

Compelling Behaviour Policy

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Revision History

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Document Approvals

This document requires the following approvals:

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Document Distribution

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Contents

Revision History	2
Document Approvals	2
Document Distribution	2
This document will be distributed to:	2
SECTION A – STATEMENT OF VALUES.....	6
A1 -Overview.....	6
Governor statement on behaviour	6
Articles of Human Rights.....	6
A2 -Compelling Positive Behaviour at Falinge Park	8
Show kindness.....	8
Show empathy	9
Be curious.....	9
Be responsible.....	9
Take positive action	10
So what does it look like in practice?.....	10
A3 – CREATE.....	12
SECTION B – ROLES, RESPONSIBILITIES AND PRACTICE.....	13
B1 Roles of pupils, parents/carers, staff and governors.....	13
Pupils.....	13
Parents	13
All staff	14
Governing body.....	22
B2 Classroom strategies for compelling behaviour	23
B3 – Tracking behaviour and promoting positive social norms.....	27
Rewards.....	27
Compelling Learning Card	28
Subject Badge Awards.....	28
Compelling Learner awards	28
Sanctions.....	28
Low level disruption - sanctions.....	28
Detention	29
Senior Detention.....	29
Remove Room.....	30
Managed Move	30
Off site direction	30

Alternative Provision.....	30
Prohibited items.....	31
Confiscation	31
Serious incidents.....	31
Derogatory Language, Violence, Racism, Homophobia, Transphobia, Sexism, Sexist Language, Harmful Sexual Behaviour, Ableism.....	32
B4 – Behaviour strategies within the pastoral system	34
B5 – Bullying inc. online safety	34
B6 - Curriculum	35
B7 - Pupil Support Systems	36
B8 – Staff Support Systems.....	37
B9 – Liaison with parents and other agencies	37
B10 – Managing pupil transition.....	37
B11 – Malicious allegations against staff.....	38
SECTION C – ADDITIONAL SUPPORT AND STATUTORY DUTIES.....	39
C1 – Supporting pupils with Special Educational Needs.....	39
C2 – Safeguarding	40
C3 – Equality Act 2010	40
C4 – Child on child abuse	41
APPENDIX A – UNIFORM.....	42
APPENDIX B - Compelling Tutor Time	43
Appendix C	45
Compelling Learning Card	45
Appendix D - Additional Needs	46
Internal Referral Form	46
Appendix E - Wraparound care at Falinge – Step 1	48
Appendix F	52
Appendix G.....	53
Appendix H.....	54
Appendix I	55

SECTION A – STATEMENT OF VALUES

A1 -Overview

We aim for our Behaviour Policy to provide guidance to pupils, parents and staff. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that pupils know the standards expected of them. It requires parents to work in partnership with the school so that **all members of the school** are expected to help maintain an atmosphere conducive to creating a compelling learning experience, with courtesy, good manners and mutual respect as basic requirements. Learners should be treated fairly and consistently in line with our shared values and the learning behaviours we want to develop through our curriculum.

Our school has a supportive, family ethos where everyone is encouraged to achieve their potential. We build positive relationships, celebrate diversity and promote tolerance. We believe good manners and respect for each other are of the utmost importance and expect the highest standards of behaviour. We work together in collaboration and are committed to furthering our learning. We believe that to unlock potential in all our children and all our staff our core objective is simply:

***TO CREATE A COMPELLING LEARNING EXPERIENCE.
We do this by believing in people and positive relationships.***

Governor statement on behaviour

Governors want a flexible approach that reflects the circumstances, provides support, but is yet consistent within the framework. Consistency should be delivered through clear expectations and a firm but fair approach. Governors expect to see written details of expectations of good behaviour which are shared and understood by all members of the community. Governors want children to know themselves and recognise what is good/acceptable behaviour so they learn to self-regulate their actions and take responsibility for their own behaviour. Governors expect all members of the school community to behave in a manner that is considerate of their friends, colleagues and peers and for pupils to be taught the skills that will benefit them later in life and in the general, wider community.

Agreed Governor Development Day June 2017

Articles of Human Rights

Our Compelling Behaviour Policy is underpinned by the following articles of Universal Declaration of Human Rights:

Article 1 – All human beings are born free and equal in dignity and rights.

Article 2 – that everyone in our community is entitled to this policy without distinction of any kind.

Article 3 – we all have the right to live, and to live in freedom and safety

Article 26 – everyone has the right to education. We should be able to learn a career or continue our studies as far as we wish. We should be able to develop all our talents and be taught to respect

human rights and to get on with others, whatever their race, religion, gender, sexuality or the country they come from.

A2 -Compelling Positive Behaviour at Falinge Park

Compelling: evoking interest or admiration in a powerfully irresistible way; not able to be refuted, inspiring conviction; not able to be resisted, overwhelming.

Compelling positive behaviour at Falinge Park is inextricably linked with our objective to create a compelling learning experience. Without high standards of good behaviour which are consistently promoted and modelled by staff and pupils we cannot create a compelling learning experience: teachers have a right to teach and pupils have a right to learn.

We know that good behaviour can be “caught, taught and sought.”¹ We also know that this won’t happen at the same time for everybody. Therefore, whilst we influence the social norms through ‘catching’ and highlighting positive behaviour (caught), explicitly teach key learning behaviours and provide structure (taught) and actively seek opportunities, positive role models and experiences outside the classroom (sought), our practice has to have inclusion at its heart and an understanding of the individual needs of pupils. This seemingly paradoxical approach (consistent yet flexible) simply means that for some children it may take longer to demonstrate compelling positive behaviour – it does not mean that our expectations are lowered – simply that we acknowledge it may take longer for some children to achieve this and that they may need different support to get there.

Our vision of compelling behaviour is the same as the “big aims” of our curriculum. They are underpinned by our shared values of ensuring equity; building community; strengthening communication and celebrating diversity. The learning behaviours or big ideas we want to promote through our ‘real and lived’ curriculum are:

- Show kindness
- Show empathy
- Be curious
- Be responsible
- Take positive action

What do these compelling learning behaviours look like?

Show kindness

It can be as small as opening the door for people, saying thank you and please, recognising when others need support, exhibiting care and concern for others. It can be developed through small acts of kindness or through wider acts of charity demonstrating a commitment to serving others. It means not using derogatory language which hurt, humiliate and wound; it means showing compassion for others in a difficult situation and ensuring that we do not intentionally or subconsciously isolate others. It means showing respect for and tolerance of others who are different to us, whether that is race, religion, gender, sexuality, disability; it means listening to and engaging in dialogue with those with whom we do not agree. It means that we do not think solely of our own rights and we respect the rights of others. This applies as well to all staff in school – no one comes to work for pupils to be verbally abusive or defiant to them, it is about being kind to all staff. Most importantly, it is about being kind to yourself, seeking help when you are struggling, seeking support in times of anxiety or stress, recognising that you have the self-determination to get better.

In the classroom, it manifests itself as ensuring that others have a right to speak and a right to learn and that our behaviours do not prevent others from the right to an education.

¹ The Jubilee Centre for Character and Virtues: A Framework for Character Education in Schools.

Show empathy

Empathy is the most important characteristic we can develop in order to become positive citizens and active bystanders. It means seeking to understand others; recognising our differences as individuals yet finding a common ground. In a small way, it is making sure that we act when language is used to hurt and addressing it immediately with our peers before conflict develops. It means understanding how others around the world live and believe and accepting that whilst we are different, we are all entitled to the same human rights as outlined in the Universal Declaration of Human Rights. It means knowing enough to be able to be an active bystander when others are treated unfairly and learning the skills to be able to do this. To show empathy requires a high degree of critical thinking – to be able to discern between how things are presented and how they actually are; to recognise bias in people’s actions and words and crucially that we think objectively in order to put ourselves in other people’s shoes. For example, we might look at someone who is being teased and see something in that person we don’t like or that their background, culture and way of being represents something that is different to our own experiences. It is easy to brush off the teasing therefore that that person might be facing and to ignore it. To be empathetic is to think critically and objectively about what is happening, why it is happening and to then think about how we might respond and feel in the similar situation. Being empathetic is the first step in “putting ourselves in someone else’s shoes” and consequently in taking action to uphold our human rights. Being empathetic means that we can tackle the language of “us” and “them” and it can be developed – it is not an inborn trait. By being empathetic, we can make sure that divisions whether in school or in the wider community are not exacerbated.

