



RAINHILL HIGH SCHOOL

BEHAVIOUR POLICY





**RAINHILL
HIGH SCHOOL**

BEHAVIOUR POLICY

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| STATUS | STATUTORY |
| RESPONSIBLE COMMITTEE | LGB PDBW |
| APPROVAL DATE | 11/10/23 |
| RENEWAL DATE | 11/10/24 |



SCHOOLS IN PARTNERSHIP
STEPHENSON
MULTI ACADEMY TRUST

Purpose

- To facilitate the school's ethos of 'In Pursuit of Excellence'.
- To ensure that all Governors, staff, pupils and parents are aware of the high expectations of the school in terms of behaviour/conduct.
- To ensure absolute clarity about the expected standards of pupils' behaviour.
- To promote positive behaviour and self-discipline.
- To create a secure, safe and calm environment where pupils can be confident and happy, free from disruptive behaviour in the classroom.
- To develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance.
- To ensure consistency in all our professional practices.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Outline how pupils are expected to behave.
- Define what we consider to be unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- To support the Anti-Bullying programme.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Introduction

Rainhill High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and a highly cohesive school community.

Relationships are at the core of all we do. Although as members of staff in a large secondary we expect and demand compliance from students as a starting point, it remains our job as adults to take the initiative and put in the hard work in forming relationships including with those students who are reluctant to do so. It is important to reinforce constantly to students that we are 'on their side' and want the best for them even when issuing a sanction. This is all about their 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. Students' behaviour and their physical/emotional well-being are the responsibility of **all** members of staff at **all** times.

The policy applies to all year groups, the whole school day, extra-curricular activities, the journey to and from school, the entire duration of any trip and also for behaviour within the community. It should be read in conjunction with other policies and documents listed in the appendices.

Good lesson planning, in line with the Rainhill Standards for teachers goes a long way in reducing behaviour problems. Teachers are expected to read, and take account of in both planning and delivery, information relating to students with special educational needs and other groups of students who may face barriers to their learning. Teachers should ensure that these students are not at a disadvantage, for example by managing the cognitive load with the number of instructions issued at any one time.

Consistency lies in the behaviour of adults that ripples through every interaction on behaviour and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. Where students feel treated as valued individuals, they respect adults and accept their authority.

Attitude to Learning

The school will use an attitude to learning score within each lesson as a means to both reward positive behaviour and highlight disruptive behaviour:

- ATL 1 – Exceeding Rainhill Standards
- ATL 2 – Achieving Rainhill Standards
- ATL 3 – Insufficient classwork or homework
- ATL 4 – Low level disruption to learning
- ATL 5 – Serious disruption to teaching and learning

Behaviour Curriculum

The school will explicitly teach expected behaviours through the careful delivery of a behaviour curriculum; this will include dedicated sessions within assemblies, PSHE lessons, tutorials and various other opportunities to model expected behaviours.

The Rainhill Standards

This is the code of conduct defining the minimum expectations of students at all times -



**RAINHILL
HIGH SCHOOL**

THE RAINHILL STANDARDS



1

Be punctual



2

Be in correct uniform



3

Arrive with full equipment



4

Follow instructions first time



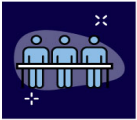
5

Treat every member of our community with kindness & respect



6

Complete all classwork & homework to the best of your ability



7

Stand behind desks at the end of the lesson



8

Do not chew gum



9

Do not litter



10

No mobile phones or ear pods

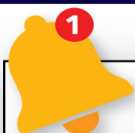
Behaviour Response

Staff within Rainhill High School will be consistent with their response to poor behaviour. The response will be clearly explained and will be closely linked to the Rainhill Standards.



RAINHILL
HIGH SCHOOL

BEHAVIOUR RESPONSE



REMINDER

Reminder 1

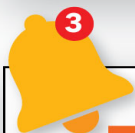
- Thank you for...
- Do you need a...
- It's great how you've... now... let's...
- We are here to learn, now let's...



REMINDER

Reminder 2

- I would like to see
- I have asked you to **contribute**
- **Think** about your choices...



TIME OUT

Reminder 3

ATL 4

20 minute after-school detention.

- Actively listen to the student
- Your choice is impacting the **learning** of yourself and others
- Give choices
- Give thinking time



CALL OUT

Reminder 4

ATL 5

- Senior staff will attend
- Opportunity to reengage with learning & rejoin class
- Removal by senior staff if this is unsuccessful

Unsuccessful Call Out = 60 minute detention.

Dealing with disruption in lessons

Engagement with learning is always the primary aim; every minute a student is out of lesson is one where they are not learning. Classrooms must be disruption free where teachers can teach and students can learn. The starting point for all students is the Rainhill Standards and specifically, that they will all do as they are told by all members of staff, the first time they are asked.

It is crucial that students experience a very high level of consistency wherever they go in the school. Breaches of the Rainhill Standards must be followed by using the warnings (as detailed within the Behaviour Response). Steps should always be gone through with care and consideration. Praise and recognise the behaviour you want to see.

Sanctions and Reports

A student will receive a 20 minute detention if they receive a ATL 4 within a lesson, this will be completed at the earliest opportunity. Failure to attend the detention will result in escalation to 40, 60 or 90 minute detentions as appropriate.

Students who consistently fail to meet the Rainhill Standards may be placed on report. The levels of report will be:

- Year Progress Leader
- Senior Leadership Team
- Pastoral Support Plan

Students on report will be monitored closely and repeated failure to meet The Rainhill Standards may result in progression to the next stage of report.

