



BEHAVIOUR SUPPORT POLICY

Sheringham High School

From September 2024

Written by	B Phillips
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Principles and approach

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

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

Introduction

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

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

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

Aims and Objectives

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

Our Relational Approach

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

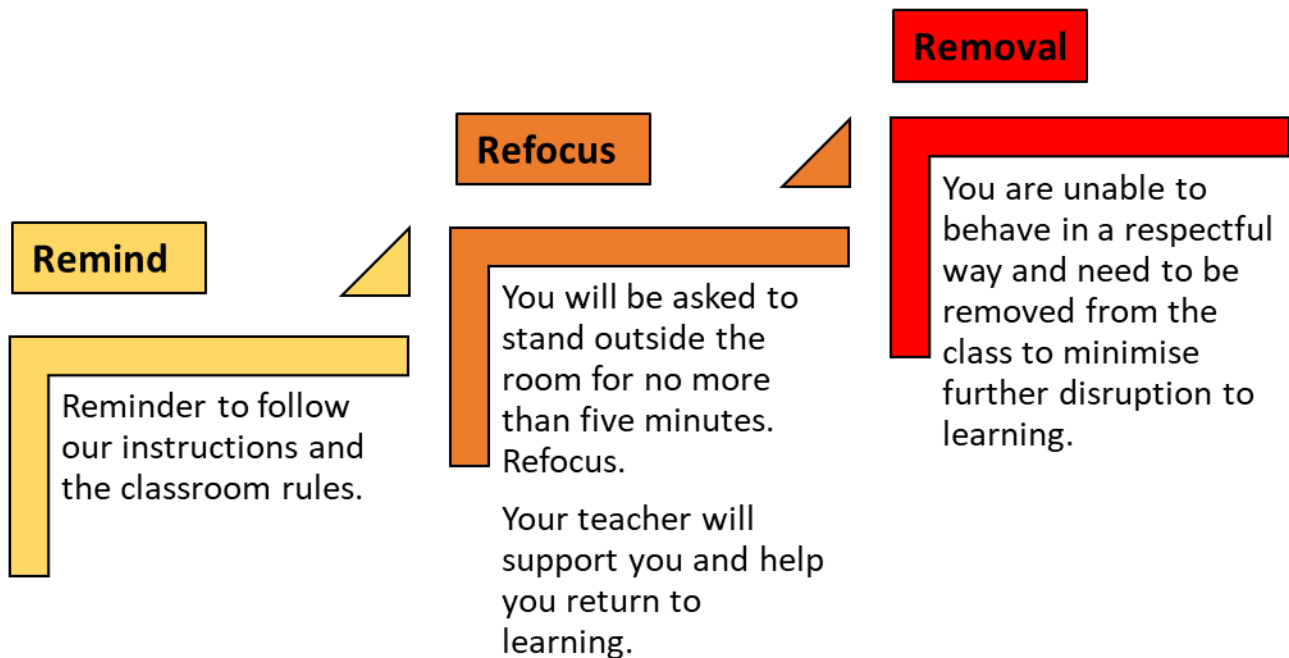
The Sheringham Way

- **S**peak calmly and quietly to all adults and other students
- **H**ave respect for all others
- **E**quipment for learning always needs to be brought to school
- **R**emove coats and all other clothing that is not part of the school uniform on entry to the building
- **I**nstructions must be followed first time, every time
- **N**otice others around you in busy corridors
- **G**et to all lessons on time and be ready to learn
- **H**elp others at every opportunity
- **A**lways walk on the left in corridors, wearing your uniform correctly
- **M**ake sure all areas are left clean and tidy

READY	RESPECTFUL	SAFE
<p><u>Uniform</u></p> <ul style="list-style-type: none"> ● Correct school uniform should be worn at all times. ● Coats, non- school hoodies and non-school clothing should not be worn inside the School. ● Jewellery should be limited to a watch, and two pairs of stud earrings. No facial piercings allowed. ● One Ring is allowed. However, this must be removed in practical subjects for health and safety reasons. ● Shoes must be black, leather or leather imitation. Trainers, including Air Force Ones, are not allowed. <p><u>Correct Equipment</u></p> <ul style="list-style-type: none"> ● Bring a pen, pencil, ruler and other subject specific equipment. ● Bring your school planner every day. ● Fill water bottles at break and lunchtime <p><u>Punctual to all Lessons</u></p> <ul style="list-style-type: none"> ● Registration starts at 8.35. Be on time to tutor period and every lesson. ● Line up outside the classroom at the start of each lesson. ● Go to the toilet at break and lunchtimes 	<p><u>Communication</u></p> <ul style="list-style-type: none"> ● Talk to your teachers and ask for help when needed. ● Check your school email. ● If you need support, then ask. If something is troubling you, then tell us. ● Follow staff instructions. First time, every time. <p><u>Politeness</u></p> <ul style="list-style-type: none"> ● Show respect to staff and students. ● Say “Please” and “thank you” ● Inappropriate or offensive language is not tolerated. <p><u>Positive Attitude</u></p> <ul style="list-style-type: none"> ● Participate in all lessons. ● Follow all requests. First time, every time. <p><u>The School Environment</u></p> <ul style="list-style-type: none"> ● Put rubbish in the bins ● Students may eat food in the canteen and outside. No eating in classrooms. ● No eating in the corridor. ● Report any issues to a member of staff. 	<p><u>Start and End of Lessons</u></p> <ul style="list-style-type: none"> ● Enter the classroom calmly and quietly, stand behind your chair and wait for instructions. ● At the end of each lesson wait for instructions. ● When dismissed, leave the classroom in a calm and orderly manner. <p><u>In the Corridor</u></p> <ul style="list-style-type: none"> ● Move around the school safely and sensibly. ● Keep to the left in corridors and up and down stairs. <p><u>In Lessons</u></p> <ul style="list-style-type: none"> ● Listen carefully to staff safety instructions. ● Some lessons will require safety equipment and clothing (e.g., Science and DT) <p><u>Devices Policy</u></p> <ul style="list-style-type: none"> ● If staff hear or see a mobile phone it will be confiscated. The student must turn off the phone before giving it to the member of staff.

Our Stepped Approach to Classroom Behaviour

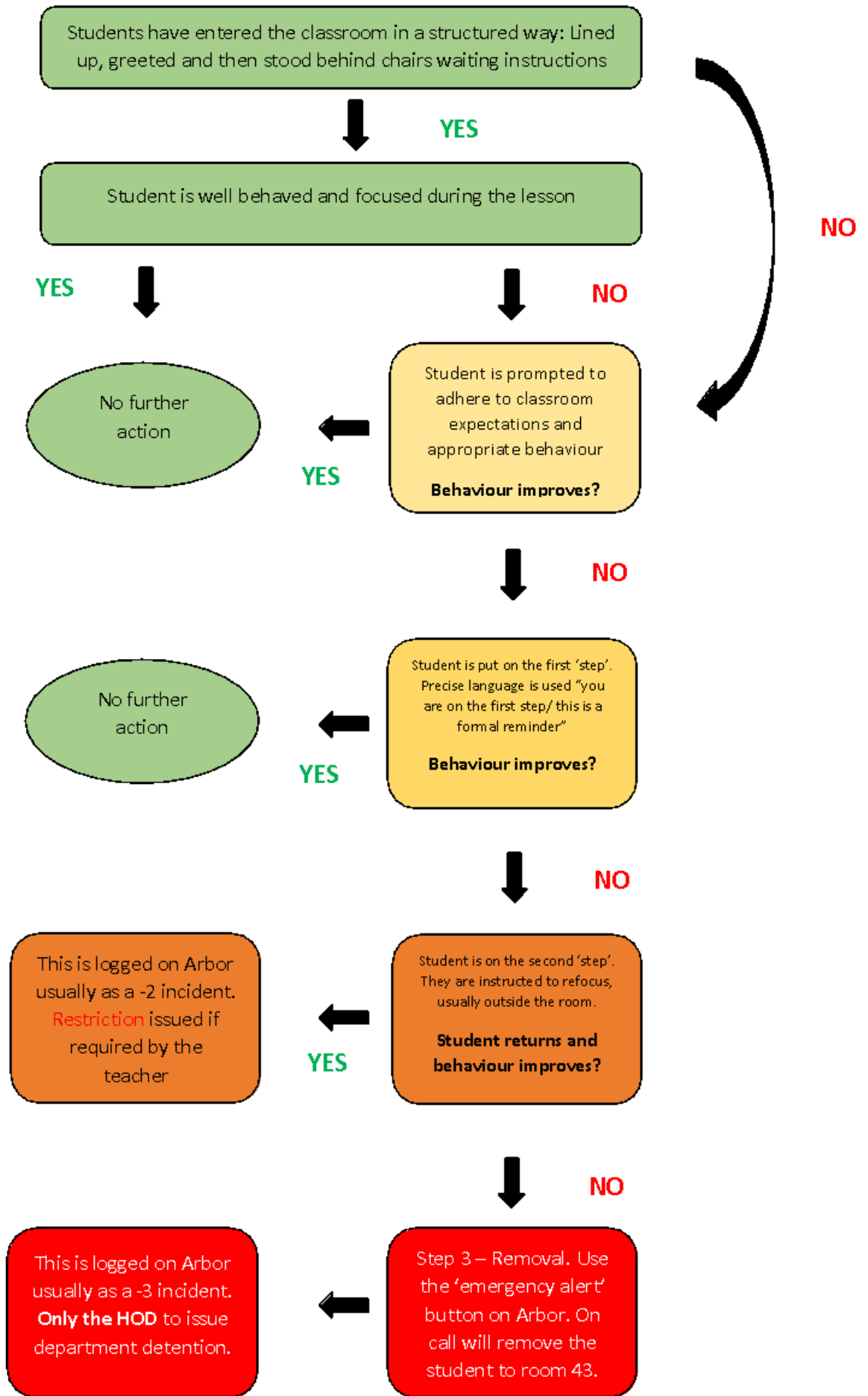
Poor behaviour in lessons prevents the individual student learning, others learning and prevents teachers helping all other students to learn. Poor behaviour or a lack of engagement in the classroom is not acceptable.



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

REMOVAL FROM LESSONS

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



DETENTIONS

Department Detentions

- Names of students removed from lessons will be shared with the Head of Department to monitor and analyse removals and will implement a department detention as appropriate. A detention is typically implemented every time a student is removed from a lesson. Departmental detentions usually take place at lunchtimes for 20-25 minutes.
- Heads of Department can issue a detention at other occasions as they feel appropriate. Only the Head of Department should issue a department detention.

Pastoral Detentions

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

Leadership Team Detentions

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

INTERNAL EXCLUSION

- If a student is removed twice in one day an internal exclusion will be implemented, the same day or the following day.
- An internal exclusion may be implemented for other serious offences or a repeat number of lower-level offences (see tables below).
- Internal Exclusion is managed by the Inclusion Manager and staffed by SLT, Pastoral Manager and Inclusion Manager.

SERIOUS BREACHES

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

OFF SITE DIRECTION

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

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

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

OTHER CONSEQUENCES

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

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

<p>Category 1: BASIC expectations</p> <ul style="list-style-type: none"> ● Uniform infringements ● Lateness to class ● Chewing gum ● Incomplete homework/not completed to the appropriate standard ● Disruption/Poor attitude to learning: Step 3 (see ‘Step Behaviour’) 	<p>Likely Consequences: All staff</p> <p>Restriction Discuss issues with student Redo homework if not at the expected quality Parents contacted by teachers / text Parents asked to attend a meeting at school Recorded on SIMs</p>
<p>Category 2:</p> <ul style="list-style-type: none"> ● Disruption to learning: Step 3 (see ‘Step Behaviour’) ● Poor conduct during break and lunch ● Attendance – late arrival to school ● Use of mobile phone when not allowed ● Poor Attitude to Learning 	<p>Likely Consequences: Departmental staff and Student Management Team (SMT)</p> <p>Departmental detention Loss of social time (break and lunch) Parents contacted Late Report card, behaviour Plan/contracts. Phone confiscated until the end of the day</p>
<p>Category 3:</p> <ul style="list-style-type: none"> ● Persistent disruption to learning – removal from multiple lessons. ● Refusing to follow instructions from an adult ● Poor conduct on buses ● Rudeness/disrespect towards staff ● Swearing ● Truancy ● Poor behaviour while on a Report Card ● Refusing to give staff a mobile phone when confiscated ● Leaving a lesson without permission 	<p>Likely Consequences: SMT</p> <p>Internal exclusion Parents contacted Friday after school detention Loss of social time (break and lunch)</p>
<p>Category 4:</p> <ul style="list-style-type: none"> ● Bullying, any form of Sexual harassment ● Damage to property or equipment ● Swearing at adults ● Racist/homophobic/sexist behaviour ● Smoking and vaping ● Fighting ● Persistent refusal to follow instructions from staff 	<p>Likely Consequences: Senior Leadership Team (SLT) and SMT</p> <p>Fixed term suspension Police informed as appropriate Parents contacted Internal exclusion (multiple days)</p>
<p>Category 5:</p> <ul style="list-style-type: none"> ● In possession of drug or drug use equipment ● Under the influence of drugs or alcohol 	<p>Likely Consequences: SLT and Governing Body</p> <p>Permanent exclusion Police informed</p>

<ul style="list-style-type: none"> • Supplying drugs or alcohol • Physical assault • Bringing a weapon into school • Persistently poor behaviour when on a behaviour plan/report 	Parents contacted by The Student Management Team
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Monitoring Behaviour and using Arbor

-1 Behaviour Incidents	-2 Behaviour Incidents	-3 Behaviour Incidents	-4 Behaviour Incidents
Some examples: <ul style="list-style-type: none"> •Uniform •Late to lessons •Late homework •Lack of basic equipment 	Some examples: <ul style="list-style-type: none"> •Disrupting the learning of others •Poor conduct at break and lunch 	Some examples: <ul style="list-style-type: none"> •Removal from a classroom due to persistently poor behaviour •Refusal to follow instructions 	Some examples: <ul style="list-style-type: none"> •Swearing at staff •Persistent refusal to follow staff instructions
What to expect: Incidents are logged and shared with parents/carers. Possible escalation of sanction due to number of incidents. Logged on Arbor	What to expect: Restriction with a member of staff. Possible escalation of sanction due to number of incidents. Logged on Arbor	What to expect: A departmental detention. Possible escalation of sanction due to number of incidents. Logged on Arbor and parents notified	What to expect: Internal Exclusion Fixed term suspension from school. Logged on Arbor and parents notified

Scripted approaches to poor behaviour:

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

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

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

1. Catch up

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

2. Restorative Conversation

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

The restorative 5:

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

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

3. Completing work

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

4. Natural consequence

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

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

The Role of the Student Management Team (SMT)

Structure:

Pastoral Manager: Sharon Ransome

Safeguarding Manager and Mental Health Lead: Tash Drury

Learning Support Unit Manager: Stacie Ives

Inclusion Manager and day to day behaviour: Sophie Shackleton

Student Managers: Alice Trend, Mitchel Bonsra, Karen Owen

Sheringham has three Student Managers (SM) assigned to year groups. SMs support all students and support teachers in promoting and encouraging a relational approach to behaviour management. Student Managers can help students with (but not limited to) the following:

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

Triage

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

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

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

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

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

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

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

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

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

Bullying

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

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