In the classroom it means engaging with our Ripples of Hope programme and seeking to reduce conflict before it occurs and when it occurs. It means having a strong sense of fair justice and taking positive action to make a difference. We teach empathy through showing different points of views, creating safe spaces for dialogue, focusing on dialogue and not debate – it is not about winning an argument but finding a common ground – we look at communities, cultures and beliefs that are different to our own and seek to understand human behaviours and when they trespass on our human rights. It also means that we “sweat the small stuff” –through showing empathy we can take positive action over the smallest issues before they become much bigger.

Be curious

We want Falinge pupils to be able to ask, to be inquisitive and to do this in a way which is respectful and evokes positive dialogue rather than heated debate and conflict. Being curious can demonstrate itself in a number of ways, developing our practice beyond the classroom, researching topics which interest us, participating fully in MyFPHS (the ‘real’ curriculum), reading, learning and asking questions that can help drive the learning on. Being curious is key to develop as a learning behaviour as it helps you to be reflective and resourceful and to make sure you are taking the right action in the pursuit of knowledge, truth and understanding.

In the classroom, it is clear that curiosity can be taught. Strong teaching helps spark a light of curiosity and it is important that we give children the space to be curious. This means that we ensure our behaviour in the classroom is responsible enough so that teachers can teach and learners can learn. It is about knowing that learning is an intellectual virtue in itself and something to be proud of.

Be responsible

It means coming to class with the correct equipment, completing home learning, being ready to learn – Focus, Prepare, Habits, Silence. It means arriving on time, getting to lessons on time, being honest and owning up when things have gone wrong. Responsibility is key and comes alongside our rights – it is not about individual rights but about our individual rights and shared responsibility to others. This means being positive role models and helping to influence the social norms in school –

not pushing in queues, recognising that school is a place of learning and whilst there are a number of freedoms in our school, these freedoms come with a responsibility to others. It means not littering, clearing tables at lunch, helping staff and other pupils maintain a calm, purposeful learning atmosphere.

In the classroom, this responsibility is for the individual – knowing that you can achieve and persisting even when it is difficult; and also for others – being a compassionate pupil who contributes effectively to the environment in the classroom and in the wider society. It is about knowing that learning is hard but understanding yourself, understanding how best to learn and accepting the support from your teachers and all other staff who are committed to helping you learn.

Take positive action

All of the above learning behaviours mean nothing if you are not prepared as an individual to play an active role in your own learning and that of others. If you stand at the side whilst others are hurt, you are a passive bystander and not showing kindness, empathy or responsibility. If you say that you will improve but don't take steps to make a small difference to yourself, your peers, the school, the wider community then that is not taking responsibility. If you are saddened when you see human rights abused globally, yet do nothing to make a difference in our community in and out of school then you are not taking positive action.

We want you to take positive action so that we flourish as individuals and as a community – to develop intellectual virtues such as autonomy, critical thinking, good judgement, reasoning, reflection and resourcefulness; moral virtues such as compassion, courage, gratitude, honesty, humility and integrity; civic virtues such as citizenship, community awareness, neighbourliness, service and volunteering; performance virtues such as confidence, determination, motivation, perseverance, resilience and teamwork.

All of this will develop over time – but at Falinge we will help you achieve this. These are our big aims, our learning behaviours and we will make sure that we can achieve this by planning carefully for it and not assuming they will appear through chance or at random.

So what does it look like in practice?

As you walk around Falinge, we would expect you to see pupils walking happily but purposefully, they may walk in groups or they may walk in pairs talking and laughing but what stands out is the way that pupils are conscious of other people in the building – they move to the side, they keep to the left, they open doors, they say thank you and refer to adults as Miss or Sir, they follow the one-way system and don't see it as something to rebel against, recognising it is there to help us all show responsibility in a small building with lots of people – indeed, it is unusual if a child speaks to an adult without respect. If they do, they are corrected immediately in a calm manner and asked to respond appropriately. Compelling positive behaviour means pupils are quick to get to their lessons as they recognise the importance of learning and staff consistently apply the appropriate sanctions if pupils are late to the lesson or any other incident that contradicts the Falinge family ethos.

Compelling positive behaviour means at lunch, pupils are allowed to use all areas of the building but have a responsibility to others to behave appropriately; at lunch, pupils do not push in the queue and they clear their tables showing kindness to the staff who are working hard and for those others who wish to eat; they do not litter because they know they recognise that if we work together responsibly then the environment is a pleasanter place to be. There is a collegiate atmosphere in school which the pupils lead because they manage their behaviour appropriately at unstructured times meaning there is little conflict between each other and with staff.

Compelling positive behaviour has high expectations: pupils' uniform is of a good standard with shirts tucked in and ties the right length. Badges that pupils wear recognise their achievement in school. All staff in school remind pupils if they are not wearing their uniform correctly because all staff in school recognise that promoting compelling positive behaviour is the responsibility of everybody – not just a few. The importance of the consistency of approach in these areas is paramount – pupils respond well to consistency and fairness and we have to model it.

In lessons, pupils know what is expected of them and positive behaviour is demonstrated. Pupils are keen to learn from and to listen from each other. Low level disruption is dealt with immediately at the point it occurs and is stopped: work is completed to a high standard and there is a thirst for learning and pride in their learning which is compelling. Pupils know that mobile phones and toys are not allowed in school and know that if they have them they will be taken from them; pupils know that they should speak respectfully to staff and that defiance will not be tolerated; pupils know that they have an opportunity to speak but they know the right times to do so and learn when it is not appropriate; pupils know that if they have done something wrong which goes against a happy, safe and supportive environment that the best way is to be honest, to own up, to take the sanction and to learn from mistakes. They know this and compelling positive behaviour shows that they act upon it.

Language and the way we use it is incredibly important. Language can hurt and degrade and pupils know that homophobic, racist, sexist or any type of language or bullying, either in person or online is not acceptable. They modify their language against the external noise in favour of a harmonious, supportive and safe family ethos. They use language that unlocks our individual and collective potential.

At all times we look for opportunities where we can highlight where pupils are ***showing kindness, showing empathy, being curious, being responsible and taking positive action*** so that our Falinge family thrives and flourishes. This is what we wish for our school and is our expectation for our compelling behaviour policy.

A3 – CREATE Thinking about dealing with negative behaviour for teaching and support staff and thinking how to address it in a classroom; guidance when thinking about a difficult class.

REMEMBER – the pastoral team and SLT are here to help teaching staff and to support – this is to help before negative behaviour reaches a point whereby there is a serious incident.

CREATE – Consider, Respond/reframe, evidence, accelerate/actions, target, edu-cere (lead out)

C	<p>Consider</p> <p>What behaviour has been displayed by the pupil? Group of pupils? What do I know about the pupil? Group of pupils? Are there any SEN factors? Safeguarding? What actions have already been taken? What is my emotional response to the group? Who can help me with this emotional response – who can support me? What are my assumptions about this group? This pupil?</p>
R	<p>Respond/Reframe</p> <p>What actions should I take? What strategies do I know that work? What is in my toolkit? How will I deal with this behaviour? Should I deal with this myself or include others? Tutor? Subject Lead? HoY? How many pupils am I talking about? What is the overwhelming positive behaviour I see from this group? How can I highlight this?</p>
E	<p>Evidence/Experience</p> <p>Is there evidence to suggest that this behaviour is a pattern for the pupil or group of pupils? What impact have my actions had so far? What advice can I get from others? Who else teaches this group – can they help?</p>
A	<p>Accelerate/Actions</p> <p>Is this behaviour extreme? Is it accelerating quickly out of my control? How are others responding? Do I need to remove the pupil quickly so that I can create a positive norm for the rest of the pupils? My subject leads and others in my team are here to help – how can I elicit their support? Is the behaviour a serious incident and therefore I need immediate support? Does the behaviour place the pupil or others at risk? If it does, do I need to accelerate the response? Have I used FPHS? Have I made sure my routines are clear? Are they consistent? Have I logged the behaviours?</p>
T	<p>Target</p> <p>Am I able to be pro-active and target likely behaviour before it starts? Have I spoken to an individual/group of pupils about expectations before the class? How can I monitor the impact my actions are having on the pupil? Group of pupils? How can I work with the tutor and HoY or mentor to target the behaviour of a pupil or a group of pupils?</p>
E	<p>Edu-cere</p> <p>Discuss pupils and group of pupils at SPM. Highlight concerns via referral to Additional Needs. Share strategies and impact. Use professional learning and research to consider the best ways to approach behaviour and share these regularly. Help others who are struggling. Speak up.</p>

SECTION B – ROLES, RESPONSIBILITIES AND PRACTICE

B1 Roles of pupils, parents/carers, staff and governors

Behaviour is the responsibility of **all** members of staff within the school. It is **all** our responsibility to create an atmosphere which is conducive to creating a compelling learning experience.

Pupils **should**:

- Respect the Falinge family ethos and the values of the school.
- Arrive at school at 8.25am ready for school to start at 8.30am.
- Move to lessons promptly and not waste time on corridors. They should aim to arrive before the second bell at the end of break time and dinner time and within five minutes at all other times.
- Leave any items such as mobile phones, ear phones or anything else of value at home. If they arrive with a mobile phone it must be handed into pupil reception at the start of the day. They must know that if they do not do this then they risk it being confiscated.
- Avoid bringing in the latest craze and know that if they do it may be confiscated.
- Not bring cigarettes, matches, lighters in school or smoke in school. This includes e-cigarettes. They must know that any pupil found breaking this rule will be placed in either remove room or be excluded.
- Come to school prepared to learn and to show kindness, show empathy, be curious, be responsible and take positive action.
- Come to school wearing the correct uniform and wearing it in a manner which reflects the high standards of the school. (See Appendix One – Uniform Policy).
- Demonstrate excellent standards of good manners and respect. This includes saying “please” and “thank you”, “Miss” and “Sir”, maintaining eye contact, holding doors open and moving to the side on the corridor to allow adults to pass.
- Move around the school swiftly and keeping to one side to allow others to pass.
- Use the one-way system during transition times.
- Speak respectfully and listen to others refraining from abusive or hateful language which humiliates and degrades. This includes homophobic, racist, sexist or disablist language.
- Avoid using bad language with groups of friends and be aware of the manner in which they speak to each other.
- Refrain from using any bad language in lessons knowing that if they do it there will be a sanction.
- Have pride in their work and recognise the importance of perseverance and practice in the face of a challenge.
- Be truthful and honest when they have made a mistake or behaved in a negative way knowing that honesty is valued.
- Demonstrate the high standards of the school by being a positive role model both on the way to school and on the way home.

Parents **should**:

- Ensure their child comes to school for 8.25am and attends regularly.
- Notify the school in case of any absence.
- Ensure their child wears the correct uniform for school knowing that they may be sent home to change or provided with alternative uniform by the school.
- Work with staff in the school to provide a compelling learning experience for pupils.

- Attend meetings arranged with staff in school.
- Support the school in ensuring excellent standards of behaviour.

All staff should:

- Build a positive relationship with all pupils.
- Make sure that learning behaviours are caught, taught and sought.
- Model and promote compelling standards of behaviour paying particular attention to the learning behaviours.
- Make sure they use the Compelling Learning Cards to highlight when a pupil is meeting the big aims.
- Recognise and celebrate academic and personal achievements.
- Speak appropriately to pupils, modelling respect, courtesy and positive behaviour, and do not behave in a manner which humiliates or degrades individuals.
- Aim to deal with instances of poor behaviour in a dignified manner and try not to let emotions cloud their judgement. Remember to step back, pause and remember we are the adults in this situation.
- Act with fairness with a belief that all pupils matter equally.
- Ensure they maintain a professional boundary with pupils and do not speak or behave in any manner which brings disrepute to our profession either in the classroom or outside.
- Be conscious of language and grammar used with pupils and parents so that the manner in which we are viewed is compelling as befits our profession.
- Act in line with our shared values of ensuring equity, building community, strengthening communication and celebrating diversity.
- Make sure that any racist, disablist, homophobic, sexist behaviour is challenged at the point it is seen through making pupils aware that this will be reported.

In addition to the expectations for all staff, teaching staff should:

- Record positive and negative behaviour using the system outlined in B3.
- Recognise and share excellent work with Headteacher, form tutors, Subject Leads, Heads of Year and Directors of Key Stage.
- Utilise strategies for the start of lessons – Focus, Prepare, Habits, Silence
- Be responsible for excellent standards of behaviour in their classrooms – ensuring pupils are punctual, dressed correctly, engaged, listen to each other, are respectful of others' opinions, complete all set work and have pride in their work.
- Address at the point that it occurs any instances of low levels of disruption and deal with the instances using a range of strategies available as a classroom practitioner.
- Contact the remove room immediately and record any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff. In the case of any serious misdemeanour it will be dealt with at the point it occurs by the Head of Year which will result in removal from the classroom immediately for consideration regarding next steps.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, this should be referred immediately to the Remove Room as it is a serious incident.
- Follow appropriate sanctions if children continue to misbehave including verbal reprimands, detentions at break time and dinner time and detentions after school.

- Follow the school procedure for setting detentions including lateness to lessons.
- Contact parents where appropriate for positive and negative behaviours.
- Work collaboratively and as a team by encouraging pupils to their lessons quickly through standing at doors to meet and greet, motivating in a positive manner and by completing SIMS register for when pupils are late. If a pupil is more than 5 minutes late to a lesson or on the second bell following break and dinner that is a late. If a pupil is kept behind following a lesson, ensure they leave with a note for the next member of staff.
- Not send more than one pupil on a message or to the toilets.
- Not send pupils to the photocopier.
- Ensure all their resources are available for the lesson so pupils are not sent to reprographics.
- Use common sense to allow pupils to use the toilet if needed.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Avoid whole class detentions when one or two pupils have misbehaved. These are seen as unfair to those pupils who do the right thing all of the time.
- Do what they say they are going to do – if a pupil is being kept behind, do not allow them to work the time off.
- Ensure detentions are carried out in a formal manner and last the full length of time.
- Plan and differentiate Schemes of Learning accordingly so that we provide a compelling learning experience for all pupils regardless of their SEN needs or EAL needs.
- Make contact with parents early and in a timely manner when pupils are not achieving their potential or are behaving in a manner which is not conducive to a compelling learning experience. Ensure communication is not left until crisis point which does not improve home-school relationships. Ensure communication with parents is recorded on SIMS.
- Ensure they fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.
- Complete registers within the first five minutes of every lesson and notify the attendance team if a pupil is not in their lesson but has been marked in previously.
- Record any behaviour incidents on SIMS including action taken for analysis by Form Tutors, Heads of Year and the Leadership Team.
- Where there are serious concerns, complete an additional needs referral form.

In addition to the expectations for all staff, [Subject Leads and Directors](#) of subject should:

- Support teaching staff in effective behaviour management strategies, either through training or in class support.
- Support teaching staff with pupils who are not demonstrating compelling behaviour through placing on subject report, removing pupils to sit with Subject Leads and Directors meeting parents with teaching staff.
- Monitor the number of serious misdemeanours within their subjects and address through supporting the Heads of Year and teachers and/or provide support/training for the individual member of staff.
- If a pupil is removed from a class from a lesson and placed with another member of teaching staff, contact home on that day and log on Initiatives under 'Removal from Classroom.'

In addition to the expectations for all staff, [Teaching Assistants](#) should:

- Recognise pupils for achievement and progress on SIMS and through positive praise, recognition and communication with parents.
- Support teaching staff in ensuring excellent standards of behaviour in their classrooms.
- Support teaching staff in managing any instances of low levels of disruption.

- Refer to the teacher any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff.
- If on corridors between lessons and notice any serious misdemeanours, address in a calm, firm manner and report to HoY.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, do not argue in a confrontational manner and refer immediately to HoY.
- Follow appropriate sanctions if children continue to misbehave including verbal reprimands and reporting to member of staff responsible for that class.
- Support the leadership team in encouraging pupils to their lessons quickly through being on corridors in between lessons, motivating positively and supporting the teachers if required by recording on punctuality cards.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Speak appropriately to pupils, modelling respect, courtesy and positive behaviour, and do not behave in a manner which humiliates or degrades individuals.
- Aim to deal with instances of poor behaviour in a dignified manner and try not to let emotions cloud their judgement. Remember to step back, pause and remember we are the adults in this situation.
- Do what you say you are going to do – if a pupil is being kept behind, do not allow them to work the time off.
- Work collaboratively with teaching staff to differentiate Schemes of Learning accordingly so that we provide a compelling learning experience for all pupils regardless of their SEN needs or EAL needs.
- Ensure you maintain a professional boundary with pupils and do not speak or behave in any manner which brings disrepute to our profession either in the classroom or outside.
- Make contact with parents of pupils you support when they are not achieving their potential or are behaving in a manner which is not conducive to a compelling learning experience. Ensure communication is recorded.
- Record any behaviour incidents on SIMS including action taken for analysis by Form Tutors, Heads of Year and the Leadership Team.
- Be prepared to contact home if attendance of pupils they support dips, if they are demonstrating negative behaviours in class or if they are asked to do so as part of our quality assurance.

In addition to the expectations for all staff, CLPS should:

- Recognise pupils for achievement and progress on SIMS and through positive praise and recognition. Share the good behaviour with the classroom teacher for whom they are covering.
- Be responsible for excellent standards of behaviour in their classrooms – ensuring pupils are punctual, dressed correctly, engaged, listen to each other, are respectful of others' opinions, complete all set work and have pride in their work.
- Address at the point that it occurs any instances of low levels of disruption and deal with the instances using a range of strategies available as a classroom practitioner. Ensure this is shared with the classroom teacher whose lesson they have covered.
- Refer to the HoY immediately and record any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff. Ensure information is shared with the classroom teacher on their return.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them.

Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, do not argue in a confrontational manner and refer immediately to HoY.

- Follow appropriate sanctions if children continue to misbehave including verbal reprimands, detentions at break time and dinner time and detentions after school.
- Follow up themselves in the first instance if pupils do not modify their behaviour or attend detentions seeking support from the class teacher, form tutors and Heads of Year.
- Support the leadership team in encouraging pupils to their lessons quickly through standing at doors to meet and greet, motivating in a positive manner and by recording on punctuality cards when pupils are late and keeping pupils in at break and dinner time to make up their time if more than 5 minutes late to a lesson.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Avoid whole class detentions when one or two pupils have misbehaved. These are seen as unfair to those pupils who do the right thing all of the time.
- Do what you say you are going to do – if a pupil is being kept behind, do not allow them to work the time off.
- Ensure you fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.
- Complete registers within the first five minutes of every lesson and notify the attendance team if a pupil is not in their lesson but has been marked in previously.
- Record any behaviour incidents on SIMS including action taken for analysis by Form Tutors, Heads of Year and the Leadership Team.

In addition to the expectation for all staff, support staff should:

- Refer to HoY immediately and record any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, do not argue in a confrontational manner and refer immediately to HoY.
- Support the leadership team in encouraging pupils to their lessons quickly through being on corridors in between lessons.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Record information when parents phone the school including the time/date and who the message was referred to.

In addition to the expectations for all staff, Form tutors should:

- Build a positive relationship with all pupils in their form.
- Deliver the vocabulary and Ripples of Hope programme so as to encourage empathy which in turn helps develop active bystanders.
- Promote learning behaviours explicitly.
- Promote excellent attendance and punctuality through use of the attendance and punctuality strategies expected by the Leadership Team.
- Address any uniform misdemeanours each morning.
- Follow up in the first instance with any instances of poor behaviour in lessons which may include monitoring the pupil through tutor report card.
- Praise and reward pupils.
- Be the first point of call for parents and subject staff.
- Refer to Heads of Year any sustained periods of negative behaviour.
- Refer to Heads of Year pupils who are consistently performing well.

- Support the school ethos in a formal entry to assemblies with pupils entering quietly and sitting with tutor groups.
- Contact home when appropriate and/or when asked to do so as part of our quality assurance.
- Hold meetings with parents as appropriate and/or when asked to do so as part of our quality assurance.
- Commit to developing a Compelling Tutor Time (Appendix One).

In addition to the expectations for all staff, Heads of Year should:

- Build a positive relationship with all pupils in their year.
- Ensure they build time to get to know the quieter pupils who they may not immediately be aware of.
- Model and promote excellent standards of behaviour in their year – ensuring pupils are punctual, dressed correctly, engaged, listen to each other, are respectful of others' opinions, complete all set work and have pride in their work. Set the tone for compelling behaviour in their year group.
- Address at the point it occurs any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff. Make decisions as to the sanction for the individual which could include remove room or exclusion. Follow the guidance in the exclusion policy. At the point of a serious misdemeanour, pupils must always be removed.
- Tour tutor time to support tutors in monitoring, promoting and celebrating the compelling learning behaviours we expect of pupils.
- Actively support the Ripples of Hope programme.
- Actively demonstrate a consistent and fair approach ensuring actions do not appear to undermine teaching staff BUT addressing where children have not been treated equally and fairly.
- Support the Attendance Lead in dealing with punctuality to school including ensuring pupils attend lunchtime detentions.
- Support the Attendance Lead in promoting excellent attendance through attending meetings with parents.
- Support the Attendance Lead in carrying out first day phone calls.
- Keep accurate records of interventions and impact with pupils including when pupils are on report cards to Form Tutors (1st instance) or Heads of Year (2nd and subsequent instances); Senior Detentions; Remove Room; Exclusions.
- Act upon the weekly analysis of SIMS data provided by Directors of Key Stage and Assistant Headteacher, demonstrating a proactive approach to support pupils at risk of disengagement or underachievement.
- Work with groups of pupils as agreed by the Senior Pastoral Team. Track the performance of these pupils and evaluate the impact of the work undertaken with them in terms of re-engagement, attendance, punctuality and academic progress.
- Deal with uniform misdemeanours in their year group and ensure that uniform is corrected in the appropriate timeframe with regular infractions dealt with using appropriate sanctions.
- Run a report each evening to look at the points of the children within their year group. Any child who receives lower than 15 points for a day to be tracked that week. Any child who has received 0 or 1 in a day to be targeted the following day to help modify behaviour in a particular lesson or to receive a more appropriate sanction.
- Identify children who are excelling each day and receiving between 20 and 25 points and ensure they are praised.

- On a weekly basis, in collaboration with Directors of Area, highlight those pupils who are receiving 100-125 points or negative points and praise/sanction. Key is making sure that positive learning behaviours are focused on and we capture the good work of those children who go above and beyond every lesson.
- Lead Senior Detention on a Friday evening if required to do so due to commitments of other staff.
- Prepare information for the delivery team on a Friday evening.
- Address issues of bullying at the first point of call including online bullying.
- Use Restorative Justice as a means of encouraging pupils to take responsibility for their actions.
- Be responsible for Personal Support Plans, ensuring they are completed and parents and pupils are involved in the creation and review of these.
- Liaise with parents in a timely manner before it reaches crisis point and keep accurate records of interventions and communications with parents.
- Deliver assemblies in line with the themes of the school and in line with the School Development Plan.
- Support staff if a pupil does not hand over a mobile phone and ensure it is confiscated. Address the issue of defiance and immediately place in remove room for a period of time.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Speak appropriately to pupils, modelling respect, courtesy and positive behaviour, and do not behave in a manner which humiliates or degrades individuals.
- Aim to deal with instances of poor behaviour in a dignified manner and not let emotions cloud their judgement. Remember to step back, pause and remember we are the adults in this situation.
- Do what you say you are going to do.
- Work on a rota to manage the remove room, including following all procedures to ensure pupils are following the rules, ensuring all information is logged and parents are informed of their child being in the remove room on the same day.
- Make consistent decisions on if a pupil should be in remove room and for the necessary period of time.
- Identify each day if a child has been in remove and ensure the relevant staff have contacted home. For children with a social worker then notify the Safeguarding team so that the social worker can be contacted that day.
- Provide information to the Assistant Headteacher in cases where an exclusion needs to be considered as per the exclusion policy.
- Conduct all exclusion re-integration meetings with parents and pupils as per the Exclusion Policy.
- Work in collaboration with staff from the Additional Needs Team, in order to secure good social and academic progress for all.
- Support the whole school community by being a presence on corridors when necessary and being present at events which take place for their year group.
- Ensure they fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.

In addition to expectations for all staff, Directors of Key Stage should:

- Build a positive relationship with all pupils.
- Be highly visible during all assembly times and lead assemblies where appropriate.
- Support the Attendance Lead in monitoring and promoting punctuality to school by ensuring sanctions are robust and rigorous.
- Support the Attendance Lead in ensuring first day phone calls are carried out by HoY.

- Monitor the behaviour within their Key Stage and take action to address any instances where compelling behaviour is not promoted.
- Lead daily triage to identify patterns of behaviour and ensure HoY take appropriate action to deal with this.
- Promote and respond to instances of poor behaviour in their Key Stage and work with partners to ensure Falinge pupils reflect the ethos of the school.
- Leading HoY so that appropriate Wave 2 interventions are in place for pupils whose behaviour/well-being is preventing them from achieving.
- Research evidence based interventions and lead HoY in the delivery of these interventions.
- Ensure through quality assurance that these interventions are successful and the quality assurance is robust and rigorous.
- Provide timely updates to the Assistant Headteacher for Personal Development, Behaviour and Welfare on pupils within their Key Stage.
- Oversee, implement, monitor and ensure all staff fully understand information for pupils with an Individual Health Care Plan and/or Medical Needs within their Key Stage.
- Track the academic and pastoral progress of their Key Stage.
- Ensure that Heads of Year maintain high standards in school and act in line with the Compelling Behaviour Policy.
- Use Restorative Justice as a means of encouraging pupils to take responsibility for their actions.
- Undertake admissions meetings for their Key Stage.
- Organise and be responsible for Parents' Evenings and Awards Evenings.
- Prepare and present reports and feedback in respect of the pastoral team, including reporting on pupil behaviour, punctuality, senior detentions, attainment and achievements.
- Lead Senior Detention if asked to do so.
- Recognise and celebrate achievements alongside HoY.
- Ensure they fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.
- Be responsible for Daily Triage and Senior Pastoral Team Meetings as identified in Pyramid in Appendix F.

In addition to expectations for all staff, Mentors should:

- Build a positive relationship with all pupils.
- Work with individual pupils and families who are at the sharp end of negative behaviour and/or distress or who need specific support, including wellbeing support.
- Undertake home visits as necessary to work with pupils and their parents/carers to secure positive family support and address poor performance/attendance/behaviour.
- Deliver strategies and evidence-based interventions aimed at addressing specific needs of pupils.
- Work alongside teaching staff on ways to deal with individual pupils who they support in order to overcome barriers to learning.
- Support HoY with Personal Support Plans, ensuring they are completed and parents and pupils are involved in the creation and review of these.
- Support pupils who are on managed moves.
- Support the reintegration of pupils who are returning from exclusion.
- Record interventions and communications with pupils/parents.
- Evaluate the impact of their work and provide advice/guidance for Lead Learning Mentor and AHT for Personal Development and Welfare.

- Use Conflict Resolution as a means of encouraging pupils to take responsibility for their actions.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Work in collaboration with other staff from the Additional Needs Team and the HoY, in order to secure good social and academic progress for all.
- Do what they say they are going to do.
- Provide a safe, supportive environment in The Key and the AN base throughout the day including providing time out for pupils if requested by the Senior Leadership Team.
- Provide a quiet and calm space conducive for learning in the Learning Zone for pupils who cannot access the curriculum in classrooms.

In addition to expectations for all staff, HLTAs for [Additional Needs](#) should:

- Build a positive relationship with all pupils.
- Work with individual pupils and families who are at the sharp end of negative behaviour and/or distress or who need specific support.
- Deliver learning and teaching activities so that we provide a compelling learning experience for pupils with AN.
- Deliver strategies and evidence-based interventions aimed at addressing specific needs of pupils.
- Work alongside teaching staff on ways to deal with individual pupils who have Additional Needs to overcome barriers to learning.
- Be responsible for personalised support plans for identified pupils ensuring they are completed and pupils and parents are involved in the creation and review of these.
- Support pupils who are finding attending school challenging.
- Support the reintegration of pupils with AN who are returning from exclusion.
- Record interventions and communications with pupils/parents evaluating the impact of their work and providing advice/guidance for the SENCO and AHT for Inclusion and Equalities.
- Use Conflict Resolution as a means for pupils to take responsibility for their actions.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Work in collaboration with staff from the Pastoral Team, in order to secure good social and academic progress for all.
- Do what you say you are going to do and keep records of any actions with pupils.
- Provide a safe, supportive environment in the AN base throughout the day including providing time out for pupils with AN if they are struggling to regulate their emotions and behaviours.

In addition to expectations for all staff, the [Safeguarding Officer](#) and [Children's Welfare Officer](#) should:

- Build a positive relationship with all pupils.
- Liaise with Pastoral staff around positive and negative behaviours to ensure the sharing of information with outside agencies is accurate.
- Advise AN/Pastoral/Leadership Team if changes in behaviour by individual pupils may be related to safeguarding concerns.
- Advise Heads of Year, Senior Staff and Headteacher if there are any Safeguarding concerns in instances of exclusion. In cases of disagreement re: an exclusion, be the deciding member of staff alongside the Headteacher.

In addition to expectations for all staff, the [Leadership Team](#) should:

- Create an environment across the school where teachers can teach and pupils can learn.

- Be highly visible and proactive during all unstructured times and in between lessons.
- Be highly visible during assembly time and tutor time.
- Attend duties quickly, promptly and be proactive.
- Respond quickly in cases where members of staff feel the need to accelerate the response and make decisions about the best course of action.
- Provide professional development in effective classroom management.
- Provide support, advice and guidance to staff and take concerns seriously.
- Agree themes and areas for prioritising in tutor time in order to create a compelling learning experience.
- Set the tone for the school in the big ideas/learning behaviours of the curriculum and ensure there are opportunities for this to be caught, taught and sought.
- Monitor the behaviour in school and take action to address any instances where compelling behaviour is not promoted.
- Promote and respond to instances of poor behaviour in the community and work with partners to ensure Falinge pupils reflect the ethos of the school on the way to school and on the way home from school.

In addition to the expectation of all staff, the [Headteacher](#) should:

- Set the tone for compelling behaviour at Falinge.
- Maintain a high visibility around the school.
- Liaise with parents when at the sharp end of negative behaviour.
- Evaluate and quality assure the systems and procedures in place to promote compelling behaviour.
- Hold responsibility for decisions surrounding exclusion.
- Provide honest and truthful information to governors around compelling behaviour.

Governing body

- Hold the Leadership Team to account on the standards of behaviour through the Pupil Welfare Committee.
- Review behaviour and the pastoral system in school through governor development days.
- Sit on Pupil Discipline Committees as per statutory requirements.

B2 Classroom strategies for compelling behaviour²

- Have it clear in your head what compelling behaviour looks like in your classroom. Remember, we are creating a vibrant school – not a school of robots.
- Be explicit – explain to pupils what does compelling listening look like, what does compelling discussion feel like? Take the time to share this with pupils. Don't make them copy it off a board in the first week – this doesn't create any ownership. Imagine, they will be doing this 10 times a week. This tactic is pacifying behaviour and wasting learning time, not creating compelling behaviour or compelling learning.
- Build positive relationships which have clear professional boundaries. Do not try to be the pupils' friends, their new favourite teacher or at their level. You are there to ensure the pupils have access to a compelling learning experience.
- Be prepared. Pupils will grasp any opportunity to take advantage if you are not. Make sure your resources are there and you are clearly planned to develop the knowledge and skills. Do not send pupils to reprographics to collect work.
- Be consistent. Pupils are still children – even if they look and behave like young adults. They can't judge if you are in a bad mood; they don't care if you have had a bad day; just as the Headteacher sets the weather for the school, so a classroom teacher sets the weather for the class and your behaviour has an impact, either positively or negatively, on how the pupils behave for the rest of the day. Equally, if you say you are going to do something – do it. For example, don't say the next person who speaks will be kept in and then neglect to do it.
- Be trustworthy. Pupils need to know that if they offer an opinion in a lesson they won't be treated to a sarcastic response from the teacher. Sarcasm can destroy a classroom – the pupils to whom it's not directed will lap it up and turn it on others. Divide and rule techniques do not build positive relationships.
- Be calm. Try and deal with the behaviour not the individual. Try and take the emotion out of the situation. There is a difference between saying, the behaviour you are showing is not acceptable in my classroom because... and saying, you are a disgrace and shouldn't be in my classroom.
- Have high expectations. If you want pupils to listen to each other make sure they do. Be prepared to slow the lesson down if they aren't. Stop and wait and don't let them talk over you. Set your standards, make them explicit and refer to them regularly. Make sure pupils know your boundaries. Don't accept poor language and don't ignore if a pupil makes an inappropriate comment, sexist or homophobic comment to another pupil. Demonstrate that it's not acceptable – it's your classroom and your classroom is part of the wider school community.
- Deal with incidents when they occur. If you have to lose your break times for a half term whilst you get behaviour the way you want it – it's worth it in the long run.
- In the early stages of getting to know a class, it's useful to have a seating plan. If you don't know the class, ask somebody who does know – the Teaching Assistants, the previous class teacher. It's much easier to do it at the start of the term than part way through.
- Be aware of your positioning in the classroom. Stand at an angle so that you can see what's going on. Use your body to show that you are in control of the classroom in a non-threatening manner. If you are working alongside a pupil, make sure you position yourself in such a way that you can see what's going on behind you. Don't just stay in one place as well, rooted to the comfort and safety of your desk or next to the whiteboard, make sure you move around the classroom – this can help mean you are quick to pick up any

² Some strategies are shared from Alex Quigley's book 'The Confident Teacher.'

misdeemeanours – the low whistling, the sniggering – you can speak to a small group of pupils very quietly being very clear rather than addressing the whole class and risking it developing. You have to manage the space in your classroom. You have to own it.

- Be aware of behaviour hotspots: the start of lessons, transitions between tasks, and at the end of lessons are where misbehaviour most commonly flourishes. Take physical control of the classroom space at all times but particularly at these points in our lessons.
- Give clear instructions. Make sure you know what you want and be very clear. Make sure everybody knows what they are doing. Make requests very firm and very clear - there is a difference between saying, "Now I want you to be quiet, put your pens down and look at me" to "Could you be quiet now please?" Conditional language like the last request, no matter how polite, can mean that pupils refuse your direction as you are giving them an opt out.
- Use your voice effectively. It's our tool, our armour, our prime method of communication and using it effectively shows we are confident and assertive. Don't constantly shush – there's nothing more ineffective than a teacher simply saying shush, they don't – be calm, direct and give assertive commands, "Aarif – I need you to be quiet now. Thank you."; "Dawn – you need to stop turning around and talking. Thank you."
- Be fair. Pupils will think you are picking on them if you keep focusing on one child. Yes, they may well have a reputation for talking but using their name all the time will just build resentment and increase defiance. This links to consistency – if you say you are going to do it – then do it.
- Don't use whole class detentions – this links into fairness and just breeds resentment in those pupils who have been behaving well. It also gets you into a cat and mouse situation with pupils saying, "Miss, I've been quiet haven't I?" (usually the one who's been talking the most). They subconsciously pressure you into agreeing with them.
- Try not to demonstrate different expectations of different pupils. You might have a challenging pupil who puts their head on the desk. If you let that go then other pupils will think it's unfair – go up and speak quietly behind them and deal with it in a different way but showing the pupils that you will deal with it.
- If you feel you are losing control – lower your voice rather than shout. When we shout, unless we are using our voice properly and practised in using our voice, we can sound squeaky and out of control. You will be surprised what varying the tone of your voice can do.
- Use countdowns but make sure you are very clear what you are counting down to for example, "By the time I count to 3 I expect all hands on desks."
- Some staff use the hands up to gain attention – you need to be very clear with the class if you choose to use this technique and train them in it. Don't just assume because you have seen it somewhere else it will work. It's best used if you are engaged in a noisy practical lesson as it saves your voice – consider if it is really necessary in a classroom situation. You have to establish your own rules and remind them frequently.
- Maybe/but is a useful technique for diffusing a potentially difficult situation. "Maybe you don't want to work with X but in this case I think you will be able to support each other effectively; maybe you think it is the right time to shout out an answer but I would prefer it if you waited so everybody else could have a go."
- If you need to ask a pupil to stand outside it should only be for a few minutes.
- Accept that if you are speaking with a pupil to admonish their behaviour and they start laughing they are doing it either to show control of you or out of nervousness. Try not to admonish publicly unless you know the response you will get from that pupil. In situations of confrontation the pupil has often reached a point where they have nothing to lose. The only person who will lose is the teacher. Deal with the situation away from other pupils.
- If you are faced with a defiant child and the situation is coming out of control, Alex Quigley suggests the following:

Recognise our stress – the natural reaction is to match the strain of our angry student with a defensive raising of our voice to be heard, or by naturally assuming a defensive posture, such as halting students by pointing directly at them. We must fight this physical urge and concentrate on speaking slowly, calmly, in an assured voice.

Assume a non-threatening body position – where eye contact typically establishes a relationship, in such an instance of anger and loss of control, taking care to look away and not stare can help.

Mirroring and calm gestures – the minutiae of our body language is essential. Avoid pointing or clenched fists – signs of stress and challenge – and instead place your arms by your side, using open hand gestures if needed. A subtle mirroring of their body language can help ease their anxiety and diffuse potential confrontation.

Listen – when a student is angry, unsurprisingly, they can find it hard to think rationally. We need to take care to verbalise that we are listening. Calmly replying, ‘I understand what you mean’, or paraphrasing what they are exclaiming in clearer terms, can show that you are ready and willing to listen. Often, we need to let students articulate their anger, but it does need guidance.

Identify and explain the problem – once we are talking to the student and they are offloading, we can assert our confident control by appraising the problem and explaining to them clearly.

Assert our position with calm – we need to explain how we feel about their behaviour, about the lesson ahead, and the other pupils who need our attention. We can acknowledge what we want and what we don’t want, before recognising their response.

Negotiate with care – we can never concede ground that means our other students may have their learning compromised, but listening and negotiating the best settlement to see a solution ahead is required. The teen brain is programmed to revel in risk and not to consider the consequences. Sometimes a little time is all that is required, but at other times, calmly articulating and applying the familiar school sanctions proves essential.

- Ask for help. Every member of staff has had times and still has times when pupils are not behaving as well as they could. It can be lonely sometimes in the classroom. The Heads of Year and Leadership Team are here to help you. The danger arises when you don’t seek help and try to struggle with poor behaviour for too long. Ask the form tutor how they deal with individuals, watch other people teach, speak with mentors if appropriate. Compelling behaviour is everybody’s responsibility and in a school where honesty and transparency is key then there is no shame in admitting you are struggling either with a particular pupil, group or class.
- Recognise that being an effective classroom practitioner takes time and practice. Pupils don’t automatically respect teachers due to their position in the school. They might do initially but unless you work at it constantly then where you are in the school is meaningless.
- Say sorry if you get it wrong. This does not undermine you as a member of staff.

Be prepared; use precise direct instructions; keep sanctions private; own the space – especially at key transitions; use your voice; make the situation clear; make your feelings clear; give explicit warnings before further actions; give them a choice – an alternative way out; sanction the behaviour not the pupil; follow it up; be responsible for the behaviour in your classroom but do not be afraid to ask for help.

Useful books, videos and guidance:

Chapter 11 Teach like a Champion – Doug Lemov
Getting the Buggers to Behave – Sue Cowley
Dr Bill Rogers – YouTube

Behaviour Management Strategies Tom Bennett – TES videos

When the Adults Change, Everything changes – Paul Dix

What Makes Great Teaching Toolkit – Dimension 3 – Maximising Opportunity to Learn

B3 – Tracking behaviour and promoting positive social norms

In order to promote the positive social norms and to ensure that we capture the positive behaviours of many individual students the tracking staff undertake as a) classroom practitioners; b) members of the school community; c) Heads of Year and Directors; d) Leadership Team is vital.

From September 2020 all behaviours will be captured on the SIMS register.

All staff will take the register in lessons. Staff begin by giving pupils a numerical number (3) which can be changed over the course of the lesson. The tracking is outlined below:

Register Code	Description	Action of the teacher
5	Compelling approach to the lesson demonstrating the learning behaviours of kindness, empathy, curiosity, responsibility and positive action.	Change the register mark to 5.
4	Focused, prepared and engaged fully in compelling learning that shows the pupil is going beyond the high expectation of a 3.	Change the register mark to 4.
3	FPHS (Focused, Prepared, Habits and Silence) evident. On time to the lesson.	Marked on register at the start of the lesson. No other action required.
2	Late to lessons. Oppositional behaviour. Wasting Compelling Learning Time.	Change register mark to a 2. This will be managed by the teacher through the sanctions outlined below. If needed, log in more detail on SIMS and mark as resolved.
1	Persistent disruption, persistent defiance and persistent disrespect for compelling learning	Change register mark to a 1. Create a behaviour log and mark as Triage.
0	Complete disrespect for the pupils and staff within the learning environment or serious misdemeanour which results in phone call to the remove room.	Pupil is removed from the lesson to subject team or HoY. Change register mark to a 0. Complete behaviour log and mark as Triage.

Through tracking in this way we can reward positive behaviours and also tackle more persistent disruption more effectively. This means that those behaviour which warrant a 2 or a 1 and may not be picked up will now be picked up at the end of each day. Equally, we can pick up those children who are demonstrating that they are demonstrating compelling behaviour and ensure that we promote those behaviours as the norm.

Rewards

Rewards are given in class. These include:

- Praise (verbal, written comments)
- Postcards of praise
- Telephone calls home
- Nomination for Headteacher’s lunch which takes place weekly.

The school's formal reward system is in three parts: Compelling Learning cards; subject badge awards; tracking of register points. Success in these areas, which are interlinked, are recognised in special rewards assemblies which happen half termly.

Whilst we know that intrinsic motivation is the key quality we want to develop, we also recognise that there is a place for extrinsic motivation.

Compelling Learning Card

- Every pupil has a "Compelling Learning card". These capture the five learning behaviours/big ideas of the curriculum. This is outlined in Appendix C.
- When the card is filled, pupils receive a badge commensurate with how many cards they fill – bronze, silver, gold and purple.

Subject Badge Awards

Each term, Directors of Area will analyse those pupils who have achieved the highest number of points in their subject areas. This comes from the registers and will recognise 5 pupils in each subject in each year. Pupils will receive a subject badge to recognise their achievement with the option to build from bronze, silver, gold and purple. These will be awarded in a termly celebration of learning led by the Directors of Area and Directors of KS3 and KS4.

Compelling Learner awards

Heads of Year will celebrate the pupils each week who have not fallen below 75 points – this will be shared with form tutors. Each week form tutors will be able to display the number of points achieved starting at 75.

Every Half-Term, Heads of Year will undertake the following:

375- 499 Points – Compelling Learner Postcard

500-625 Points – Letter of praise and recognition in assembly.

Sanctions

Our preferred way of resolving issues is through dialogue and conflict resolution. However, there are times when it is right and proper that sometimes pupils receive a sanction. These are important to ensure positive standards of behaviour. Where a sanction is given it is important that whatever the sanction, the members of staff involved seeks to re-build the positive relationships. It is important that sanctions are followed through and followed up and pupils are **not** given the opportunity to work off the sanction.

However, it is important that in setting of detentions after school, we do not penalise pupils by setting a detention on a night when they are participating on a school sports team. It is important the detention is set but not on the night when this would have a negative impact on their team mates.

Low level disruption - sanctions

Classroom teachers and all staff should promote compelling behaviour and sanction at the point negative behaviours occur. A clear way of doing this is to ensure that pupils know they have a chance initially to modify their behaviour and are clear what the consequence will be if they continue to persist with negative behaviour. These sanctions in a classroom should include:

- Verbal reprimand

- Asked to stand outside for a short period of time until the member of staff speaks with them – please note, **it is not acceptable to ask a pupil to stand outside for more than 5-10 minutes**
- Removal to another classroom within the subject area. If this is the case then the teacher who removed or the subject lead must notify parents that day. This needs to be recorded on SIMS on removal from classroom. For all children with a social worker, Safeguarding team will notify the social worker each time.
- Detention at break time or dinner time – pupils can be kept in for 15 minutes at break and no longer than 25 minutes at dinner time. Pupils can be kept in for 15 minutes after school on the same day
- Detention after school – half an hour or one hour needs 24 hour notice
- Contact with home – please ensure it is recorded on SIMS
- Subject report
- Referral to Form Tutor
- Referral to Head of Year
- In all cases the register must be adapted to reflect this with pupils receiving either a 2, 1 or 0.

The above is not intended to be a hierarchical list as sometimes a pupil may do something for which the classroom teacher feels that it demands the immediate attention of the Heads of Year and/or Senior Staff. As highlighted in section B1 their responsibility is to create an environment where teachers can teach and pupils can learn. All serious misdemeanours, for example verbal abuse to a teacher or pupil, aggression or serious disregard for the values of the school must be reported immediately to the Remove Room and a Head of Year or other appropriate adult will address at that point. A serious misdemeanour will always mean a removal from the classroom and appropriate sanctions given. These sanctions may include a detention with the member of staff involved.

In some instances, it may mean that another member of staff may facilitate a meeting to support the re-building of the relationship and, in rare cases, where there has been a complete breakdown then a pupil may be removed permanently from the lesson.

Detention

- Staff can keep pupils in over break time and for a maximum of 25 minutes at lunchtime.
- Staff can keep pupils in at the end of the day for a maximum of 15 minutes.
- Any member of staff wishing to set a detention for a pupil after school must log this on SIMS. The office will contact home via text message or phone call. There must be 24 hours notice for a 30 minute or 1 hour detention. Staff must also record the detention in the pupils' planner.
- After school detention (of more than 15 minutes) can be given is when it is felt that a child warrants a 2, 1 or 0 on the register.
- If a pupil fails to turn up for a detention, the member of staff needs to logs this on SIMS. The office will then place the child in a Director of Area detention on a Thursday evening. If they fail to turn up to this then a text message will be sent for that child to have a 60 minute detention on the Friday evening.
- Some children will be placed with the Director of Area, as part of a risk assessment or as part of an agreed reintegration for a full lunch. Children in remove will remain in over lunch time.

Senior Detention

- Senior Detention will take place every Friday evening from 2.45 – 4.15pm. It is manned on a rota of SLT.

- If a pupil fails to attend a senior detention of 60 minutes, they will be placed in the next senior detention for 90 minutes, will receive 5 days lunchtime detention and a phone call home.
- If a pupil fails to attend a senior detention of 90 minutes, they will be placed in the remove room for a full day, will receive 5 days lunchtime detention and a parental meeting will be arranged. This will also include a detention after school.
- Senior Detention will be conducted in silence and pupils are expected to copy the expectations for behaviour within the school and reflect on the reason they are in Senior Detention.

Remove Room

- The only members of staff who can place a pupil in Remove are: HoY, AHT for Personal Development and Welfare, Headteacher and Associate Headteacher.
- Pupils in remove room are expected to work in silence. The AHT for Compelling Behaviour **may** decide that pupils will follow a different timetable to other pupils in school from 9.30-3.45pm.
- All staff manning the Remove Room will be expected to keep up to date records which will be shared with the Directors of Key Stage and AHT for Compelling Behaviour.
- Pupils will normally be in Remove for no more than 5 sessions including dinner time. If in Remove for a full day, there is an automatic end of the day detention for one hour with the member of staff managing the Period 5. Parents will be notified.

