# Crawshaw Academy

# Respectful Relationships and Behaviour Policy

STRIVE

# Contents

# Section 1: Introduction

This policy is for all staff, students, parents and carers, governors, visitors and partner agencies who work with the school. It provides principles, guidelines and procedures as to how Crawshaw Academy promotes positive relationships and supports students to meet our high expectations for behaviour.

## Aims of the policy

- To have a culture of respectful relationships and exceptionally good behaviour for learning to maximise students' opportunities to achieve
- To provide clarity about our expectations, why we have them and how they can be achieved
- To ensure that everyone is treated fairly, shown respect, kindness and care and able to form good relationships
- To help students manage their emotions and take responsibility for what follows
- To define roles and responsibilities in supporting positive relationships and supporting excellent behaviour
- To have effective home-school relationships to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties
- To create a caring environment where everyone feels they belong, feels safe and supported with their social, emotional and mental health

## Policy Links

This policy links to the following Crawshaw Academy policies:

- Teaching, Learning and Assessment
- Relationships and Sex Education
- Equality Policy
- Safeguarding Policy
- Special Educational Needs
- E-Safety
- Attendance and Punctuality

It also links to the following Department for Education policy and guidance:

- Code of Practice of SEN (2014)
- Behaviour and discipline in schools: Advice for Headteachers and school staff (2015)
- Exclusion from maintained schools, academies and pupil referral units in England (2017)
- Mental Health and behaviour in schools (2018)
- Guidance for safer working practice for those working with children and young people in education settings (May 2019 -adapted by Safer Recruitment Consortium)

## Policy Statement

Positive, respectful, caring relationships and good self-regulation are at the heart of a safe and productive learning environment. They also underpin excellent teaching and learning. Therefore, we help everyone in our community to work together to develop, maintain and sustain positive working relationships as well as supporting students and all members of our community manage their emotions, take responsibility for what follows and to contribute to school and society in a way that matches the school's values.

Respectful relationships and **self-regulation** need to be **taught, modelled and promoted**. There must also be clear, unambiguous expectations which are understood and shared by all.

As a school we acknowledge that behaviour can be a way of communicating an unmet need. We also understand that students find a variety of ways to communicate their difficulties. This can include a presentation which attracts negative attention or conduct that is quiet and withdrawn. Where we identify a pattern of behaviour that indicates an underlying difficulty, we provide opportunities for additional support. There is a partnership approach to improving behaviour and this is supported with effective, appropriate interventions. The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. We accept that for children who have experienced Adverse Childhood Experiences (ACE), behaviourist approaches can serve to re-traumatise them and do not teach them how to express their emotions in an appropriate manner. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

It is expected that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

All members of staff are expected to adhere to the policy to avoid a deterioration in standards of discipline and quality of relationships. Failure to comply with the policy and a lack of regard for the school ethos is likely to be challenged by a senior member of staff and could result in disciplinary procedures.

*Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. (TS-B)*

## Section 2: Roles and Responsibilities

Maintaining, managing and promoting positive respectful relationships and behaviour is the shared responsibility of **all** staff, students, governors and parent/carers. We expect our staff and parent/carers to be good role models for our students as we support and develop their attitudes for all aspects of life.

The role of **all** staff

- Speak with respect, kindness and care
- Be prepared to listen to students
- Role model our shared values
- Recognise positive behaviours exhibited by our students and never ignore behaviour which does not meet our expectations
- Use our Rewards system fairly and consistently to recognise and reward positive behaviours which reflect our values

**The Role of the Governing Body**

- Monitor and review behaviour
- Support the Senior Leadership Team

**The role of the Principal and Senior Leadership Team**

- Ensure that the policy, principles, guidelines and procedures are being implemented

- Meet and greet students at all opportunities
- Be a visible presence at transition periods and social times
- Celebrate staff and students who go above and beyond
- Share good practice
- Support Pastoral and Faculty Leaders
- Use data to assess policy and practice
- Review provision and support for students on a regular basis

**The role of Student Support Workers**

- Meet and greet students
- Be a visible presence
- Support and guide colleagues
- Celebrate staff and students who go above and beyond
- Establish and maintain positive relationships with parents and carers
- Ensure training needs are identified and supported
- Identify, co-ordinate and monitor intervention and support
- Use data to ensure consistency and success of approach

**The role of Subject Leaders/TLR holders**

- Meet and greet students
- Be a visible presence
- Support and guide colleagues
- Celebrate staff and students who go above and beyond
- Encourage positive communication home
- Ensure staff training needs are identified and supported
- Provide intervention opportunities for homework
- Use data to ensure consistency and success of approach

**The role of Learning Culture Leads**

- Meet and greet students
- Be a visible presence
- Promote a positive ethos with year group links
- Celebrate staff and students who go above and beyond
- Encourage positive communication home
- Use data to ensure consistency and success of approach

**The role of the classroom teacher**

- Meet and greet students at the door
- Model positive behaviours and build relationships
- Know your students
- Plan lessons that engage, challenge and meet the needs of all learners
- Be a visible presence
- Use the Rewards system fairly and consistently to recognise and reward positive behaviours which reflect our values

**The role of the support staff**

- Meet and greet students at the door
- Model positive behaviours and build relationships

- Know your students
- Support the needs of all learners
- Be a visible presence.
- Use the Rewards system fairly and consistently to recognise and reward positive behaviours which reflect our values

**The role of the students**

- Behave in a way that does not disrupt the learning of others by following the academy's behaviour policy
- Take pride in appearance by wearing the school uniform correctly
- Be conscious of the need to create an environment which shows visitors a caring community and respect for academy property
- Care for everyone in school and the wider community by showing respect, tolerance and courtesy
- Work to the best of their ability in all schoolwork and homework
- Come to school every day, on time and properly equipped for learning
- Stay safe and ensure others are kept safe
- Participate and contribute to the school and community

**The role of Parents/Carers**

- Speak with respect, kindness and care
- Role model our shared values
- Ensure students come to school every day, on time and ready to learn
- Support the school expectations
- Support learning at home
- Support the school through attendance at parent/carer meetings and school events
- Approach the school early with problems and work with staff to resolve them
- Support good communication between home and school

# Section 3: Underpinning Principles

The Crawshaw approach:

1. **'Connection before Correction'**

   Being respectful of ourselves, our community and our environment is a core value. We support everyone to demonstrate kindness and care, promote equality and ensure that everyone feels **valued** and **respected.** The key to this is the positive respectful relationships that are built in school and therefore we support all staff to invest time in getting to know their students and establish positive working relationships. We know that we all feel safe when we have secure relationships with approachable staff who offer an environment and culture that is structured and consistent with clear boundaries. There will be times when we need to resolve poor behaviour, but we expect that this is done in a calm, non-judgemental, empathetic manner. We also ask that colleagues are reflective and seek advice and support if necessary.

2. **Recognising Positive Achievement-Praise and Rewards**

   An emphasis on rewarding positive learning behaviours is key to creating a **culture** of success. We must ensure that the majority of students, who consistently meet our expectations, feel valued and appreciated by not focusing on the negative behaviours displayed by a small minority. A consistent approach to the use of **praise** and rewards is crucially important and has more impact

on behaviour than the application of sanctions. **The behaviour database** is predominantly used by staff to formally award positive points to students. These points are linked to the Attitude to Learning descriptors and provide a description of positive behaviours and effort demonstrated by the student. These are accumulated over the year and milestones are recognised through the awarding of certificates and in awards assemblies. See Appendix B1-Rewards and B1c Rewards Pyramid

**All staff, should seek to encourage and praise students informally using:**

- Verbal praise
- Comments in planner
- Asking another member of staff to pass on your praise
- General praise to the whole group when things are going well, routines/rules being used well
- Display of student's work
- Comments on work and letters /phone calls home
- Announcements in assembly/mention in ebulletin/mention on the website

### 3. Crawshaw Community Expectations – clear rules and limits

Clear structure, boundaries and routines alongside secure relationships enable students to thrive, feel safe, secure and in an optimal state for learning. Therefore, it is important that all students, parent/carers and staff know what is expected of them and why. The '**Crawshaw Community Expectations**' (See Appendix C1) stem from our school values allowing all our staff and students to be successful. The development of the **Crawshaw Character** curriculum will further support our students in developing positive attributes.

These expectations must be clearly presented, understood and effectively applied by us all. The '**Crawshaw Community Expectations'**, which are displayed in each classroom and around school, provide a visual explanation of our shared expectations. **Universal routines** will be explicitly taught and modelled.

### 4. Consistency not Confrontation

The success of the system relies on how effectively it is implemented. A confrontational approach with children is not necessary to ensure rules are adhered to and standards are upheld. A positive approach, a sense of humour and willingness to listen are very important.

## Section 4: Positive Learning Experience

### Teacher Behaviour

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classroom.

 '**Appendix A**' contains some advice, including modelling of teacher techniques for de-escalating conflict in the classroom in order to diffuse the situation and avoid the use of the BfL sanctions and referral.

### Promoting Co-operative Classrooms and a Positive Learning Environment

Communication of the relevance and **purpose** of our curriculum, the quality of our teaching and the opportunities we offer our students are crucial to promoting good behaviour and establishing cooperative classrooms.

*'Motivating all students to achieve their full potential in life by offering a curriculum that is enjoyable, inspiring, broad and balanced.'*

Students can claim that they misbehave because they are bored, unable to access the work or are simply not challenged. We know that we can minimise the likelihood of unwanted behaviour by making lessons accessible and engaging. The ideal is for students to experience 'flow' in all lessons.

## Classroom Management Guidelines:

- **Entrance** – arrive before the class\*, **meet** the class outside the room to ensure an orderly entrance. **Greet** your class at the door. Upon entering, students standing behind desks until quiet. *Lining up outside the classroom is a Faculty decision and dependent on location.*
- ***30 second protocol**-this is time for students to prepare themselves for the lesson (planners, uniform, equipment) and to remove potential areas of conflict*
- Take the register while students are completing their task. Classroom based lessons start with a specific prepare task (retrieval quiz or appropriate activity). Any absences that raise concerns must be reported to student services immediately.
- Ensure students are seated strategically. Seating plans should be determined by teachers and designed to create a purposeful climate for learning
- Expect and insist on silence when you are speaking
- Have a Crawshaw lesson prepared with the necessary resources available
- Make students aware of the learning objectives, success criteria and how they will be assessed.
- **Praise** good work and behaviour
- Use respectful and positive language using a calm measured tone to promote co-operation and commitment
- Be vigilant in monitoring all students' work and behaviour by being mobile and not sitting at the desk
- Provide regular feedback on work in line with expectations-this shows you value students' work
- Ensure homework is recorded in the planner and set in accordance with the homework schedule
- Maintain a tidy desk and ensure the classroom is tidy for the next lesson
- Establish and maintain a stimulating and organised classroom environment
- Do not ignore bad language or any other form of unacceptable behaviour as to do is to accept and condone
- ***Continue to explicitly teach students universal routines until they become a habit***

# Section 5: Behaviour Management – sanctions

This system is also used to clarify and reiterate expectations and if necessary, provide a proportionate consequence should poor behaviour continue to be demonstrated. Staff should take reasonable steps to manage their classes through seating plans, clear reference to the CRAWSHAW Expectations, assertive discipline, good humour etc. Staff should always use a full range of classroom management techniques before considering employing a consequence. However, staff must maintain a safe, productive learning environment and not allow the behaviour of individuals to prejudice the education of other students. *If behaviour does not meet the CRAWSHAW Expectations, staff will follow the steps detailed in* **Appendix B2**-in class sanctions and patrol/on-call.

All Negatives should be entered onto the behaviour database system as quickly as possible so that pastoral staff can act quickly. A reason why the student was given the negative must also be entered.

As well as using the behaviour database as a tool to apply consequences it allows Senior Leaders, Pastoral staff, Teachers, Students, Parents and Carers to track behaviour. Rewards and praise are recorded in the student planner and/or communicated home. Positive points may also be logged on the behaviour database.

## Around school sanctions (Appendix B3)

Students misbehaving during break and lunchtime will be dealt with in line with the around school sanctions protocols.

**In addition, students will also follow the behaviour and appearance guidelines when**
- On trips and visits organised by the Academy
- Travelling to and from the Academy

**Students are expected to continue their positive behaviour when outside the Academy and remember to:**
- Be polite to members of the Academy and local community
- Respect the property of others
- Place all litter in the bin
- Avoid being drawn into any anti-social behaviour

# Section 6: Interventions to support good behaviour and discipline

## Detention (Appendix B4)

At Crawshaw Academy, we believe that good behaviour is an integral part of the learning process and that all individuals have the right to learn and work in an atmosphere of respect, trust, honesty and safety. Where a student persistently falls below our standards, detentions will be issued within the normal Academy day or outside the normal Academy day to manage breaches of the behaviour policy.

***Outside the normal Academy day may apply to after the end of the school day and INSET days.***

It is accepted that good discipline and behaviour in the Academy is everyone's responsibility.

The aim of our detention system is to provide a safe and supportive environment for students, where they can work productively and reflect on reasons why they are there. Students will be given support, assistance and resources to be productive and calm. Detention is one of many strategies in school designed to ensure that the correct provision and care is given. **See Appendix B4 for guidelines.**

## Behaviour for Learning Unit

The Academy has a Behaviour for learning Unit (Restart) that we use to support students in when they have breached the Academy Expectations with a serious incident, or they have refused to follow Academy rules after attempts to help them make the correct choice. This includes failing to attend a 60 minute detention and uniform infringements.

Students will also spend a day in here on return from a fixed term suspension. This will help them re-focus on learning and all students will be able to order their lunch from a limited menu and can visit the toilet.

Students who are placed in Internal Suspension will also work in this area from 9am to 4pm.

On return students who have had a fixed term suspension of three or more days will be supported by Pastoral staff which will be reviewed after two weeks with parents.

Students will be expected to demonstrate that they are ready to return to mainstream lessons, and ready to engage in learning without disrupting the learning of others. We will not tolerate behaviour that disrupts the learning of other students or spoils the learning environment we have created.

This area may also be used for the collection of statements following an incident that needs to be investigated.

### School-Parent/Carer Meeting

If a student's behaviour continues to fall below expectations, despite intervention, then a meeting will be called. The Pastoral staff will meet with the student and parent/carers so supportive strategies can be agreed.

### Pastoral Support Plan

Some students may require a period of more intensive support with specific targets and associated interventions. This will be agreed following a meeting between home, school and any other relevant agencies. The plan will be periodically reviewed, and any necessary adjustments made.

### Additional support

Additional Support may be provided in a variety of ways such as support from Form Tutors, Behvaiour Support Workers, Subject leaders, Pastoral staff, intervention targeted to the area of difficulty or mentoring. Decisions about the nature of this support will be made in partnership with the Pastoral and Learning Support teams and in conjunction with parents/carers.

## Section 7 Serious Incidents

### Confiscation of Inappropriate Items

There are two sets of legal provisions which enable the Academy to confiscate items from students

### The general power to discipline as described in School Discipline and Exclusions (Gov.uk)

It enables staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability to damage to, or loss of, any confiscated items Confiscated items can be collected by parent/carers if it is not deemed necessary to inform the police. Energy drinks will be disposed of, tobacco products will be disposed of, phones will be returned.

### Mobile Phones

The use of mobile phones in school can cause unnecessary parental concern, contribute to sophisticated and nasty bullying and negatively affect structured and focused learning.

In some cases mobile phone use within secondary school environments has contributed significantly to serious child protection concerns. In consideration of this, and with the Government Safeguarding Agenda high on every school's list of priorities.

**Mobile Phones should be switched off and out of sight from the moment students enter the school grounds in the morning until they leave the school building at 2:55 p.m.**

We feel it could be considered unreasonable to expect students not to carry a mobile phone. Students in our care are safe from the moment they enter the school grounds until the moment they leave. If a student should need to make a phone call within the school grounds they can either:

➢ Ask their Support Worker if they can use the school phone network.

➢ Ask their Support Worker if they can switch their own phone on and make a call, or check their phone in an office away from other students.

Students should not be requesting phone calls and must not use any phone network in school unless the reason is supported by a member of staff.

We will only return phones to parents named on the school management information system.

The assumption will be made that any student with wireless earphones in is using their phone.

Earphones must also not be used from the moment students enter the school grounds in the morning until they leave the school building at 2:55 p.m.

Staff will not try to establish whether a phone is on or off when confiscating as it should be out of sight in a bag.

**Sanctions**

Any student mobile phone that is visible inside the school grounds before 2:55 pm will be confiscated, complete with the sim card, placed in an envelope and securely locked away.

In addition a one hour detention will be added for the student.

If the mobile phone is not seen but it is evident that a student, however discreetly, has used a mobile phone, we will still confiscate the phone complete with sim card and issue a one hour detention.

Parents named on the school management information system will be able to collect their child's mobile phone between 3pm and 4pm from the main office.

If the phone cannot be collected at this time then the phone will be clearly identified, stored in the school safe and arrangements will need to be made for collection the following day.

**We will only return phones to parents named on the school management information system.**

When a phone is confiscated the school will contact Parents or Carers so they are aware their child no longer has their phone and can communicate any messages that their child might need to be aware of. These messages should be communicated to the school phone switchboard as the school email address is only checked periodically during the day.

Students who refuse to hand the mobile phone over will be removed to isolation the next day until 4pm.

## Power to search without consent for prohibited items including
- Weapons, e.g. knives
- Alcohol
- Illegal drugs and any associated paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- anything that has been, or is likely to be, used to cause injury or commit an offence

**Weapons e.g. knives and extreme or child pornography (and illegal drugs) will always be handed over to the police, otherwise it is for the Academy to decide if and when to return a confiscated item**

## Legal requirements of a search
There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the student.

The search witness must also be the same sex as the student if possible. The student must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a student may be searched by a person of the opposite sex and without another member of staff present.

Parents/Carers are informed by email/letter if a search has been deemed necessary.

## Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the Academy

The Principal and  authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## Suspension

The decision to suspend can only be made by the Headteacher and must be on disciplinary grounds. A student can be suspended for a fixed period or permanently.

This is used only as a last resort but may be considered if:

- there has been a serious breach or persistent breach of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

If a decision to suspend has been made parent/carers must be notified without delay.

Students returning from a suspension must attend a reintegration meeting with their parent/carers, and Pastoral staff

All suspension must comply with 'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion. (September 2017)

Where students are continually failing to respond to sanctions or for a one- off serious incident suspension may be considered by the Principal.

## Suspension

A fixed period suspension is where your child is temporarily removed from Academy. They can only be removed for up to 45 Academy days in one Academy year.

If a student is excluded for a fixed period, the Academy will set work for the first 5 Academy days.

If the exclusion is longer than 5 Academy days, the Academy will arrange full-time education from the sixth Academy day. This may be through the use of on-line platforms.

## Permanent exclusion

Permanent exclusion means the student is expelled. The local council must arrange full-time education from the sixth Academy day.

## Alternative education and exclusion

The Academy must tell the parent/carer about any alternative education they or the local council arrange. It is their responsibility to make sure the student attends.

The parent/carer should contact the Academy (for fixed period suspensions) or the local council (for permanent exclusions) if they have not arranged anything after 5 days, or if they have a complaint about the provision.

**The Principal has the right to issue fixed term suspensions to any student.**

The following are *examples* of breaches of the Relationships and Behaviour policy and could result in fixed term suspension. In all cases parent/carers will be informed.

- swearing directly at staff
- bullying
- assault
- fighting
- racist acts
- improper use of technology, including social media
- theft or receipt of stolen property
- damage to Academy or student property
- disruptive behaviour in or out of the classroom
- failure to respond to sanctions or the uniform code
- malicious accusations against staff of the Academy
- possession of obscene or inflammatory materials

**Permanent exclusion would be seriously considered in the following circumstances**

- supply or the attempt to supply illegal substances
- assaulting a member of staff
- persistent bullying/racial abuse/physical aggression
- possession of an offensive weapon
- where the health and safety of the Academy community are at serious risk
- malicious accusations against members of the Academy staff
- failure to respond to previous fixed term exclusions
- bringing the Academy into disrepute
  (There may be other circumstances, this is not an exhaustive list)

Before reaching a decision the Principal will consider all evidence to support any allegations made and a decision to suspend for a fixed period or permanently exclude should only be taken if satisfied that, on the balance of probabilities, the student has done what he/she is alleged to have done and allowing the student to remain in school would seriously harm the education and or welfare of students or others in the Academy.

The Academy follows the Department for Education guidance in relation to permanent exclusions, a copy of which can be found on their website. Where breaches of the above expectations have been made Academy may also choose to inform the police or where there is damage to property, request reimbursement of costs occurred. A copy of the school's complaints procedure may be requested by parent/carers via the Academy reception or website.

## Practice and policy review process
School review

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach and otherwise annually.

Governor's review

This policy is reviewed annually at a Local Governing Body meeting.

# Appendix A1-Techniques to Manage Challenging Behaviour

| TEACHER TECHNIQUES TO MANAGE CHALLENGING BEHAVIOUR | |
|---|---|
| **TEACHER TECHNIQUES** | **DETAILS** |
| **Choice** | **Gives students some control** over a situation which is less likely to initiate point-blank refusal. Examples include: <br> *'Can you please put that in your bag or put it on my desk'.* |
| **Take-up time** | **Allow students not to lose face** - watching and waiting is in a way issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow students time to comply <br> Examples include: <br> *'Could you open your book and start work now Jane. I'm going to see Bill who needs some help, but I'll come back in a minute if you need any help'.* |
| **Partial agreement** | **Deflects confrontation** with students by acknowledging concerns, feelings and actions. <br> Examples include: <br> *'Yes, you may have been talking about your work, but I would like you to…'* <br> *'Yes, it may not seem fair but…'* |
| **When-then direction** | **Avoid the negative** by expressing the situation positively. Examples include: <br> *It is better to say. 'When you have finished your work, then you can go out/than 'No you cannot go out because you have not finished your work'.* |
| **Tactical ignoring** | **May be appropriate for attention-seeking behaviour.** <br> This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student. If targeted students change their behaviour, praise them. Examples include: <br> The teacher may say to a nearby student. <br> *'Well done. You have remembered to put your hand up to answer a question'.* |
| **Redirect behaviour** | **Remind the students what they should be doing** and avoid getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. <br> Examples include: <br> *'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books'* |
| **Non-verbal signals to individuals** | Very effective because they avoid distracting the rest of the group. <br> Examples might include: <br> **Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention.** |
| **Deferred consequences** | **Deals with a student who is misbehaving later** and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. <br> Examples include: <br> *'I'd like to sort this out Amy, but we can't do it now. I will talk with you at 10.30'.* <br> *'I'd like to talk to you at the end of the lesson'* |

# Appendix A2 Effective Teacher behaviours

We should not be surprised when problems occur. We are working with adolescents who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves, change behaviour but simply apply the limits to behaviour that enable us to reward and reinforce.

**Do all you can to:**
• reprimand privately – it encourages co-operation
• keep calm – it shows high status, reduces tension and models desired behaviour
• listen – it earns respect
• use first names
• focus on positive aspects of student work and behaviour
• praise remorse when students take responsibility for poor behaviour be fair and consistent
• use the minimum sanction necessary to achieve your desired outcome
• keep sanctions appropriate
• use humour – it builds bridges
• re-integrate the student into the class
• seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships.

**Do all you can to avoid:**
• humiliation/sarcasm
• public confrontations – they promote retaliation through peer pressure
• over-reacting – the problems will grow
• shouting often – it weakens your status
• over-punishing – it reduces options later
• blanket punishments – punishing innocent individuals will damage relationships
• avoid punishing what you can't prove

As sanctions quickly lose their effectiveness if frequently used, avoid constantly punishing students. Only the student can change their behaviour and repeated concerns need to enlist support from others who might help you to influence the student; e.g. Parent/carers, Year Managers, Subject Leaders, Form Tutors, Faculty Leaders, the Senior Leadership Team etc.

**Consistent Application of Behaviour Policy**

Even the most skilful staff will experience challenging behaviour from time to time and staff actions need to be measured and remain consistent throughout the school.
*Appendix B2* provides guidance for staff in managing unwanted behaviour, when teaching tactics have failed.

In general, the following approach is to be adopted when issuing consequences;

- Maintain your professional boundaries (avoid attempting to create 'friendship' or 'intimacy' with the child).
- Provide the child with choices, but choices provided by you, the teacher.
- Keep calm and avoid losing your temper; communicate directly, positively, and firmly
- remain unemotional and assume a tone that says, effectively, 'That's just the way business is done – nothing personal.'

It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and never scream and shout; we do not want students to model this behaviour.

# Appendix B1 – Formal Rewards Structure

The key to the Crawshaw Culture is the constant reinforcement of our values. Positive respectful relationships that are built in school require staff to invest time in getting to know their students and to establish and support positive working relationships that help build our culture of excellence

An emphasis on rewarding positive learning behaviours is key to creating this culture of success. We must ensure that the majority of students, who consistently meet our expectations, feel valued and appreciated.

A consistent approach to the use of praise and rewards is crucially important and has more impact on behaviour than the application of sanctions.

All staff, should seek to encourage and praise students informally using:

- Verbal praise
- Comments in planner
- Asking another member of staff to pass on your praise
- General praise to the whole group when working well, routines/rules being used well
- Display of student's work
- Comments on work and letters/emails/texts/phone calls home
- Announcements in assembly/mention in ebulletin/mention on the website

Staff can enter positive points on Arbor using the following scale.
Certificates will be awarded at the following totals

- Bronze 500 points
- Silver 1000 points
- Gold 1500 points
- Platinum 2000 points

## Character Rewards Certificates

Our whole school rewards system is based around the development of the Crawshaw Standards. If a student has shown any of these standards in an exemplary way they may receive a postcard for that quality. The postcards are divided into two sets of four cards. C. R. A. W. and S.H.A.W.



Postcards need to be a challenge to obtain and not for simply displaying that characteristic in a mediocre way.

There are three blazer badges which can also be obtained from displaying these characteristics.

Students will receive a blazer badge and certificate when they achieve a set of postcards.

- Bronze 8 postcards in a single value e.g. responsibility
- Silver - a set of 4 postcards (C.R.A.W. OR S.H.A.W)
- Gold – a set of 8 postcards representing all 8 Crawshaw values

## House points

Students can also earn House points as a collective, by class, form or year for example

## Rewards Assemblies

Each half term, students' achievements are celebrated through year group rewards assemblies.

Students and families will be invited to a formal celebration evening in the summer term to recognise outstanding achievements.

## Subject Excellence Rewards

Students will be identified based on sustained attitude, improvement and attainment. Each half-term staff must identify a maximum of 2 students from each class to nominate. Subjects may issue postcards, positive points or subject-specific rewards.

## Additional Rewards

Each half term, the Form Tutor/Student Support Worker/Head of House/Phase Leader may select students that deserve special privileges e.g. Front of queue passes and access to additional rewards events. Examples of these rewards may include:

- Zero heroes-no negative points
- CRAWSHAW CHARACTER awards for students displaying the values and expectations
- PROGRESS/Effort awards
- Year Group Challenge awards
- Secret student
- Student of the Week

# Appendix B2 - In Class Sanctions and On-Call

All lessons must be appropriate to the needs of the students with reasonable adjustments made for SEND students. Content, organisation and delivery may vary for different classes so that all students can access learning and the achievements of all students can be recognised.
Staff should refer to section 4 of this policy ensuring they have established the conditions for a positive learning environment.

**All members of staff must operate within the framework** as this is the key area of consistency for all staff.

## INFORMAL STAGE – VERBAL WARNING (after settling to work)
The VERBAL WARNING is not recorded but has a clear purpose:
to indicate what they are doing is unacceptable. Clearly state the words "verbal warning" to the individual student
VERBAL WARNING should **not** be given as a blanket warning to the full class
staff **may** move the student within the room to avoid further problems.

## STAGE ONE – Formal warning/Consequence issued (-1 point)
If a student continues to behave unacceptably:

## STAGE TWO – Second Formal warning/Consequence) issued (-2 points)
If a student continues to behave unacceptably:
a member of staff **may** move the student within the room or give them 'take up time' if appropriate to avoid further problems
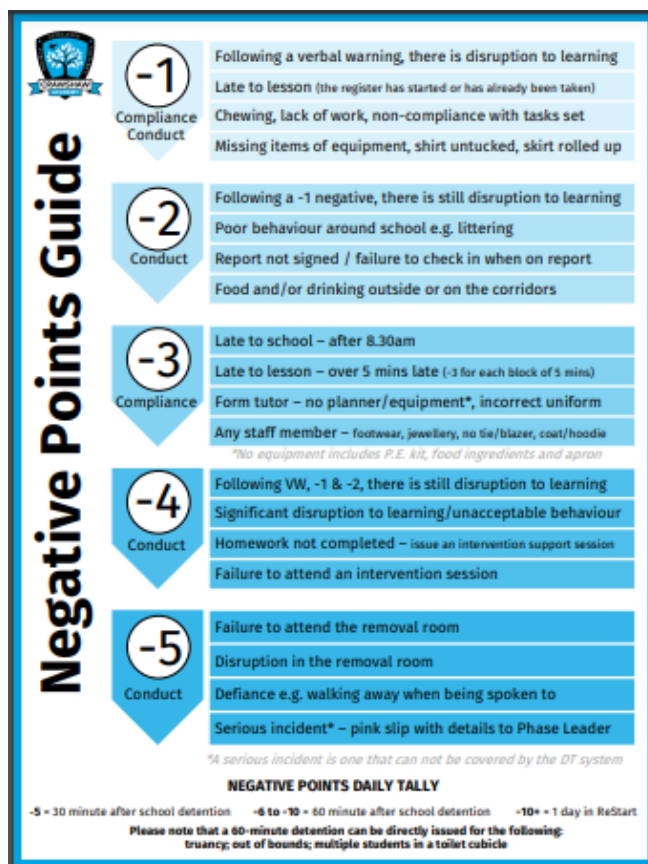
## STAGE THREE – Faculty Removal (-4 points)
If the student is persisting to behave in an unsatisfactory manner:
the student is now removed to another classroom within the Faculty (when referring a student to another teacher **it is the original teacher's responsibility to ensure that the student has sufficient work to do**
the student must be spoken to immediately after the lesson; if this is not possible, this should take place at the earliest practical opportunity.

Each Faculty/Subject Leader must create a removal rota for the week which will ensure that, for each lesson, at least two colleagues are always identified as being available to 'receive' students.

## Use of Patrol for removal

If a student **refuses to cooperate** with the subject removal this will be viewed as defiance; a Patrolling staff member will be requested to attend.

*In the event of receiving more than one request at a time, members of staff on-call will prioritise requests for support according to their severity.*

## Crawshaw Academy
### Positive Points (+)

| Name | +3 | Name | +3 |
|------|----|------|----|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Negative Points (-)

| Name | -1 | -2 | -4 | Name | -1 | -2 | -4 |
|------|----|----|----|------|----|----|----|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Staff will record on the classroom board the stage that students have reached so that students are clear about any points they have received and have the opportunity to adjust their behaviour.

*To ensure support is available where it is most needed, **Emergency on-call** should only be requested if there is a serious incident i.e. risk to the health and safety of other students or staff or if students are behaving aggressively*
***In this instance staff members must continue to maintain a non-confrontational approach and use de-escalating strategies to help manage the situation. Never engage into an argument with a student.***
***Emergency On-Call should only be used when:***

- a student is violent or abusive to another student or member of staff
- a colleague feels threatened by the language or behaviour of a student
- a student has been, or is going to cause damage to him or herself or the school
- a student has been sent to the subject removal room but continues to disrupt teaching and learning
- there is need for assistance with several students who are **disrupting** learning

The person responding to on-call will employ appropriate strategies to deal with the incident depending upon its nature. Genuine on-calls may result in students being sent to Restart in the first instance, pending further information. *Serious incidents are defined as those where an exclusion may be **considered** (Allowing for **Reasonable Adjustments** for SEND and CLA students).*

***A serious incident form (pink slip) must be completed by the member of staff asap and handed to the relevant student support worker.*.**

Examples of serious incidents might include:
- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence (violence will not be tolerated. Each case will be dealt with individually, looking at the circumstances and will have the most serious consequences)
- Abusive language to or in the direction of any staff member
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft
- Abusive language regarding any protected characteristic:

  **Protected characteristics**: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

# Appendix B3 - Around School Behaviour Sanctions

Students need to know what the 'minimum' sanction they can expect to receive is whilst also being in a position to understand what the 'maximum' sanction might be.

It might be that the incident is so **minor** that the member of staff concerned simply makes a comment in the appropriate section of the student planner or has a **corrective conversation**. Staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing.

## Removal of Privileges

Pastoral staff or SLT may decide that it is appropriate to take some students out of circulation for poor behaviour around school.

As detailed in the detentions section, detentions may be issued for the following around school misdemeanours;

lesson truancy / over 5 minutes late to lesson without a note

Out of bounds

Blatant defiance including walking away whilst being spoken to (allowing for take up time where appropriate)

Anti-social/ **disruptive** behaviour during lesson transitions (e.g. corridors)

In addition, students will also follow the behaviour and appearance guidelines when:

On trips and visits organised by the Academy/Travelling to and from the Academy

Students are expected to continue their positive behaviour when outside the Academy and remember to:

- Be polite to members of the Academy and local community
- Respect the property of others
- Place all litter in the bin
- Avoid being drawn into any anti-social behaviour

## Crawshaw Community Service

A range of disciplinary measures may be deployed to uphold the Crawshaw Community Expectations where there has been a specific breach. These sanctions will be proportionate to the misdemeanour.

e.g. school-based community service

# Appendix B4 - Detentions

### 30-minute Detentions-Conduct related
Issued by Phase Leaders for and accumulation of 5 negative points in the same day to be carried out on the following day where possible. Failure to attend the 30- minute detention will automatically lead to loss of social time and a short period in Restart.

### 30/60-minute Homework Interventions
Issued by subject teachers for homework and work-related matters. This will impact on students' eligibility to access rewards and privileges by reducing their ratio score.

**Students who are misbehaving at break or lunchtime may be supervised for the remainder of their lunchbreak by Pastoral staff or SLT on duty.**

### UP TO 1 HOUR SCHOOL DETENTION) Monday – Friday 3pm - 4pm
Whole school detention is held in the dining hall and staffed by Pastoral staff and classroom teachers on a rota basis. Staff will be timetabled into the detention rota on S.O. Detentions will be held on Monday-Friday. 1-hour detentions are for students who have accumulated between 6 and 10 negative points in a day, had their mobile phone confiscated or who have been defiant to staff.

Responsibility for issuing the detention lies with the Phase Leader. Staff must add the relevant information into the incident notes section on Arbor when logging the behaviour.

All parent/carers will receive a text message and/or email (where possible) to inform them of the timing of the after-school detention. Details will also be on the Arbor Parent Portal/App

Where possible the MoS who issued the incident is encouraged to speak to the student whilst in detention and discuss the problem.

**School detentions take priority over intervention sessions however, out of courtesy, intervention teachers may negotiate with colleagues who have issued the original detention to remove the student from the dining hall to complete subject related work.**

*A reminder that "INTERVENTION sessions' will be arranged with students via the student Planner and Arbor.*

**Failure to attend 30 minute detentions**
The detention lead will take the register during detention, if a student has not turned up the Student Support Worker will contact home (e.g. text) and set a 1-hour detention for the next available date.

**Further sanction for non-attendance**
Students who miss a 1 hour detention will complete a 2 hour SLT detention the following Monday.
If a student misses a second 1 hour detention in a week they will spend a day in ReStart in addition to the 2 hour SLT detention
Students spend time in Restart for failing to attend a 2-hour Senior Leadership Team Detention.

## Appendix C1 – Crawshaw Community Expectations

# Crawshaw Community Expectations

## In classrooms we...

- Arrive on time, fully equipped and ready to work for each lesson.
- Silently prepare for work (30 second protocol).
- Do as we are asked by all staff – first time, every time.
- Listen carefully when the teacher or another person is talking.
- Put our hand up and wait for permission to speak.
- Always try our best without disturbing others.
- Stand in silence at the end of lessons until dismissed.
- Always do our homework properly and hand it in on time.

## Around school we...

- Are polite and show respect for other people.
- Do as we are asked by all staff – first time, every time.
- Wear our school uniform correctly at all times.
- Look after property and put all litter in bins. This is our school, look after it.
- Eat and drink in the right place at the right time.
- Walk around the school sensibly and quietly and keep to the left.
- Do not wear coats in the building.
- Keep phones switched off and in bags whilst in the building.
- Move promptly to our next lesson.

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