



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 | | | |
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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:

Principles

The Governors of Thirsk School & Sixth Form College believe that:

- 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.
- 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.
- Thirsk School & 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.

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 uphold the values 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 additional adults in school, 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). **READY, RESPECTFUL, SAFE (RRS)** is a system that can also be replicated at home/out of school. Consistent messages are key in supporting young people and **RRS** is a system that can be applied to most areas of life including many scenarios that young people will find themselves in:

- Were you **READY** for that activity/event/to complete your homework etc?
- Were your actions **RESPECTFUL**? Is what you said **RESPECTFUL**?
- Was that behaviour/action/decision **SAFE**?

At the end of this policy, you will see our day to day 'behaviour blueprint on a page'. This has been based on our 'Pivotal Curriculum' regarding behaviour and the Paul Dix book 'When The Adults Change, Everything Changes; Seismic Shifts in School Behaviour'. 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. Another aspect of this is our reward system, outlined below.

Changing the gears on behaviour...

For positive action re behavioural change we believe that a one dimensional approach does not work. Whilst 'Consequences and Sanctions' are clearly needed to set boundaries for young people and prepare them for life outside school, sanctions alone do not change behaviours. Young people also need 'Education and Support', good behaviours need to be taught and positive change can only occur in an environment where young people feel safe and supported.



REWARDS

We operate a system of issuing **positive points** and negative points to students, with the overarching aim being to issue more positive than negative, as our underlying belief is that essentially all of our young people behave well most of the time. Currently we have the following codes for issuing **positive points**, the first three being based on our three simple rules:

- **READY**
- **RESPECTFUL**
- **SAFE**
- Extra-curricular academic (for class/homework e.g. attending an after-school revision session etc)
- Extra-curricular physical (for extra-curricular sport or D of E expeditions etc)
- Extra-curricular cultural (for extra-curricular debating, music, art, drama, dance etc)

- ‘Be More Thirsk’ – this is issued to **any** member of our whole school community who demonstrates the vision and values of the school
- Governor Commendation for school work that goes significantly above and beyond expectations

These all contribute to points for student houses as well as to an individual score. The student houses are below:



These **house points** also contribute towards rewards for individuals, which are recognised in our termly reward ceremonies acknowledging top positive points scorers in year groups and tutor groups, as well as overall tutor group awards and top attenders.

Alongside this, all students in KS3 have a **‘Be More Thirsk’ booklet**. This booklet, which should be carried in the blazer pocket, records student engagement in extra-curricular activities, as well as their engagement in challenges, that are set to each year group. The booklet has benchmarks for when certain numbers of points will be given, as well as when students will be awarded a **‘Been More Thirsk’** badge. They are checked regularly by form tutors, and are given to staff running extra-curricular activities, for them to sign.

‘Been More Thirsk’ badges and letters are sent to students, staff, parents or members of the local community who have done something that stands out and reflects the vision and values of our school.



In order to recognise longer term commitment to extra-curricular sport and music, we have a system of **special school ties**, which are given to students who:

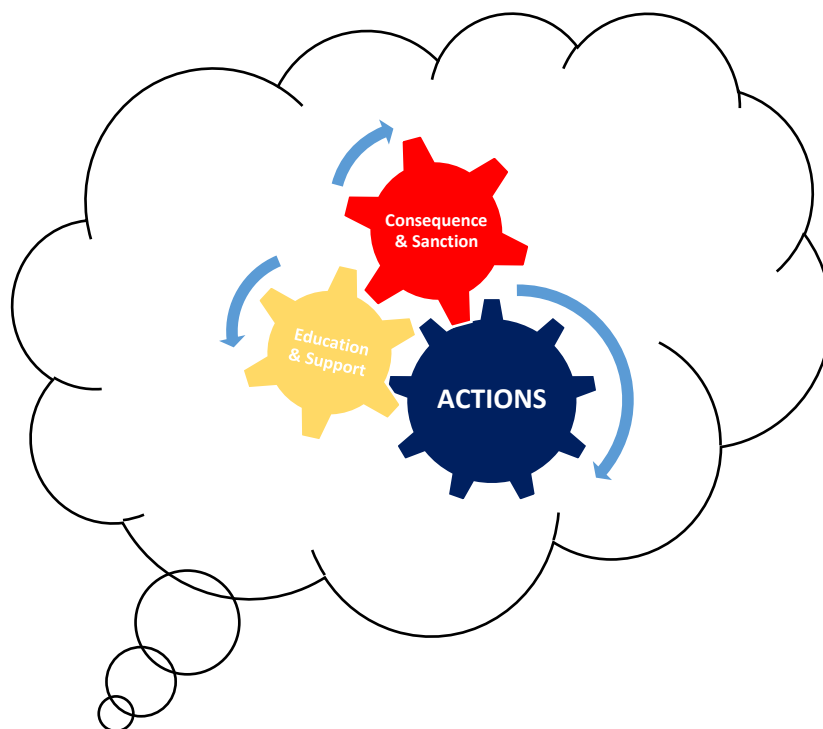
- Are involved in the school musical three times
- Perform in a significant musical group for three years

