonies
- use data to inform decision regarding targeted support and intervention to promote good attitudes to learning
- investigate serious incidents thoroughly and fairly, and collate evidence to inform decision making
- ensure all events are accurately logged on the school MIS
- attend governors' disciplinary panels and permanent exclusion hearings when necessary

SLT/Head Teacher

A member of the Senior Leadership Team is expected to:

- provide clear leadership and support for the school's Positive Behaviour for Learning Policy by providing a visible presence and dependable support to staff throughout the day
- support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- when necessary, work with a Head of Year to implement an individual support plan for a student (Pastoral Management Plan level 3)
- ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management
- ensure that professional development opportunities are provided for staff that develops the individual and supports school priorities
- ensure that the school regularly communicates with parents, carers and governors
- provide effective support for teachers presented with extremely challenging and uncooperative student behaviour
- ensure a curriculum is in place which is appropriate for all learners
- oversee and implement exclusion procedures in line with local authority and national guidelines
- ensure all events are accurately logged on the school MIS

Governors

The Governors are expected to:

- monitor the effectiveness of the school's Positive Behaviour for Learning Policy
- support the Head Teacher and the Senior Leadership Team in the monitoring of attendance and exclusions of different groups of students
- form a Governors' Disciplinary Committee
- have accessed Disciplinary Panels and Exclusion Hearings training

Parents/Carers

Parents are expected to:

- ensure their child's regular attendance and punctuality
- ensure their child brings the right equipment and wear full school uniform
- co-operate with the school to ensure that their child follows the school's Positive Behaviour for Learning Policy
- keep the tutor and head of year aware of any circumstances which may affect their child's learning and behaviour
- maintain regular contact with the school through attendance at parents' evenings and through planners, letters, reports and telephone calls as appropriate
- encourage and support their child in completion of home learning

Monitoring

SLT and HoYs will monitor the effectiveness of the policy through the weekly briefings, tutor team meetings, pastoral team meetings, student support meetings, SLT meetings.

The Governors' Student Inclusion Committee will monitor the effectiveness of the policy with a particular scrutiny on rewards, achievements and exclusion information.

PROMOTING POSITIVE BEHAVIOUR FOR LEARNING**Guidance for staff on strategies for positive behaviour****1. Planning and preparation of lessons**

A varied repertoire of teaching and learning styles with high expectations of students is at the heart of positive behaviour for learning.

Effective lesson planning and preparation consists of 6 key features outlined below.

1. Updated schemes of learning and individual lesson plans.
2. Seating plans to ensure appropriate combination of students.
3. Knowing the class: differentiation and SEND information.
4. Varied activities and pace, linked to a clear timescale of completion of tasks.
5. Clear rules and procedures linked to activities (movement between activities, pair work, silent work, beginnings and ends of lesson).
6. Range of assessment opportunities – giving all students a chance to achieve. Ensuring students have a sense of the specific steps they need to take to improve/move on to the next level or grade.

2. Applying rules, routines, sanctions and rewards consistently and fairly

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour will enable students to see the rewards of positive behaviour and to learn appropriate behaviours of their own.

Following set routines and procedures every lesson minimises conflict with students. This level of consistency by all staff also maximises the emotional well-being of students and creates the right mindset for positive behaviour.

This level of consistency will be consolidated by all using the following rules with students:

Our expectations (Displayed in all classrooms)
<ol style="list-style-type: none"> 1. arrive at school by 8.40am each morning 2. wear the correct uniform throughout the day 3. bring the correct equipment to all lessons 4. get to lessons on time 5. enter the classroom calmly and be ready to learn 6. settle down to work quickly by engaging with the activities set by the teacher 7. move calmly around school without running or shouting 8. switch off and keep their mobile 'phone in their bag whilst on school site

An important feature of our approach to positive behaviour for learning is that students and staff have a common understanding of sanctions for inappropriate classroom behaviour. The expectations are to be displayed in all rooms in the school and in social areas.

2. Deploying a range of techniques and strategies to deal with behaviour both verbal and non-verbal

EXAMPLES OF POSITIVE REINFORCEMENT:
<p>Excellent, you have settled down really well and got your books out. Yes, talk to your neighbour to get ideas. Well done. Well thought out. Better to draft your question before you ask it.</p>
EXAMPLES OF POSITIVE CORRECTION:
<p>I would like this piece of work finished before the end of the lesson. Please remember to listen to everyone's contribution. Make sure you write in complete sentences please.</p>
FACIAL EXPRESSIONS:
<p>Smiling to encourage continuation of on-task behaviour. Mouthing to show surprise, delight or pleasure. Frowning to invite redirection of further progress.</p>
BODY LANGUAGE:
<p>Nodding to affirm or approve. Hand gestures to show acceptance and approval. Using a thumbs up to recognise achievement.</p>

3. Using the language of mutual respect

Dealing with students in a lesson means staff are making many quick decisions and judgements and so must use words with care and consideration. The inappropriate use of words by staff can be a trigger for poor student behaviour.

The examples below demonstrate the use of emotionally intelligent language for promoting positive behaviour.

