



Positive Behaviour Policy 2023-2024

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Stopsley High School is committed to safeguarding the wellbeing of our students. This positive behaviour policy forms an essential part of our Safeguarding Policy Portfolio and demonstrates our commitment to ensure our learners feel safe within our school community.

Stopsley High School Positive Behaviour Policy 2023-24

Review :

This policy will be reviewed in full by the Governing Body on an annual basis.

Headteacher: Karen Hand

Chair of Governors: Toni Chivers

Senior Deputy Headteacher: Pam Whiting

Positive Behaviour Policy

Aims

- Provide support for **effective behaviour for learning**
- Support the **wellbeing and safety** of students and staff
- Focus on **promoting the best** in every student
- **Create mutual respect** between adults and students and student and student by modelling positive behaviour
- Provide **clear high personal expectations** of every student making these a focus for learning
- Develop positive relationships throughout the school by ensuring that **all students take responsibility** for their behaviour
- **Ensure every member of staff** takes responsibility for managing students' behaviour
- **Ensure effective home-school relationships** are developed as part of the successful implementation of positive behaviour for learning
- Provide a **positive restorative environment** across the school
- Provide a **consistent approach** to behaviour management

Monitoring and Evaluation

- The policy and procedures are regularly reviewed by members of the senior leadership team that oversee pastoral care, using a range of data driven evidence focusing on: behaviour trends, suspension rates, attendance and punctuality, the impact of targeted interventions, use of offsite providers, use of the nurture unit, managed moves, and incidents of searching, screening and confiscation. Students, staff and parent voice is also canvassed to ascertain their views regarding behaviour, attitude to learning and safety in school.
- Regular training is provided to staff on behaviour management and the systems which promote effective behaviour for learning, this is targeted at a range of levels - whole school, departmental and individual (staff induction and collaborative support).
- A summary of the trends evident are provided to Governors at termly meetings along with an outline of the proposed next steps.

Legislative Framework and Guidance

The school, through its policy and procedures, will act in accordance with legislation and guidance including:

- The Teachers Standards (2011, 2013 & 2021)
- Ofsted 'Inspecting safeguarding in early years, education and skills ' (Sept 2022)
- Behaviour in Schools (DfE July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, (DFE May 2023)
- Academies and pupil referral units in England (Sept 2017).
- Keeping Children Safe in Education, (Sept 2023)
- Searching, Screening and Confiscation (DFE July 2022)

At Stopsley High School (SHS) we believe that with students, parents, carers and staff working closely together, every student will gain the maximum benefit from being here and reach their full potential. This policy demonstrates the fundamental aim of this vital partnership and forms the basis of the SHS Home Partnership agreement.

Appendices

- Appendix 1: SHS Home partnership agreement
- Appendix 2: School code for students
- Appendix 3: Rewards System
- Appendix 4: Sanctions System
- Appendix 5: Uniform and equipment
- Appendix 6: Attendance
- Appendix 7: Searching and confiscation
- Appendix 8: Use of force
- Appendix 9: Reference to other policies

Appendix 1: SHS / Home partnership agreement

Welcome to Stopsley High School. We believe that with students, parents and staff working closely together, every student will gain the maximum benefit from being here and reach their true potential. This agreement is the foundation of this vital partnership.

Students are ambassadors for our school including when off school premises and in our local community. We expect students to act accordingly.

Classwork

Teachers:

- explain work clearly
- plan and deliver effective lessons
- provide students with regular feedback
- set targets for improvement which meet the students' individual learning needs so that they can exceed their academic potential
- recognise and reward effort and attainment

Students:

- work to the best of their ability at all times
- use a range of independent learning strategies where they find the work difficult and seek help if required
- work towards targets set by subject staff

Parents:

- check the timetable for the forthcoming day and check their child is prepared (i.e PE kit, cooking ingredients etc)
- talk to their child about what they are doing in school
- are expected to support the school if requests for external specialist help or advice are considered essential for the support and welfare of their child

Homework

A copy of the homework timetable is available via the school website for parents.

Students are also issued with their own timetable.

Teachers:

- set homework according to the homework timetable
- mark homework frequently and provide feedback

Students:

- check and complete all tasks set on Satchel One
- set aside a regular time for homework each weekday evening
- seek help from staff prior to the deadline date if unsure of what to do
- complete homework to the best of their ability
- ensure that they submit all their homework on time

Parents:

- support the completion of homework by regularly checking your child's Satchel One
- make sure that a regular time and quiet place is set aside at home for homework

Equal Opportunities and Responsibilities

The School:

- is committed to ensuring every member of the school community is regarded as being of equal worth and importance irrespective of gender, culture, ethnicity, learning ability, sensory or physical impairment, social class or sexual orientation
- treats any case of bullying or discrimination, including bullying which may take place on social media, very seriously and deals with it promptly and effectively

Students:

- treat people and their property with respect at all times
- use all forms of social media responsibly, both in and outside of school: this includes not using language, images or comments that are offensive
- tell a member of staff immediately if they experience or witness bullying of any sort, including on-line or on any form of social media

Parents:

- support the equal treatment of all; this includes any action deemed necessary if the Equalities Policy is broken
- inform the school if they have concerns regarding the possible bullying or discrimination of their child

Behaviour - Rewards/Sanctions

The School:

- recognises good behaviour and rewards students according to the Positive Behaviour Policy
- reserves the right to detain students, without notice, for up to 20 minutes at the end of the day to discuss any outstanding issues or concerns
- notifies parents of longer detentions

Teachers:

- provides a well ordered atmosphere in which all students are able to learn
- follow and apply the Positive Behaviour Policy

Students:

- behave according to the Positive Behaviour Policy both in and around school and in the local community or in any public place whilst in uniform
- completely reject fighting as a way of solving disputes - instead they walk away from any incidents of conflict and talk to a member of staff
- speak politely and respectfully at all times - to peers, staff, visitors and members of the public
- do not engage in any behaviours likely to harm the education or welfare of themselves or others, including online

Parents:

- support the school in upholding the Positive Behaviour Policy, including the setting of rewards and sanctions

Equipment

The School:

- provides books and other resources
- completes regular spot checks to ensure banned items are not brought into school

Students:

- are given a list of essential equipment for school in the Transition Booklet and on point of admission
- EAL students will require an English dictionary
- are responsible for coming to school each day correctly equipped

Parents :

- make sure that their child is properly equipped for school daily
- understand that the school cannot accept responsibility for loss or damage to personal possessions brought onto the site
- support any sanctions that may be imposed on those who bring in banned items (including mobile phones rules and smart watches whilst on the school premises)

Uniform

Teachers:

- check uniform daily and implement sanctions if uniform is incorrect or worn incorrectly

Students:

- follow the [uniform and equipment policy](#) this includes wearing uniform correctly on the journey to and from school

Parents:

- make sure that their child has the correct uniform
- support the school in ensuring that their child follows the Uniform Policy each day

The Environment

The School:

- provides a stimulating learning environment
- is a non-smoking site - this includes the use of electronic cigarettes or vapes
- ensures graffiti is removed and all litter is placed in bins to maintain a litter free environment

Students:

- move around the school in a sensible and considerate way following the Corridor Code
- do not smoke on the premises, including when in uniform or on the journey to and from school
- remain within the boundaries indicated on the school map
- ensure at all times that Stopsley High School is kept litter, chewing gum and graffiti free
- follow the Student Code regarding eating and drinking on the school premises

Parents:

- support any sanctions that may be imposed on those who drop litter, chew chewing gum, graffiti or cause damage to school property
- ensure that any damage to school property is paid for

Banned & Prohibited Items

There is a **total ban** on the use of mobile phones and external internet accessible devices on the school premises. Mobile phones can be brought into school at the students' own risk, but must **remain switched off and stored in their school bag** whilst on the school premises.

The reasons for banning these items are:

- Students may be tempted to use them in lessons and this distracts them from their learning and the learning of others.
- Individual students may use their phone as a way to arrange for young people to come to school at the end of the day to 'sort out' problems. Such arrangements can lead to intimidation and, in the worst cases, to assaults on both students or staff. For this reason it is unacceptable to have people who are not members of the school community hanging around the gates at the end of the day.
- Police have informed us that possession of mobile phones and other electronic gadgets by young people is a major source of street crime in under 18s. Students carrying mobile phones are a target for intimidation outside of school.
- These items can also be a target for theft inside school, which can lead to unnecessary conflict between students.

Possession of implements that could **constitute a threat are also banned**. This includes any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property or any member of our community (e.g BB guns, sharp objects including metal combs, laser pens, e-cigarettes / vapes.)

Illegal, dangerous or offensive items are also **prohibited** and include:

- knives and weapons
- fireworks
- tobacco and cigarette papers
- alcohol
- illegal drugs
- pornographic images
- stolen items

It is also important to emphasise to all parents and carers the school's approach to weapons brought onto the school site, whether they are used or not. There is a **'zero tolerance' of weapons** at Stopsley High School, and possession is likely to lead to permanent exclusion from the school and the involvement of the Police. Stopsley High School's guiding principles are based on **respect and care for everyone in our community**. We aim to ensure that these principles are strictly adhered to and that the school remains a safe and secure place of learning.

Our school environment remains a **chewing gum free zone**, in order to maintain the quality of our state of the art facilities.

Please note the banned and prohibited items listed extend to extra-curricular activities, school trips and other out of hours events. To ensure students comply with these core messages we proactively remind them of our expectations through various avenues such as assemblies, our PSHCE curriculum, Form Time and by staff presence and modelling.

If a student is found to be in possession of a banned or prohibited item in school or the school vicinity, it will be confiscated and parents contacted to discuss the matter and the subsequent intervention and sanction that may be implemented where necessary.

Parental Support

We ask that parents agree to support this policy by signing a copy of this agreement which will then be kept on the student's file.

I confirm that both my child and I have read and understood the home/school agreement:

Signed

Parent

N.B At the start of an academic year parents and carers will be asked to confirm they have read and understood the home/school agreement via an electronic survey.

Appendix 2: School Code for Students

The School Code helps maintain a learning environment which is free from disruption and provides equal opportunity. It promotes the importance of the school values: Ambition, Endeavour And Success.

It applies to behaviour and conduct both in and outside of school whilst in the community, including activity online. Non criminal poor behaviour and bullying which occurs outside the school premises or online will be sanctioned in line with our internal sanction system outlined on pg 16 of this policy, this includes misbehaviour:

- when taking part in any school-organised or school related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a student at our school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

The school code for students is rooted in the premise that all members of the Stopsley High School community work together, to promote and maintain a positive culture for learning and adopt a restorative approach.

TOP CLASS STUDENT



YOUR STEPS TO SUCCESS

1



A Stopsley Top Class student's conduct demonstrates they:

- are polite and respectful
- are punctual
- are prepared for the school day
- endeavour to present both themselves and their work to the highest standard

2



A Stopsley Top Class student's attitude to learning demonstrates they:

- are focussed and ready to learn new concepts
- embrace challenge as a learning opportunity and always try their best
- recognise feedback is an opportunity to reach your peak

3



A Stopsley Top Class student's commitment to the community demonstrates they:

- are a valued member of the Stopsley community through their commitment to the school values of ambition, endeavour and success

4



A Stopsley Top Class student's attendance demonstrates they:

- are committed to attending school everyday and reaching as a minimum the Stopsley good attendance rate of 97%



Rights and Responsibilities

- We treat each other with respect, regardless of gender, ability, ethnicity, sexuality or belief
- We treat other people and their property with the respect we wish to receive ourselves.
- Speak politely and respectfully at all times to peers and adults

School Work

- We complete work to the best of our ability and understand we must not copy other students' work
- We take responsibility to catch up on any work missed due to absence.

Homework

- We complete homework to the best of our ability
- We hand homework in on the date it is due.

Moving around the school



Out of Bounds

- We understand that we must remain within the boundaries; at break and lunch students may be in the dining hall, school hall or designated outside hard areas

Fighting

Fighting is completely rejected as a way of solving disputes at Stopsley High School. Instead of fighting, we:

- walk away in a non-confrontational manner
- talk to a member of staff.

Anti- Bullying

- We aim to create an environment which is safe.
- The school is totally opposed to bullying of all kinds.
- If we experience or witness bullying of any kind we will tell a member of staff immediately
- We understand that Stopsley High School always treats any case of bullying very seriously.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding from friendship groups, tormenting, social manipulation
Physical	Taking another's belongings, or any use of violence e.g. hitting, kicking, pushing barging, pinching
Prejudicial	Taunts, graffiti, gestures or comments that are derogatory relating to race, ethnicity, religion, sexuality, gender or other protected characteristic
Sexual	Explicit sexual remarks, implied sexual remarks, display of sexual material, sexual gestures upskirting, sexting, unwanted physical attention, inappropriate touching or comments about sexual reputation or performance
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing or other negative comments
Cyber-bullying	Use of technology to harass, make threats, send hurtful messages, emails or social media posts
Child on Child	<u>Child on Child Abuse</u>

The Environment

- We are a 'chewing gum' free school
- We are all responsible for keeping our environment clean.
- We strive to be a 'litter free' school .
- We respect our environment and put our rubbish in one of the bins which are provided throughout the premises.
- We will always report graffiti immediately so that it can be removed
- We understand that school property should be treated with respect and we recognise that vandalism of school property or resources is a serious offence.

Swearing

- We do not swear or use inappropriate language in school.

Eating and Drinking on the School Premises

We strive to make break and lunchtime a pleasant experience for everyone by being thoughtful and considerate

- We queue for food provided at all the venues around the school patiently
- When we have finished eating, we remove our trays, leave the tables tidy and clean, and clear the area of litter. We place our litter into the bins provided.
- We eat and drink in the dining hall and designated outside hard areas only
- We are encouraged to drink water and understand that this is accepted in all areas of the school where it is safe to do so. Students are actively encouraged to bring their own water bottle to school
- We do not bring energy or carbonated drinks into school
- We do not bring chewing gum into the school.

Smoking

In order to promote good health, Stopsley High School is a non-smoking site; this includes e-cigarettes, vaping devices, shisha-pens or similar

- We do not smoke anywhere in the buildings or on the grounds
- We do not smoke when in uniform and this includes the journey to and from school.

