



# Thirsk School

& Sixth Form College

## Behaviour Management Policy

### visions

TOLERANT

HAPPY

INSPIRATIONAL

RESILIENT



SUCCESSFUL

KNOWLEDGEABLE



Thirsk School & Sixth Form College

Behaviour Management Policy

Document Status			
<b>Date of Next Review</b>	January 2024	<b>Implemented by</b>	Governing Board
<b>Origin of Policy</b>	Adapted		
<b>Date of Policy Adoption by Governing Board:</b> 26 <sup>th</sup> January 2021		<p><b>Signed</b></p> <p></p> <p><b>Emma Lambden</b> Headteacher</p> <p></p> <p><b>Nick Horn</b> Chair of Governors</p>	

This policy outlines the standards of behaviour we expect from students at Thirsk School and Sixth Form College, and the systems of rewards and procedures for action when behaviour falls below expectations. Incorporated within this policy is a statement on bullying. This policy fulfils our statutory requirements under the following legislation:

- School Standards Framework Act 1998
- Education Act 2002
- Section 89 of the Education and Inspections Act 2006
- Education Act 2011
- SEN Code of Practice 2014

### **Scope of the Policy**

This policy applies to behaviour in school, on the journey to and from school, in the immediate vicinity of the school, for any activity undertaken in the name of the school or whenever students are wearing school uniform or are identifiable as students of the school. Furthermore, this policy may be applied at any time and place where the behaviour of a student poses a threat to another member of the school or calls the good reputation of the school into question, at the discretion of the judgement of the Headteacher.

The School's philosophy as set out in the Governing Board's written statement of behaviour principles
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<p><u>Principles</u></p>
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<p>The Governors of Thirsk School &amp; Sixth Form College believe that:</p>
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| <ul style="list-style-type: none"><li>• High standards of behaviour and high-quality relationships lie at the heart of a successful school. This ensures that all students have the chance to thrive, enabling them to make the best possible progress in all aspects of their school life.</li><li>• All students, staff and visitors have the right to feel safe and happy at all times in school. There should be mutual respect between all members of the school community, and everyone should be safe from the effects of unacceptable behaviour.</li><li>• Thirsk School &amp; Sixth Form College is an inclusive establishment. All members of the community should be free from any sort of discrimination (as laid out in the Equality Act, 2010). To this end, the school has a clear anti-bullying strategy that is known and understood by all and is consistently applied.</li></ul> |
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## **INTRODUCTION**

Thirsk School and Sixth Form College is a local community school and a true comprehensive in terms of intake. The school endeavours to value everyone within the community, setting high expectations for behaviour as a prerequisite for effective learning. We seek to instil the values that flow from these expectations, to act as a foundation for all our students, so that they have an anchor to steady them throughout life's journey.

The principles of the school's behaviour management policy are based upon our ethos, which is rooted in our values and vision, and 'The Pivotal Curriculum'. We will seek to ensure that by the consistent application of this policy, our students will bear the fruits and vision of our school, through their relationships with one another.

## **AIMS**

We aim to promote high expectations of students through an affirmative culture, where every day is a 'new day' irrespective of previous behaviours, allowing our students the opportunities to 'get things right'. We aim to both acknowledge all the positive contributions individuals bring to our community, but also, we are prepared to challenge behaviours that contradict the ethos and values our community holds dear. Through working together, the home/school partnership will ensure that students are able to take ownership of their behaviour and personal accountability for their own actions. From this we will seek to raise standards of achievement and ensure the safety and wellbeing of all students and staff.

## **GUIDELINES**

To ensure effective learning and achievement we need to promote three simple rules:

### **READY   RESPECTFUL   SAFE**

To achieve our 'vision' staff will work collaboratively with each other, the students and the home. In all our relationships we will seek to maintain the self-esteem and well-being of the students and staff always and never personally demean or use inappropriate labels. However, students must acknowledge the authority of the teacher and the need for appropriate behaviours. All aspects of behaviour, both good and bad, will be recorded using the e-behaviour system, which home can access via MCAS (My Child At School).

We believe in a system that focuses on the positives and aims to help young people change their behaviours for the right reasons and through their own understanding. A key part of this involves restorative conversations, be that between peers or staff and students. We aim for our whole community to 'own' their mistakes in a culture of togetherness. Consequently, a key part of our sanction system and use of After School Detention (ASD) is that staff have a short conversation with the relevant young person in ASD so that there is a learning outcome regarding behaviours and the facility to have a fresh start each day.

### **Fixed Term Exclusions**

These can be used for any incident deemed by the Headteacher to be a serious, one-off incident. These may include, but not exclusively, the following:

- Substance abuse
- Physical assault towards other students or staff
- Verbal abuse directed at a member of staff
- An accumulation of incidents, including persistent disruption of learning
- Disrupting other lessons when out of class
- Walking away from a member of staff
- Failure to attend ASD having been reminded by ANY member of staff during P5

### **Permanent Exclusions**

These will only be used as a last resort e.g. if a student with challenging behaviour has repeatedly not accessed the support mechanisms available to them or for any serious breach where it is considered, at the discretion of the Headteacher, that a permanent exclusion is required, taking into consideration the best interests of the whole school community, in line with local authority guidelines. However, permanent exclusion will be the normal sanction for a student who has sold, supplied or repeatedly used illegal drugs on school premises. Where students are displaying behaviour that could cause themselves or others physical harm, staff may use de-escalation techniques for the safety of all concerned. At all times our aim in supporting students is to ensure that all partnerships within the community work together in a positive manner.

### **On the School Premises**

Students are expected to wear the correct school uniform and to behave in a **SAFE**, calm and sensible manner as they move around school. **RESPECT** must be shown to others at all times. Students must move between lessons quickly and must follow any instructions from members of staff promptly and without argument, **READY** for learning.

### **Beyond the School Premises**

Our students are representatives of the school even when they are not on the school premises. We therefore expect the highest standards of behaviour, for example on the journey to and from school, on school trips, at sporting fixtures etc. Members of the public must be treated with courtesy and **RESPECT**. Behaviour on and around roads must be sensible and **SAFE**. Students using school transport must remain seated at all times, wear seat belts, keep the vehicles tidy, show respect to the driver, and ensure their behaviour is sensible and does not cause distraction to the driver. On school trips, any additional rules outlined by the trip leaders must be followed for the duration of the trip.

### **Homework**

It is an expectation that students will complete all homework set. If it becomes clear that a student has a persistent issue in relation to homework, alternative strategies may be adopted

by the subject teacher, Curriculum Leader, Form Tutor, Head of Year, Head of School or member of the school leadership team (SLT). Homework is a part of being **READY** for learning.

### **Online**

Students must not engage in any online activity that may be construed as bullying or is defamatory to staff, students or members of the community. Students must not act in any way that negatively impacts on the good name and reputation of the school. This applies within school and from any location outside school. Students must follow these rules when posting on social networking sites, sharing videos or images, sending e mails, texts, picture messages, instant messages, chat room conversations etc. The school may choose to involve the police in cases of cyber bullying or inappropriate online activities. The passing on of pornographic images, “sexting” is illegal. In all instances the school will liaise with the Police. Outcome 21 can be applied to such cases depending upon context and circumstances. This enables police forces to deal with sexting offences without criminalising children and young people. This outcome code allows the police to record a crime as having been committed but for no formal criminal justice action to be taken as it is not considered to be in the public interest to do so.

### **Bullying**

Bullying is sadly an issue that can affect both students and staff. However, I refer back to our three simple rules:

**READY   RESPECTFUL   SAFE**

Every member of our community has the right to feel **SAFE** in the workplace, meaning that our expectation is very clear – we are a community rooted in **RESPECT**. Where issues do arise everyone knows the appropriate channels for dealing with them as stated in our Anti-Bullying Policy and we aim for swift resolution. For further details please see our Anti-Bullying Policy.

### **Behaviour in the Sixth Form College**

The expectations of behaviour already outlined in this policy apply to students in the Sixth Form College as well as in main school. Sixth Form College students are expected to display the highest possible standards of behaviour and in doing so, to act as role models for younger students in the school. At the beginning of each academic year, the code of conduct and dress code is shared with all college students. All students and their parents/carers sign an agreement based around these codes. The system of rewards and sanctions in place for main school students does not apply to college students, as a process more aligned to the world of work is considered more appropriate for these students.

### **Special Educational Needs and Disabilities (SEND)**

The behaviour of some students can have various and often complex causes which require identification and additional support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This is itself does not necessarily constitute a learning difficulty, and as a first step the school’s behaviour support systems will be utilised. These systems address and provide support for

social and interpersonal factors, motivation, emotional issues and cultural expectations. For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register, within the category of Social, Emotional and Mental Health Difficulties. A decision to include a student under this category will be made by the SENDCo in consultation with the student, parents and pastoral staff. In making this decision they will consider:

- evidence that a medical condition, or severe emotional reactions, lead to the student having greater difficulties than their peers in regulating their behaviour;
- the student's response to support and sanctions within the school's behaviour system;
- reports of extreme behaviour;
- reports of behaviour that has been particularly difficult to control using the behaviour system;
- any dangerous or self-harming behaviour that may result from lack of self-control;
- involvement of other external agencies in supporting the young person.

Where there is doubt, advice will be sought from appropriate medical professionals, other external agencies or the Educational Psychology Service.

We also recognise that students with learning difficulties can experience stress and frustration in school, which can make it more difficult for them to manage their behaviour. When dealing with a student's poor behaviour we consider to what extent this might be a mitigating factor, his/her ability to access the curriculum and whether additional learning support is required in order to secure improvements in his/her behaviour.

### **DEI (Diversity, Equality & Inclusion)**

We will aim to fully support equality and diversity within our community, reflecting our inclusive nature and the values of the school. Any incident involving derogatory language/actions/gestures may automatically lead to an exclusion even in the first instance, subject to individual circumstances, evidence and investigation. We will use a stepped approach, as follows:

1. First offence ½ day in isolation – parents notified, reparation opportunity between offender and offeree, mentor work around diversity.
2. Second offence – One day in isolation – meeting with parents, SLT and 'Diversity Champion' Governor, reparation opportunity between offender and offeree, mentor work around diversity.
3. Further offences – exclusion – usual protocols plus reparation opportunity between offender and offeree, mentor work around diversity.

## **Screening and Searching Students**

The Headteacher, or any member of staff authorised by the Headteacher, has a statutory power to search students or their possessions if there are reasonable grounds to suspect that the student may have a prohibited item. Such items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any item that may have been used, or may be used to commit an offence or to cause damage to property or personal injury. In carrying out such searches, the school will follow the Department for Education guidance set out in its document 'Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Bodies.'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Thirsk School & Sixth Form College takes its responsibility around drugs very seriously.

The school works in very close liaison with the local Police and shares intelligence when required.

In all cases, it would be normal protocol to inform the Police and parents. The school would also seek support for the student in terms of external agency specialist help.

When information has been received about a student having drugs in their possession, the school will exercise its right to search the student and their belongings in accordance with DfE policy.

## **The Power to use Reasonable Force or Other Physical Contact**

School staff are permitted by law to use reasonable force in circumstances where it may be deemed necessary. This can be in order to:

- remove disruptive students 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 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;
- restrain a student at risk of harming themselves.

Force is usually used to control or restrain. This can include a number of different actions, ranging from guiding a student to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The term 'reasonable force' means using no more force than necessary in the circumstances.



When dealing with students with special educational needs and/or disabilities, the appropriate reasonable adjustments will be made, in keeping with our legal duty. If reasonable force is used, this will be done following the Department for Education guidance set out in its document 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies'.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **CONCLUSION**

This policy will be approved by governors and reviewed annually. It will form the basis on which the school leadership and all staff manage the behaviour of students at the school on a day-to-day basis. It is hoped that through the successful implementation of this policy, all stakeholders will benefit and share in the continuing success of Thirsk School and Sixth Form College.



**THIS IS HOW WE DO IT HERE – ‘WHEN THE ADULTS CHANGE,  
EVERYTHING CHANGES’**

**RULES**

1. Are you **READY** for learning?
2. Are you **RESPECTFUL** towards everyone and the environment?
3. Is your behaviour **SAFE**?

**VISIBLE CONSISTENCIES**

1. Meet and Greet.
2. Welcome Task.
3. No Visible Negatives.
4. End and Send.

**OVER AND ABOVE RECOGNITION**

1. Positive Post-Its ‘**RRS**’.
2. For just being great... ‘**Be More Thirsk**’.

**RELENTLESS ROUTINE**

First attention to best practice.

Praise in public, reprimand in private.

Here to learn.

**STEPPED BOUNDARIES**

1. Reminder of rules – ‘**RRS**’.
2. Reinforce expectations – **Vision and Values ‘Be More Thirsk**’.
3. Behaviour conversation 1<sup>st</sup> On-call – **Repair Before Remove**.
4. Time out, 2<sup>nd</sup> On-call – **Removal and Consequence (ASD)**.
5. ASD – **Restorative Conversation**.

**MICROSCRIPTS AND MANTRAS**

1. “I need you to... thank you”.
2. “I’ve noticed that you... thank you”.
3. “Thank you everybody for getting **READY** to learn so promptly”.
4. “I can see you are not **READY** at this moment... I will come back in a few minutes”.
5. “Do you remember last lesson when... I need you to model that same behaviour now”.

**RESTORATIVE QUESTIONS**

1. What happened (RRS)?
2. What were you thinking at the time?
3. What part did you play?
4. How did it make other people feel?
5. What needs to happen to make it right?