You have a choice

If a student continues to be difficult we can show them that they have a choice about their behaviour

"John, **if** you choose to keep talking whilst I am **then** you will end up with a verbal warning and I may have to take action."

Partial agreement

Where you agree to a certain extent with a student's argument but do not allow for rules to be broken, perhaps offering an alternative.

"I know you are getting excited about breaking up for the school holidays but it is dangerous to run in the school buildings. Please can you follow health and safety rules and run when you are in PE lessons or activities outside of school."

Rule reminder

For instance, a student interrupts you whilst discussing something with them.

“Thank you Tom, I would really appreciate you listening to what I have to say and then you will be given an opportunity to give your view when I will listen and not interrupt you.”

Showing your appreciation

Where you positively acknowledge a student for following instructions or apologising for making a mistake.

“I appreciate that it was difficult for you to accept you had made a mistake and I want you to know that I really appreciate you facing the problem and apologising to me, that really makes a difference.”

Using ‘no’ in a non-confrontational way

This can be used when there is not time to explain your decisions/actions.

Teacher: You need to sit in your seating place now

Student: But why can't I sit here?

Teacher: Move to the seat I have given you please. There is not time to discuss the reasons why, however, if you have a real concern you can see me at the end of the lesson. Thanks.

Using names

Sounds obvious, but the use of ‘you’ can be very confrontational. If you don't know a student's name, you can ask before you make a request.

“Sorry, I don't know your name, what is it? OK Michael, can I ask you to return to your work? Much appreciated.”

Personalise your request

This can be done by referring to the effect a student's behaviour has on others, rather than just you as a teacher.

Thank you

Try using thank you when a student is following instructions rather than focussing on those who are not.

“Thank you Ashley, for standing quietly behind your chair, thank you too Roshni and Thomas, this shows you are ready to learn.”

4. Avoiding over-reaction and confrontation

Preventing confrontation:

- be calm, give clear instructions, ask questions, be positive, do not force students into a corner but explain the consequences of breaking a particular rule
- draw on your knowledge of the student or age group – use their name and acknowledge their feelings

- use your sense of humour to calm the situation – being able to laugh at oneself is a very powerful tool
- try to create a “win-win” situation for both you and the student
- we are the adults – be prepared to compromise a bit
- avoid threats. Always look at how the situation can be resolved in a positive way
- put the situation “on hold” and try to solve it later (perhaps with help)

During a confrontation:

- involve a colleague
- buy time (even a second or two) if you feel you need to calm down
- acknowledge the student’s feelings and your own feelings. Emphasise that you want to resolve the situation in a positive way. (“I know you are angry and I feel very angry too with your behaviour. How are we going to sort this out in a positive way?”)
- make sure your tone of voice is firm, but don’t increase the volume. This will most likely lead to increased volume on the part of the student
- proximity – respect personal space
- posture – non-confrontational
- eye contact – the “look at me” may escalate matters as some students are very uncomfortable with this.
- suggest that an apology from the student may help resolve the situation, but do not demand an apology as this may escalate the situation

After the confrontation:

- students will need to acknowledge their inappropriate behaviour and follow school sanctions as a punishment
- seek a return to normality as quickly as possible
- a fresh start for the student and a fresh start for your relationship with the student
- use the incident to discuss ways to move forward. Be solution focussed, not incident focussed

A CHECK LIST FOR POSITIVE BEHAVIOUR IN THE CLASSROOM

We need to clearly state to students the positive behaviours and expectations we are looking for or how else will students know?

Start of Lessons:

- Be on time and prepared for learning
- Greet students by name at the door and oversee the corridor near the door
- Instruct students to go straight to the seats in the seating plan
- Have an engaging starter activity already on the board for the class
- Take the register in silence and deal with latecomers later on
- Give praise for good conduct/starting the lesson on a positive note/welcome any new students or those who have returned from a long absence
- Aim to have students on task straight away

During Lessons:

- Present the big picture – link the learning with previous and future lessons
- Explain clearly what the lessons aims, outcomes and activities are
- Instruct students to have their planners open on their desks
- Ensure there are a variety of activities, resources and learning styles catered for
- Set targets for outcomes, ensuring appropriate/differentiation/keep standards high for everyone
- Use praise and encouragement – try to say something positive to everyone
- Reward good behaviour
- Remind students of rules
- Be mobile around the classroom and ensure you can see everyone
- Ensure that homework is set and clearly written down before the end of the lesson

End of Lessons:

- Plan sufficient time for a plenary to take place that identifies where students have made progress
- Comment on the overall lesson identifying achievements and or individuals
- Ensure clearing up is carried out by all
- Dismiss students in an orderly fashion, saying goodbye to them all

DEVELOPING STRATEGIES FOR DEALING WITH DIFFICULT GROUPS OF STUDENTS**Uncooperative Class:**

- Remind class of rules and the expectations in the corridor before entering
- Stick consistently to routines and rules
- Make lesson aims and target clear
- Set short tasks which can be started immediately
- Speak one to one with individuals and not the whole class
- Speak to uncooperative students outside of the lesson – arrange to meet them and set targets