Serious Breaches/Exclusion

A serious breach of the Rainhill Standards is an incident which will lead to an instant on-call and may lead to a suspension, use of the reflection or inclusion facility or, in the most severe cases, permanent exclusion.

Reintegration meetings will take place after each suspension to ensure that the student fully understands the severity of the incident and, can discuss the changes required to meet the Rainhill Standards; any meeting will always consider the level of additional support that may be appropriate.

The following are examples, it is not an exhaustive list. Other issues may be judged to be equivalents by the school.

- Malicious communications, including electronically.
- Breaches of health and safety rules which endanger themselves or others.
- Verbal or physical abuse of staff or other adults.
- Possession of drugs and/or alcohol related offences.
- Willful damage to property.
- Bullying, including cyberbullying.
- Equality based derogatory language including LGBTQ
- Sexual misconduct.
- Theft.
- Making a malicious allegation against a member of staff or a student.
- Assault of another student or fighting, including play fighting.
- Discriminatory conduct on the basis of the Equality Act 2010, including actions which are sexist, homophobic, racist or on the basis of religion/belief.
- We may also place a child in reflection while we carry out investigations.

Repair/Reconciliation

The aims of repair/reconciliation are

- restore relationships and plan for reintegration
- ensure students reflect and take responsibility for their behaviour
- teach students the behaviour staff want to see
- reinforce compliance with the Rainhill Standards
- enable any underlying issues to be raised

Reconciliations take place with the pupil and member of staff. This is to ensure that the majority of the sanction has taken place in as many cases as possible. It is important to enable a private conversation wherever possible. In the vast majority of cases, immediate repair conversations will take place during the 20 minute detention.

Part One – What happened

- a. What happened?
- b. What were you thinking at the time?
- c. How did this affect you and others involved?
- d. Refer to the relevant section(s) of the Rainhill Standards
- e. Did you find anything difficult which caused you to behave that way?

Part Two – Moving forward

- a. Remind them of their responsibilities and yours.
- b. Make clear that you want them to succeed. This is all about their learning.
- c. Refer to what they need to do to improve in the subject and reach their targets.
- d. Be clear on any support or changes that would benefit the student.
- e. What needs to be done to put things right?
- f. What do you need to do differently in the future?
- g. Thank them for the apology.

Roles and Responsibilities

The governing body

- The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher/deputy headteacher Behaviour & Culture

- The headteacher/deputy headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher/ deputy headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Senior leaders will:

1. Meet and greet students at the beginning of the day alongside pastoral teams, ensuring the Rainhill Standards start at the gate.
2. Be a visible presence around the site including at times of mass movement.
3. Celebrate those whose effort goes above and beyond expectations.
4. Regularly share good practice, ensuring opportunities for collaboration.
5. Track behaviour data to intervene and support with professional development needs.

Middle leaders will

1. Be a visible presence in classrooms, corridors and other common areas, showing a unified consistency to students particularly at lesson change when offices should be empty.
2. Work alongside colleagues; interaction between faculties/departments and the whole school community is vital.
3. Work with parents to ensure expectations are met.
4. Support their staff in returning students to learning, including through reconciliation.
5. Regularly share good practice within the department/faculty.

All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Be a visible presence in classrooms, corridors and other common areas

Tutors/Attached year group staff

Tutors are pivotal to the success of the whole policy. They have the first responsibility for the well-being and personal development of each student, liaising with subject teachers on more minor issues and staying in the loop with significant concerns. They should

- Clearly outline and reinforce expectations
- Regularly check Synergy achievement and behavior data
- Promote extra-curricular activities/monitor participation
- Be the first point of contact for parents

Parents are expected to:

- Support their child to ensure that the student Rainhill Standards are achieved.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss/share any behavioural concerns with school.

Head Students/Prefect Team

- The Head Students and the prefect team are role models for other students, although all students are expected to set an example across the whole school. The school provides leadership opportunities for students across all year groups.

Rewards**Recognition and praise**

Positive and productive relationships are central to excellent behaviour management. At Rainhill, we acknowledge and recognise students who meet and go beyond our high expectations.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students are hardest to reach. All members of staff are expected to ensure that positive comments and actions outweigh negative ones.

There are many ways to recognise positively those students who go 'over and above'. The way students are acknowledged and rewarded is very significant.

Methods include

- Verbal praise
- Synergy – House achievement points
- Additional responsibilities
- Positive notes
- Certificates
- Positive phone calls home

Use of Reasonable Force/Screening, Searching and Confiscation

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Offensive weapons

The school determines that, in addition to legislative guidance, any item that can inflict injury on another individual should not be brought into school.

CCTV

- The school uses CCTV for the purpose of maintaining discipline and managing behaviour and safety. CCTV is observed during the day by the IT team.

Off-site behaviour

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
- Please refer to our safeguarding policy/ for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

Safer Schools Partnership Officer (SSPO)

A Safer Schools Partnership is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

The SSPO aim to ensure:

- the safety of students, staff and the site and surrounding areas;
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;

- focused enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- early identification, support and where necessary challenge of students involved in or at risk of offending;
- positive relations between students and the police and between students and the wider community

The benefits for the school are

- help to identify, challenge and support students most at risk of causing harm and offending
- support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- specialist support the police can offer in difficult situation
- integrate better within multi-agency teams, helping to support more effective interventions with students and families; and

Pupil support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour
Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the governing body every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy