



# RAINHILL HIGH SCHOOL

## BEHAVIOUR IN SCHOOLS





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STATUS	<b>STATUTORY</b>
RESPONSIBLE COMMITTEE	LGB PDBW
APPROVAL DATE	13/10/21
RENEWAL DATE	13/10/22



SCHOOLS IN PARTNERSHIP

**STEPHENSON**

MULTI ACADEMY TRUST

## **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**

## **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.

## Behaviour for Learning policy – one-page summary

**High quality** behaviour for learning is underpinned by

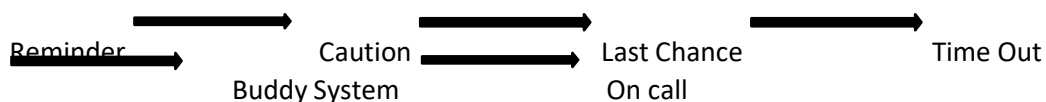
- Relationships
- High quality lesson planning
- Positive reinforcement and recognition
- Student compliance with the Rainhill Standards
- Whole school consistency

The students **Rainhill Standards**, incorporate the school's core values of Learn, Think, Contribute, Care. The student Rainhill Standards are displayed in each classroom and around the school.

### Rainhill consistencies

1. Refer to **Learn, Think, Contribute, Care** and the Rainhill Standards
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons which engage, challenge and meet the needs of all students.
4. Ensure **praise** outweighs anything negative.
5. Be **present** at the classroom door and on corridors - **meet and greet/end and send**.
6. Be **calm**, be **consistent**, be **fair**
7. **Follow** up every time, retain ownership and engage in reflective dialogue with students.
8. **Never ignore** or walk past students who are behaving badly.

When dealing with **low-level disruption** and other breaches of the school behaviour expectations



**Detentions** for Level 2 behaviours are set by the class teacher.

Opportunity for **repair/reconciliation** must take place during the detention process.

YSMs/SLT will be present around the school during lesson time/unstructured time.

A **Serious Breach** of the Rainhill Standards is an incident, which may lead to an internal exclusion, or a fixed term exclusion.

**All staff and form tutors** have a pivotal role in the success of the overall policy.

## **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.

## **Purpose**

To provide simple, clear and practical procedures for staff and students that

- ensures classrooms are disruption free
- ensures consistency by staff across the school
- places the highest value on learning
- recognise and positively reinforce behavioural norms
- support the values of the school
- teaches self-esteem, compliance and self-regulation
- holds the line on student compliance to the Rainhill Standards

## The Rainhill Standards for Learners

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

### **LEARN & THINK to:**

#### **Be ready to learn**

- a) Be in school, be on time
- b) Be organised, equipped to learn
- c) Be smart – full uniform/PE kit

#### **Look for ways you can improve**

- d) Think hard and try hard
- e) Be ambitious, resilient and determined in everything
- f) Be confident to take risks

#### **Reading & Literacy**

- g) Read each day
- h) Spell correctly – and correct spelling mistakes when they are made
- i) Use new vocabulary
- j) Use accurate grammar and punctuation in every piece of writing

### **CONTRIBUTE & CARE in:**

#### **Get the basics right**

- a) Be positive, be polite
- b) Show respect to all
- c) Follow instructions given by adults

#### **Community**

- d) Build good relationships with staff and students
- e) Be safe (including safety online)
- f) Respect the school site and local community
- g) Look out for each other

#### **Contribution**

- k) Get involved in wider school life
- l) Complete the Rainhill Experience/NCS
- m) Embrace new opportunities and 'have a go'

## **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 PDBW**

- The headteacher/deputy headteacher PDBW is responsible for reviewing and approving this behaviour policy.
- The headteacher/ deputy headteacher PDBW 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 and sanctions****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

1. Verbal praise
2. Synergy – House achievement points
3. Additional responsibilities
4. Positive notes
5. Certificates
6. Positive phone calls home

Assemblies are opportunities for extensive celebration of achievements.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder/warning
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Sending the pupil to work into another classroom with another teacher (Buddy system)
- Phone calls/letters home to parents
- Referring the pupil to a senior member of staff
- Putting a pupil 'on report'

**Dealing with disruption in lessons**

Engagement with learning is always the primary aim; every minute a student is out of your 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 the first point under 'get the basics right, 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. Steps should always be gone through with care and consideration. Praise and recognise the behaviour you want to see.

### **Issuing warnings**

All members of staff should consistent and deliver warnings privately wherever possible and practicable. The same applies in the internal exclusion room.

If a student behaviour continues to disrupt the learning of the class the following will be employed

- Using the Buddy system
- On-Call for a student
- Internal exclusion
- Fixed Term Exclusion

### **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 permanent, fixed term or internal exclusion, depending on the severity of the offence.

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.

### **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.

### **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.

## **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:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy