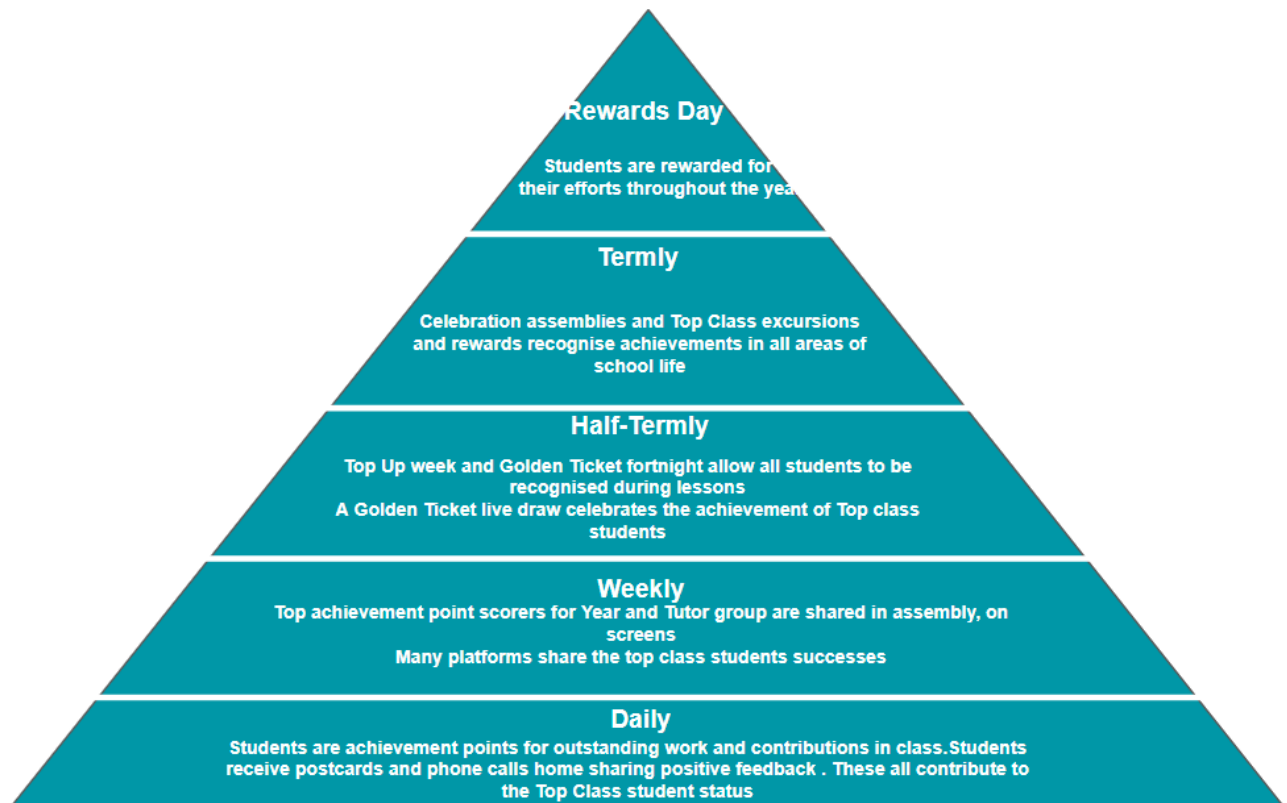
Banned & Prohibited Items

- Please see banned items section in the school/home agreement

Uniform

- We follow the uniform policy, this includes the journey to and from school.
- We understand that we must not wear make-up, nail polish, acrylic nails, false eyelashes or jewellery except for one pair of small stud earrings that may be worn in the ear lobe **only** but must be removed for PE activities.
- A wrist watch, (not a smart watch with internet access) may be worn but must be removed for PE activities.
- Wristbands and bracelets are not allowed to be worn.
- Nose studs and other piercings are not allowed.
- We accept that we must have a hairstyle that is fitting with the uniform policy and understand that no unnatural colouring of hair or extreme styles should be worn. This includes sculpting or shaved patterns to hair or eyebrows.

Appendix 3: Rewards System



Aims of the Reward System

- To create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate both a positive attitude and behaviour for learning inside the classroom and those who are excellent members of the school community outside of the classroom.
- To promote the behaviour we wish to be exemplified in our students.
- To ensure practice is consistent across the school.

Types of Rewards

The reward system runs in parallel with the sanction system and the Top Class Student system. The rewards system encourages active and direct involvement of all staff and students at Stopsley High School. The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.

Students who go above and beyond in any aspect of school life, whether that be extra curricular or classwork/homework, should be awarded Achievement Points.

Top Up Week occurs once per half term, initially all students are given 2 points for every lesson they attend by the class teacher. The aim is to keep the 2 points but try to add to the total by demonstrating a positive attitude to learning.

Students who are awarded the most Achievement Points are celebrated in assemblies for their efforts. If students are continually going above and beyond, other mediums of recognition such as phone calls home and postcards will also be used to reward students on a regular basis .

Every half term there is a 'Golden Ticket' fortnight. Every teacher has one golden ticket to hand out per lesson. Students collect these and all ticket winners are placed into a draw to receive rewards for their Top Class efforts and attitudes.

Appendix 4: Sanctions System

Aims of the Sanctions System

- To share and employ effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently across the school
- To effectively manage students' behaviour to promote a focused learning environment for all.

Stages of the Sanctions System

The sanction system runs in parallel with the reward system. The sanctions ladder (see appendix 4a) adopts a graduated approach to behaviour and subsequent targeted intervention when necessary, and encourages all staff at Stopsley High School to approach low level disruption in a consistent way. It is understood that the majority of students will choose to spend their time operating within the Rewards system. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will be managed outside of the classroom.

Students with additional needs that might affect their behaviour will be supported by the SEND team to implement adjustments where appropriate and reasonable, to ensure all students can meet our Top Class expectations. A proactive stance will be adopted to mitigate any likely triggers of misbehaviour. Adjustments such as short planned movement breaks, adjusting seating plans, along with training for staff in understanding conditions such as autism are some examples of the interventions utilised when adopting a graduated approach to support for students with additional needs.

Stopsley High School Sanctions Ladder:

Stage 1: After school detentions

Top Class Expectations Breach: TC1

This will be issued for actions which directly contravene fundamental non negotiable expectations such as phones not in bags, corridor conduct and uniform infringements as detailed in the graphic below:

At Stopsley High School, we will always ensure:



When a TC1 is accrued, a detention will be served for 10 minutes at the end of the day it is accrued with the student's allocated Tutor.

During this detention the Tutor will resolve the TC1 the detention is relevant to. Issuing staff members are not required to attend for a restorative conversation unless they feel it will be of use, and may not be possible due to their own tutor group commitments.

Late to School & Truancy: TC2

To make the most of the learning opportunities provided within the school, students need to have the continuity of provision that consistent attendance and engagement promotes. Students through the PSHE curriculum are actively encouraged to reflect on the importance of time keeping, consistent attendance, and the 'every lesson counts' message.

A proactive approach to resolving issues associated with consistent attendance is taken by the pastoral teams, with a wide array of interventions adopted based on the individual circumstance. Where a student is late to school, late to a lesson or truant a lesson a TC2 is accrued and a detention will be served for 20 minutes at the end of the day it is accrued with the student's tutor.

Classroom Expectations Breach: TC3

If a student is finding it difficult to settle in the classroom environment, staff will deploy a variety of strategies to engage the student prior to a sanction being applied. Examples of behaviour management strategies which may be deployed are listed below as a guide. It is important to note that all staff are well versed in a host of behaviour management strategies and the strategies outlined are not an exhaustive list but are intended to provide a flavour of the range of approaches taken.

Strategies for positive behaviour include:

- Non verbal warning

Remind

- Verbal warning
- rule reminder

Reset

- Seat change
- Short 'time out' and a quiet word in the corridor

Remove

- TC3 Partner teacher referral

The decision to use a TC3 Partner Teacher Referral is made when a student is persisting in disrupting the learning of others in the room or refusing to engage in their learning.

A student who has reached a point where they cannot remain in the lesson is likely to have caused considerable disruption and inconvenience, and it is therefore essential that they are provided with an alternative learning opportunity which will enable both them and their peers to continue to progress. The referred student will benefit from working on relevant subject content in an alternative classroom, overseen by a teacher.

If a child is issued a TC3 they are expected to go to the referring teacher's classroom at the end of the day for a restorative conversation. A reminder slip will be issued by the students' class teacher at the end of the lesson which will detail the venue for the restorative conversation.

As a school, detentions are viewed as a platform for a restorative conversation, as both student and parent feedback clearly illustrates that this approach, when consistently used, has a positive impact. Should a student not attend the original restorative conversation arranged with the class teacher, a call home will be placed by the class teacher to discuss the behaviours that have occurred and to arrange a 20 minute detention, where the presenting issues can be discussed and resolved.

If a class teacher has deployed the full range of positive behaviour strategies and has followed the sanctions ladder but behaviour or attitude to learning of a student continues to be a concern, the class teacher should seek the support of the Head of Department, following the department escalation protocols outlined in appendix 4b.

Stage 2: Conduct Improvement Room & On Call (TC4)

What is the purpose of On Call?

The purpose of On Call is two fold:

- It is used to tackle continual disruption and should be used if removal to another room in the department is not effective
- It can also be used for one off behaviour incidents where the incident is so challenging that it is not suitable or safe for the student to remain in the classroom

The “On Call” member of staff will escort the student, with their work, to the Conduct Improvement Room (C.I.R) for referral. The student completes their learning for the remainder of the lesson or a minimum of 30 minutes in silence. If a student is sent to the C.I.R twice in a day, they will remain in the C.I.R for the remainder of the day until 4.00pm. A visit to the C.I.R results in a 50 minute detention at the end of the day. Students must be given an additional C.I.R detention when being removed from the classroom for non-compliance.

All students who have been placed in the C.I.R will receive a call home with details of the incident and the subsequent sanction and intervention applied. If a student is sent to C.I.R twice in a day, they will remain in the C.I.R for the remainder of the day until 4.00pm. A visit to the C.I.R results in a 50 minute detention at the end of the day.

Students that truant will also be escorted to the C.I.R by their Year Manger for referral and will follow the same procedure. The student completes their learning for the remainder of the lesson or a minimum of 30 minutes. If a student is sent to C.I.R twice in a day, then will remain in the C.I.R for the remainder of the day until 4.00pm. A visit to the C.I.R results in a 50 minute detention at the end of the day. Students must be given an additional C.I.R detention when being removed from the classroom for non-compliance.

Where students persistently accrue

Stage 3: Internal Isolation (TC5)

Utilised when a serious one off breach of the positive behaviour policy occurs. The pupil will be removed immediately from the learning environment, and an investigation conducted prior to a phone call being made to parent / carer.

This sanction is used by a Key Stage Leader when students display defiant behaviour. Examples of serious misconduct include, but are not limited to:

- persistent disruptive behaviour
- fighting/assault
- discriminatory behaviour
- health and safety breach
- smoking of illegal substances
- Repeat C.I.R referrals

On completion of investigation parent/carers will be called by the Year Manger and advised of the incident and subsequent course of action.

Should more than one serious breach of the behaviour policy transpire, students' time in internal isolation will incrementally increase to a maximum of 3 consecutive days (see appendix 4). Providing time between incidents for student reflection and facilitation of collaborative working between parent/carer and the support and intervention team, proactively mitigate from further subsequent escalation through the sanctions ladder.

Stage 4: Alternative School Based Exclusion

Where a recurrence of serious one off breaches is noted and results in students exceeding the 3 day isolation threshold and/or 20 or more C.I.R incidents, placement in the schools Alternative School Based Exclusion (ASBE) Centre, located outside of the mainstream environment, will be considered.

The time spent in our ASBE centre will incrementally increase (see appendix 4) should further serious breaches of the behaviour policy occur to ensure ample reflection time and collaborative working between parent/carer and school can occur between incidents and subsequent escalation through the sanctions ladder.

Stage 5: Fixed Term Suspension

This sanction is used when there is a recurrence of serious one off breaches of the positive behaviour policy, resulting in the student exceeding the 5 consecutive day threshold in ASBE.

A decision will be made by the Senior Deputy Headteacher as to whether to issue a fixed term suspension, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. Fixed term suspensions can be given for behaviour which takes place outside as well as inside school, including on social media. Fixed term suspensions can also be issued for one off serious offences.

For any length of time served through a fixed term suspension work will be set for the student to complete. Where a student is excluded for a period of 6 days or longer the school will arrange an alternative education provision.

Students who have shown no signs of improvement will attend a review meeting with a panel of Governors. A review meeting with governors may also be called for one off serious offences.

Stage 6: Permanent Exclusion

This sanction is issued by the Headteacher as a last resort. The decision to exclude a pupil permanently will be taken in response to a serious breach or persistent breaches of the school's Positive Behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in our community.

Restorative Conversations

The following steps provide the format and suggestions for a restorative conversation for a student:

1. You are going to talk about what happened during the lesson today.
Can you explain your role in the incident – check and use your reflection log you completed during lesson 1?
2. Think about all of these questions – can you express and explain this to the teacher:
 - What were you thinking about at the time?
 - What were you hoping would happen?
 - What made you decide to do that?
 - What have you thought about since?
 - Who has been affected by what happened?
 - How do you think they have been affected?
 - What did you think when that happened during the lesson today?
 - What did it feel like for you? (You can explain how it made you feel here)
3. What do you think now about what you did? What should you have done?
4. What would you like to happen as a result of this conversation today?
Is that fair/could you do that?
What else do you think you need to do to make sure the next lesson is a good one?
Is there anything else that needs to be done to make things better as soon as possible?
Who can support you to do this?
How are you going to make sure this doesn't happen again?

These questions should help you, and be like the building blocks for the restorative conversations with your teachers.

The aim and intent of the meeting is to find an agreement between you and the teacher as to how to proceed to the next lesson and ensure that you are learning to your best ability and engaged in the lesson.

Restorative Dialogue for staff

The following steps provide the format and suggestions for you to lead a restorative conversation with a student

Engagement

- *We need to talk about what happened during the lesson today?*
- *Can you tell me what happened?*

Reflection

- *What were you thinking about at the time?*
- *What were you hoping would happen?*
- *What made you decide to do that?*
- *What have you thought about since?*
- *Who has been affected by what happened?*
- *How do you think they have been affected?*

Understanding the impact

- *What did you think when that happened during the lesson today?*
- *What did it feel like for you? (You can explain how it made you feel here)*

Acknowledgement

- *What do you think now about what you did?*

Agreement

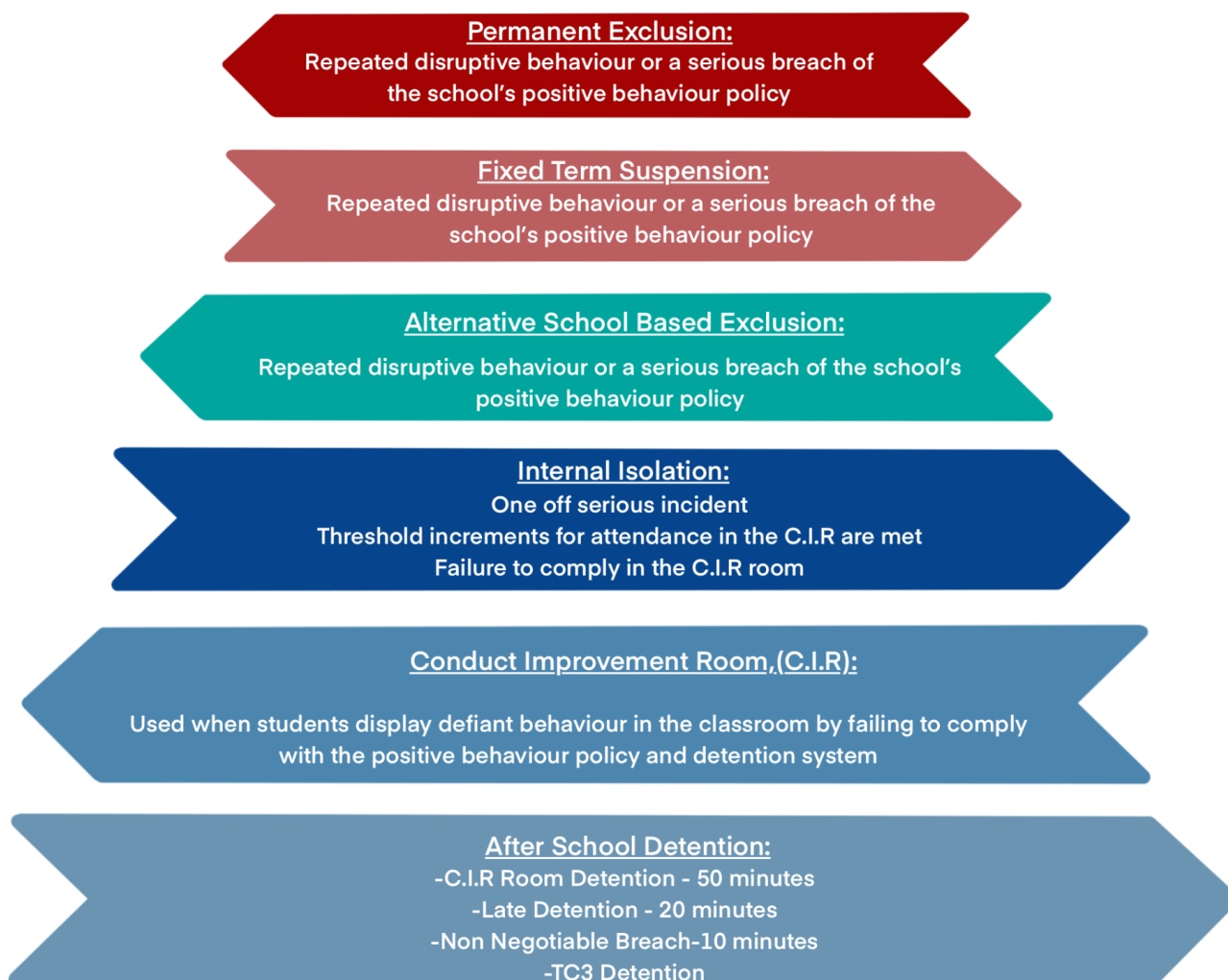
- *What would you like to happen as a result of our conversation today?*
- *Is that fair/could you do that?*
- *What else do we need to do to make sure the next lesson is a successful one?*
- *What do you think needs to be done to make things better as soon as possible?*
- *How can I support you to do this?*
- *How can I help make sure it doesn't happen again?*
- *How will these changes help you learn?*

These questions lay the foundation for and act as the building blocks for all forms of restorative conversations

- *Are non-blaming and open ended*
- *Allow for storytelling and attentive listening*
- *Allow for all people involved to identify their thoughts and feelings associated with particular actions*
- *Focus on the impact and on how others were affected by the action/s*
- *Are an inclusive and collaborative approach to problem solving, emphasising finding solutions rather than assigning blame*
- *Holds people accountable*
- *Requires people to take responsibility for their actions*
- *Resolves underlying issues that often act as the root cause of challenging behaviours*

This aim and intent of the meeting is to find an agreement between you and the student, as to how to proceed to the next lesson and ensure the learner is learning to their best ability.

Appendix 4a:



Appendix 4b:

Department Escalation procedures

If a class teacher has deployed the full range of positive behaviour strategies and has followed the sanctions pyramid but **behaviour, attitude to learning** or **attainment** of a student continues to be a concern, the class teacher should seek the support of the Head of Department, following the protocols below.

The Head of Department intervention chart should apply to **behaviour, attitude to learning** and **attainment** concerns of students.

Class Teacher
Apply Positive Behaviour Policy consistently, using a range of strategies to re-engage the student with their learning. Set Departmental detentions where required, as per the schools Sanctions Ladder.
Teacher communicates with home and sets a review period of 2-4 weeks. Teacher liaises with the Year Manager/Head Of Department.
All successes rewarded - if no improvement, teacher to escalate to Head Of Department.
⇓
Head Of Department
Head Of Department intervenes, Head Of Department communicates with home, student and teacher to outline expectations and set review period with parent/carers and student.
Review period set, this may be with a Department report in place, reward successes, address concerns if/when they arrive.
All successes rewarded - if no improvement, HOD to meet with parent/carers and student. Liaise with KSL prior to meeting. Inform SLT Link.
⇓
Senior Leadership Team
If no improvements following the meeting with Head Of Department and Parent/carers, escalate to Senior Leadership Team. Senior Leader to review department report, and speak to staff/student.
Senior Leader and Head of Department to meet with parent/carers and student. Reward successes, address concerns. Liaise with Key Stage Leader and Assistant Headteacher in Support & Intervention Team.

Appendix 5: Uniform and Equipment

Uniform expectations

We are unapologetic about having high expectations about the wearing of our uniform. All students are required to wear full school uniform at all times, including to and from school. Dealing with inappropriate uniform matters detracts from time devoted to learning.

A phone call will be made for any infringement of the school [uniform and equipment policy](#). ***If a student persists in wearing incorrect uniform parents will be invited into school in order to seek a timely resolution.***

Appendix 6: Attendance

Keeping In Touch:

We understand the realities of family life and if your child is unwell and you need to contact the school quickly. Please use the graphic below should the need arise:

Letting the school know a student will be absent or late by leaving a message on the telephone – dedicated answer machine line – available 24 hours a day	01582 870912
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OR

Letting the school know a student will be absent or late by speaking to our Attendance Officer	01582 870900 Option 1
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OR

Letting the school know a student will be absent or late by sending an email	attendance@stopsleyhighschool.co.uk
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How Parents Can Help With Attendance:

The section below, should assist you and your child in establishing a good routine:

What time do you need to leave the house by to ensure you get to school on time?	Write in the best time
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Latest time to leave the house is?	Write in the latest time
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Your child should aim to be in school before 8.30am – this will allow your child to arrive with sufficient time before the bell goes for registration, which is in their form room	8:30am
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First bell – go straight to morning registration in your form room. If your child arrives after this, your child will be marked as Late – code L.	8:40am first bell
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Registers close – report to front office to register – will be marked as code U unauthorised late – unless the lateness was notified to the school in advance or is accompanied by a note	9:10am Code U = T3 detention
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If a student is not registered, and we have not received contact via answer machine, telephone or email, then the school will text or call the first contact primary number – this is a safeguarding requirement.
--

AND

If there is no response from the parent/carer to this first day contact by text or telephone, then the school will continue to attempt to contact home

AND

If there has still been no contact there will be a home visit by either the school or the EWO. If there is no response at the home visit, the school will leave a calling card and send a text to say that a visit has been made, and there has been no response - this is a safeguarding requirement.

If there is still no response the EWO will investigate until a satisfactory outcome has been met.

Top Class Attendance Tips:

- establish a good routine in the mornings
- establish a good routine in the evenings so your child is prepared for the school day ahead
- support them in packing their bags for school the night before
- make sure they get enough sleep
- make sure they are not too tired or over-stimulated with screen time
- charge phones in another room and not in the bedroom
- turn off the wifi in the house until they are asleep
- make sure your child goes to school regularly and follows the school rules
- ensure your child has a good understanding of why good attendance is important
- remember the well-known saying that '80% of success is just showing up!'
- ensure your child arrives at school on time – not late
- arrange dental and medical appointments outside school hours
- always inform the school promptly on the first day of absence if your child is absent due to illness
- take truancy seriously – if your child is not attending school as you expect, they may be putting themselves at risk – Who are they with? What are they doing?
- take family holidays outside term time
- talk to your child about school and take an interest in their school work
- encourage your child to take part in other activities in the extended school day e.g. clubs, school productions, sports teams
- encourage your child to take positions of responsibility in school e.g. being form captain, a member of Student Voice or a prefect
- Engage in all parent events and parents' evenings
- be supportive of school events
- praise and reward your child's achievements at school
- download the 'Satchel:One' app
- download the 'SIMS Parent' app
- offer support with homework and take an interest in their learning
- discuss any problems or difficulties with the school – staff are there to help and will be supportive
- don't allow your child to stay off school for a minor ailment – if in doubt come in to school
- if your child is unwell, insist they stay in bed with no screens (TV, phones or computers) so they can rest properly -they can read or just listen to music to help them relax
- if you are unsure if they are sufficiently ill to be off school, suggest they come to school - they can always go to the medical office if needed
- if your child is anxious or worried about going to school please do ask the school for help
- every child will have the right support from the school to help them engage with learning as well as a named member of staff for pastoral care

'In most areas of life 90% is a great result. But this is NOT the case with attendance. Only 90% attendance means that your child will miss half a school day each week, 1 day a fortnight or nearly 20 days of school during a school year – that's 4 school weeks – or a whole month of school missed.'

Appendix 7: Searching and Confiscation

Searches can play a critical role in ensuring our school is a safe environment for all students and staff. It is a measure used to safeguard and promote both staff and student welfare, and to maintain high standards of behaviour through which all students can fulfil their potential. Being in possession of a prohibited item, may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour. A search may play a vital role in identifying pupils who may benefit from early help.

The Headteacher and the trained staff she authorises to do so, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, an item banned by the school policy, or any article that staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any member of our community, as detailed on pages 6 and 7 of the Positive Behaviour Policy.

Stopsley High School advocates a culture of safe, proportionate and appropriate searching, which safeguards the welfare of all students and staff. A search will only be undertaken if there are reasonable grounds for suspecting that the student is in possession of a prohibited or banned item.

Trained school staff can search a student for any item if the student agrees. The staff member should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. The school will take into account the age and needs of the child when considering consent. This includes the individual needs or learning difficulties of pupils with special educational needs and making reasonable adjustments where a pupil has a disability.

A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, Stopsley High School will apply an appropriate sanction and proactively seek the support of the student's parent/carer to resolve the matter. During this time, the student will be supervised by a member of the pastoral team and kept away from the student community.

Where there is a significant risk of the student harming themselves or others, damaging property or creating significant disorder by not consenting to the search, then the decision to use reasonable force may be made. Such a decision is made on a case-by-case basis and is considered a last resort as detailed in Appendix 8.

Parents and carers will be informed of any search for a prohibited or banned item and the outcome of the search as soon as possible. This may include what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied and interventions implemented.

Appendix 8: Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Stopsley High School discourages the use of force and it will be used very rarely and in particular circumstances. Every situation will have to be judged by the professional in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable and appropriate and this extends to any other professional whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this authority when they are responsible for students off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned.

Such serious incidents involving the use of force will also be recorded and monitored by the school.

Appendix 9: Reference to other policies:

Safeguarding & Child Protection Policy 2023
Keeping Children Safe In Education 2023
SEND Information Report For Parents And Carers 2022
Uniform And Equipment Policy 2023
Anti-Bullying Policy 2023
Equalities Policy 2022