- iii) Achieve county representation or equivalent in any extra-curricular activity

Every year we also run a whole school awards evening, which recognises student work in different subjects for every year group, achievement in public examinations and contributions to both wider school life and the wider school community.

SANCTIONS

Clearly there are times when sanctions are needed in order to set the required boundaries for students to learn from their mistakes. This is so that we can maintain an environment not only rooted in our vision and values but that is **READY, RESPECTFUL** and **SAFE**. However, we know at Thirsk School and Sixth Form College that sanctions alone do NOT change behaviours; so this part of the behaviour policy always has to work hand in hand with our Pastoral Care systems. Support and education change behaviours, sanctions provide boundaries and consequence to action.



ASDs

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 restorative 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.

ASDs are issued either by members of the Pastoral/Senior Leadership Team (SLT) or incurred having received a ‘2nd on-call’ within a lesson. On-call is the system used to support our ‘pivotal’ approach by teaching staff, whereby, if a restorative conversation is required within a lesson, the member of staff concerned will notify a member of SLT, this is logged as ‘1st on-

call'. Should this happen twice within the same lesson, or the incident be deemed serious enough by SLT, even at the initial stage, then this will be classified as a '2nd on-call'. ASDs are then automatically issued on the same day of the incident, or '2nd on-call', up to 2.15pm, parents/carers are notified of this shortly after 2.15pm via text message allowing alternative transport home to be arranged if necessary. If this is not feasible school are always flexible in terms of the ASD being carried out on another evening to suit. We feel a system that reacts quickly/almost instantaneously to events is far better for young people as opposed to a system where ASDs are issued a week or more after the event. Teaching staff involved in the original need for the use of 'on-call', or the specific incident concerned, attend ASD, where possible, to have a restorative conversation with the student involved – every day is a fresh start.

Reset and Rethink

We do NOT believe in 'isolation booths' but recognise that sometimes young people will require time away from other students. 'Rethink' days are usually spent 1 to 1 with a trusted member of staff to allow some quality time to explore the issues affecting that student currently. 'Reset' is used for more silent independent work.

Fixed Term Suspensions

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 (including smoking and vaping)
- Physical assault towards other students or staff (including child on child abuse)
- 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

Permanent Exclusion

This 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 in line with the uniform policy 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, be prompt to

all lessons 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.

Although it is recognised that Thirsk School cannot ‘police’ all out of school misconduct, they will seek to support action when incidents are deemed unsafe (for example child on child physical abuse). Fixed term suspensions will be discussed and could be made, as appropriate to the level of the incident. School will also reserve the right to share such information with the local Police in order to support all involved.

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. The recently adopted Homework guidance outlines the school protocols around setting, recording and following up meeting deadlines or non-compliance. This includes the use of negative points, homework detentions, referrals to homework club and homework monitoring reports.

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 using TEAMS (the school’s chosen online learning platform), posting on social networking sites, sharing videos or images, sending emails, 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. Any form of malicious communication reported to us will be followed up with education and awareness. 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, it is important to bear in mind 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.

Acts of Physical Violence (Child on Child – Physical)

It is important to remember that the vast majority of our students display ALL the values of Thirsk School and Sixth Form College. Most of our students truly encapsulate what it means to 'Be More Thirsk' on a daily basis. However, we will take the following stance in terms of physical assaults:

First incident of assault

Those responsible will receive a minimum suspension of 3 days followed by 2 days in our reset room and a risk assessment will be completed.

Second incident of assault

Those responsible will receive a minimum suspension of 5 days followed by 5 days in our reset room, the risk assessment will be reviewed, and a discussion will be had with parents/carers about next steps.

More than two incidents of assault

We will invite those responsible and their parents/carers to attend a Governing Board Panel meeting as well as issue further sanctions, including consideration of a permanent exclusion. We will still have the ability to permanently exclude at a first or second offence depending upon the severity of the incident and other extenuating circumstances. Alongside the above, we proactively work with several external agencies to look at more coordinated approaches and what other services can possibly be offered to families and our young people, as we are aware that 'teenage challenging behaviours' are not simply isolated to within the school environment.

Filming and Sharing Physical Assaults

Sadly, the mobile phone is something that is increasingly used in a negative way. Where the act of filming of such assaults is evidenced, we will follow these steps:-

Incident of Filming an Assault

If a student films an assault they will have a minimum of a 1-day suspension and we will, from that point onwards, expect that student to hand their mobile phone into reception daily for an indefinite period of time. We would review whether the privilege to have their phone in school with them could, or should, be allowed at a later date, taking into account

other factors. In terms of ‘bystanders’ during a physical assault, again dependent upon circumstances, the school may consider a range of sanctions, including suspensions.

Smoking/Vaping in School

As, like all schools, we continue to try and stop vaping in toilets, we have taken the following actions within school to try and tackle this concern:

- Invested in vape alarms for all toilets that notify SLT and site management of when and where possible vaping has occurred. Following notification, we look at CCTV footage to see which individuals leave toilets following the alarm. Students identified as leaving the toilets at that time will be recorded on an internal tracking system. This will be monitored and students triggering a number of identifications will receive a letter home for parental awareness. Once they have triggered a third letter, we would invite parents/carers into school for a meeting to discuss ways forward and possible sanctions which may include suspensions.
- Any student who is caught smoking or vaping on the school site, or in the school building will have an automatic 1-day suspension.
- We will continue to look for avenues of support for students who are identified as smokers or vapers – support subject to their consent.

Truancy

Whilst we expect full attendance to all lessons, we know that truancy is a behaviour displayed by some students for a variety of reasons. The reasons behind truanting are vast e.g. emotional needs, lack of confidence and therefore avoidance of learning, symptomatic of wider out of school issues etc. Therefore, it is important to remember that for every incident of truanting and the sanctions that go alongside that, it is vital to also look at what avenues of support can be put in place as well. Our policy around truanting is as follows:

First occasion of truancy

One day suspension.

Second occasion of truancy

Three days suspension plus full reintegration meeting with parent/carers.

Third occasion of truancy

Five days suspension plus full reintegration meeting with parent/carers and an opportunity for a staff mentor who the student will be on report to for two weeks.

Further episodes of truancy will lead to a six-day suspension, attendance in front of a Governing Board Panel, a staff mentor who the student will again be on report to for two weeks and discussion with parents/carers about how else we can support engagement in learning with a specific focus being to utilise the home-school relationship further.

As stated above, alongside the aforementioned sanctions we would look to add any further support needed, be that via our inclusion unit, a staff mentor or external agency – sanctions alone do NOT change behaviours.

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 in 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) and Child-on-Child Abuse

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 a suspension even in the first instance, subject to individual circumstances, evidence and investigation. Likewise, the same approach applies regarding child-on-child abuse. We want to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being. We will use a stepped approach, as follows:-

First offence

½ day in reset– parents notified, reparation opportunity between offender and offeree, mentor work around diversity or child on child abuse.

Second offence

One day in reset – meeting with parents, SLT and an appropriate member of the Governing Board, reparation opportunity between offender and offeree, mentor work around diversity and/or child on child abuse.

Further offences

Suspension – usual protocols plus reparation opportunity between offender and offeree, mentor work around diversity and/or child-on-child abuse.

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.’ This will also be recorded on our BROMCOM module under ‘safeguarding’.

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

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.

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 & ABOVE RECOGNITION

1. Positive points ‘**RRS**’.
2. For just being great... ‘**Be More Thirsk**’.
3. ‘**Been More Thirsk**’ badges.
4. House points.
5. Governor Commendation.

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 1st On-call – **Repair Before Remove**.
4. Time out, 2nd 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”. 15

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?