Difficult/Provocative Groups:

- Have varied activities
- Change groupings and seating plans
- Reinforce routines at the start of every lesson and praise students when followed
- Have a positive approach to every lesson
- Remain calm and use emotionally intelligent language when dealing with difficult students
- Talk to other colleagues and share positive strategies
- Accept help available and possible interventions
- Talk to difficult students outside of the lessons

Noisy Groups:

- Start to get students quiet at the door before entering the room
- Establish a protocol for gaining their attention: arms raised/321 countdown
- Clearly state what noise levels you accept for different activities
- Plan to have small sections of silent work and forewarn students of these
- Have an immediate task

Unsettled Groups:

- Explain clearly your rules and expectations about movement in the room
- Plan lessons with minimal movement
- Get students to put hands on their table when listening
- Plan time for silent working

USE OF REASONABLE FORCE

School staff will follow current government guidance in determining whether a situation requires the use of reasonable force to control or restrain a student.

Introduction

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable in the circumstances' means using no more force than is needed.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Control may mean either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- Schools do not require parental consent to use force on a student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- 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, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

SEARCHING, SCREENING AND CONFISCATION

School staff will follow current Government guidance in determining whether a situation requires the use of searching, screening or confiscation.

Searching - With Consent

- School staff can search a student for any item if the student agrees. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour for learning policy.
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching - Without consent

- The Head Teacher and staff authorised by him have a statutory power to search a student or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious. Prohibited items are:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic or violent/extremist images
 - any 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 (including the student).
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of
- having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings. The powers only apply in England.
- The school will not generally inform parents before a search takes place or to seek their consent to search their child. The school will inform the parents after a search has taken place and it will inform individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found (though there is no legal requirement to do so). There is no legal requirement placed on schools to make or keep a record of a search. The school will place on record details of a search that identifies a prohibited item or an item banned under school rules.

Who will conduct a search?

The Head Teacher will decide who to authorise to use the powers to conduct a search. There is no requirement to provide authorisation in writing. School staff will seek to follow the guidelines set out below when conducting a search of a student:

- the member of staff who is searching the student will be the same sex as the student being searched
- there will be a witness (usually a staff member) and preferably of the same sex as the student being searched
- in some limited cases, staff may search a student who is not of the same sex and without a witness present, **but only** where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

How will the search be conducted?

- The extent of the search will be clothes, possessions, desks and lockers. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- The person conducting the search may not require the student to remove any clothing other than **outer clothing**. '**Outer clothing**' means **clothing that is not worn next to the skin or immediately over a** garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- If a student does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Confiscation

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. School staff may also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Where a member of staff conducting a search finds alcohol, it will be retained or disposed of as the school thinks appropriate. It will not be returned to the student.
- Where controlled drugs are found these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.
- Where other substances which are not believed to be controlled drugs are found these may be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
- Where stolen items are found these will be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where tobacco or cigarette papers are found the school may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this will not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but will not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

Screening

- The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Any member of school staff can screen students.
- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

A TRAUMA INFORMED APPROACH

In practice, this means that we adopt the 4Rs in all interactions with pupils and staff.

Recognise when a person's behaviour may be triggered by something that they have experienced as threatening or overwhelming. We recognise that poor behaviour is in response to an internal or an external stimulus. Recognising that is the first step in resolving it.

Regulating behaviour is the next step. It's worth remembering that your own emotional and physical regulation is paramount to helping a pupil, as they will pick up on your state. 30 seconds to take a deep breath and calm everything down can be the difference between conflict and collaboration. Space and regulating breathing are usually critical to regulation - a period of quiet might help with removal from the immediate trigger, or a period of reflection apart from the main group may enable the child to regain composure. Please be aware it may be something that you have said or done that triggers an emotional reaction in the child. This is not blame, just an understanding of what triggers the child. Use on-call to facilitate regulation of behaviour as required.

Relationship building - Once they (and perhaps you also) have gained composure, clearly separate your relationship with the child from the behaviour. Something has gone wrong which needs to be put right. Establishing that relationship with a child is a very supportive step, and will go a long way to help you to resolve the situation. It's the most important thing we can do to prepare them to be ready to re-engage in education. Remember "connection before correction."

Reflect and Resolve - what happened as the final step - firstly in debrief with another member of staff, ideally who understands the child well; and then with the child, so you can agree the way forward. Doing this when you are both calm and grounded offers an opportunity for learning and educating the child about managing conflict. This will save you a great deal of time and energy in the long run; as well as empowering the child with vital life skills - self-regulation and self-discipline.

If you follow these steps, the capacity for a pupil to be able to re-engage and develop their own reasoning will increase, and relationships improve in the long term. Shouting rarely helps a behaviour management situation, beyond raising your voice in order to be heard by a large group, for example. Park View has a "no shouting" expectation of staff and students. A staff member may need to step away to regulate their own behaviour before addressing that of the child, and is expected to seek assistance to do this. It is always more effective to have a quiet discussion.

THE ESCALATION PROCESS