Managed Move

- In extreme circumstances where all else has failed, a pupil may be put forward to go on a Managed Move to another school as per the Local Authority agreement. The AHT for Compelling Behaviour will bring that information to the Headteacher with the rationale. The Directors of KS3 and KS4 will be responsible for ensuring all paperwork and engagement with parents is completed.

Off site direction

- As part of the new guidance to schools³, we can make a decision that child may undertake their education for a period of time at another school. This process will go to governors for a meeting and a planned period of time will be put forward. Guidance is available from the Local Authority.

Alternative Provision

- It is very rare that a pupil will go on Alternative Provision. However, in certain cases it may be decided this is the best course of action for a pupil. When this is decided, the DHT/Deputy DSL has the overall responsibility for ensuring all checks are done in terms of Safeguarding prior to the placement. Following this, the responsibility for checks attendance, continued Safeguarding checks and monitors visits to the placement remain with this member of staff. In their absence, this falls to the AHT for Compelling Behaviour. The information for children on AP needs to be provided on a half-termly report to the HT who will report this information as part of reporting procedures to governors.

³ DfE Behaviour in Schools July 2022

Prohibited items

Where a pupil has brought an item into school which has a negative impact on learning these will be confiscated. These include, but are not exhaustive:

- Mobile phones
- Ear plugs
- Toys – latest crazes i.e. loom bands, laser pens, fidget spinners etc.
- Cigarettes or e-cigarettes
- Energy drinks

Mobile phones, ear plugs or toys will usually be returned at the end of the school day but in some cases may need to be picked up by a parent. The DfE has clear guidelines on a school's ability to search and confiscate prohibited items. The list of prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- any article that the 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 the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Authorised staff at Falinge Park include Senior staff, Heads of Year and Mentors. Any search will be conducted with two members of staff present and be conducted by members of staff at least one being of the same sex.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however, which they consider harmful or detrimental to school discipline. At Falinge Park, mobile phones, ear plugs/phones and toys are detrimental to learning and as such can be confiscated.

Serious incidents

Serious incidents rarely occur but when they do they should be dealt with by the immediate member of staff and reported immediately to the head of Year via the Remove Room. In addition to the above list of prohibited items, serious incidents include:

- Swearing at a teacher or other adult in the building.
- Persistent swearing in class.
- Aggressive and oppositional verbal abuse to a pupil/teacher
- Repeated refusal to follow instructions (persistent defiance)
- Persistent disruptive behaviour
- Fighting in school and in the community⁴
- Bullying

⁴ In cases of incidents outside of school, the Headteacher will determine if there is sufficient evidence of the incident and the impact within school.

- Breaches of e-Safety
- Smoking including e-cigarettes
- Use of mobile phones during the school day (this includes having a mobile phone out. Any pupil with a mobile phone out during the day will have it confiscated)
- Bringing a weapon into school.
- Sexual misconduct
- Racist or homophobic language
- Drug and alcohol misuse including arriving at school under the influence of drugs or alcohol
- Demonstrating behaviour which poses a serious Health and Safety risk to themselves or others
- Demonstrating behaviour which poses a risk to the education and/or welfare of others

Sanctions for incidents such as these will be considered individually but may include one or more of the following:

- Community service
- Remove Room⁵
- Suspension (previously Fixed Term Exclusion)
- Permanent Exclusion⁶
- Exclusion is a last resort. Each case will be judged individually. The only member of staff who can exclude a child is the Headteacher or, in her absence, the DHT who is Acting Head at that time. HoY or SLT wishing to exclude a child must complete an exclusion consideration form as per the Exclusion policy. There are clear guidelines for reintegration from Exclusion as per the Exclusion policy.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. A decision to exclude a pupil should be taken only in response to serious breaches of this policy; and if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- a) serious actual or threatened violence against a pupil or member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon
- e) persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises

[Derogatory Language, Violence, Racism, Homophobia, Transphobia, Sexism, Sexist Language, Harmful Sexual Behaviour, Ableism](#)

The school has very clear procedures for dealing with the "wicked" problems highlighted above. They are not an extensive list and we must never assume that it has been 'done' – that we have cracked racism, or sorted sexism – that would be naïve and oblivious to the fact that this is a process of getting better when addressing these issues rather than imagining it is "job done." Appendix G shows the procedures which must take place when any of these incidents take place.

⁵ Please see Remove Room procedures for further details

⁶ Please see Exclusion policy for further details

Most importantly, staff will receive training on these issues on a rolling programme so that we are prepared to 'notice' and to take the appropriate action so that at Falinge, these issues are addressed and pupils, and staff, are fully aware of our responsibility to the Public Sector Equality Duty and our commitment to Human Rights.

B4 – Behaviour strategies within the pastoral system

The promotion of compelling behaviour is the responsibility of all staff in school. Our strategy is based on positive relationships and as such we should seek to model and make explicit compelling behaviour. A key curriculum area for this promotion is through compelling tutor time.

Where a child may be demonstrating patterns of negative behaviours the following may take place:

- Form tutor report
- Subject report to the Subject Lead or Director of Area
- Meetings with parents
- Head of Year report
- Assistant Headteacher report
- Senior Detention
- Time within the remove room
- Suspension
- Group interventions
- Support from mentors and personalised timetable⁷
- Pastoral Support Plan
- Provision within Provision – Pupil Support Unit
- Behaviour contract
- Managed Move
- Off site direction
- Permanent Exclusion

All sanctions must be recorded on SIMS for analysis by Heads of Year and AHT for Compelling Behaviour.

B5 – Bullying inc. online safety

Bullying can be described as:

“Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”.

- Bullying is deliberate or intentional,
- It is usually repeated and
- There is an imbalance of power between perpetrator and target.

A one off incident is seldom regarded as bullying except in certain rare circumstances where the other two elements and prejudice are present. In addition, it is important to ensure if the circumstances are conflict which needs addressing or if it is bullying – meeting the bullet points above. In some cases such as bullying that targets someone with special needs or disability for example or if there is a significant risk of harm, we would not look for repeated incidents to classify it as bullying if all the other aspects were there. Bullying can be frequent or infrequent, long term, high or low level and persistent. Bullying can include bullying of and by school staff, whether by pupils, parents or staff.

⁷ Personalised timetables will usually involve a period of time with mentors in The Key. This is a supportive process. On very rare occasions, timetables may involve starting later or finishing earlier. These follow a strict protocol which is evaluated regularly and led by Julia Turrell and Louise Pottinger.

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps

Bullying can be driven by prejudice or fear of difference. It can be linked to

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

The school has clear procedures for addressing bullying and restoring relationships. The school's anti-bullying policy has a clear set of procedures for staff and Heads of Year to follow when instances of bullying are reported.

In addition, in line with the requirements of Keeping Children Safe in Education, we will undertake an audit into online behaviour and bullying, responding to the information we find in our practice and our curriculum.

B6 - Curriculum

The curriculum is based around a series of big ideas identified in A2. We aim to promote these big ideas/ compelling learning behaviour through all our interactions. To support this, RE, PSHE and Citizenship are taught as discrete subjects throughout the school and SRE is taught as part of the PSHE curriculum. We encourage opportunities for pupils to work with professionals outside of education in a variety of industries and support national and local issues in a proactive manner.

The curriculum promotes opportunities for pupils to feel safe and secure both in encouraging compelling behaviour in the classroom and teaching explicitly how to stay safe. We promote an environment where pupils have a strong voice which is listened to but also explicitly demonstrate the appropriate manner in which to do this.

. The curriculum is not confined to the classroom. It encompasses every aspect of our pupils' experience whilst being a member of our community. The curriculum is defined by the available provision from the first time a pupil steps through the school gates to the final time they leave at the end of Year 11. There are three types of curricula we offer – there is the intended curriculum which is that prescribed by the National Curriculum; the achieved curriculum – that which is taught in subject areas; the real or lived curriculum – the way pupils demonstrate the learning behaviours we want to foster. It is caught, taught and sought. We call this our MyFPHS and is outlined in Appendix H.

The curriculum is the cornerstone of our practice at Falinge Park. Everything emanates from our principled approach to the curriculum where we aim to teach the whole child as opposed to just an arm or a leg.

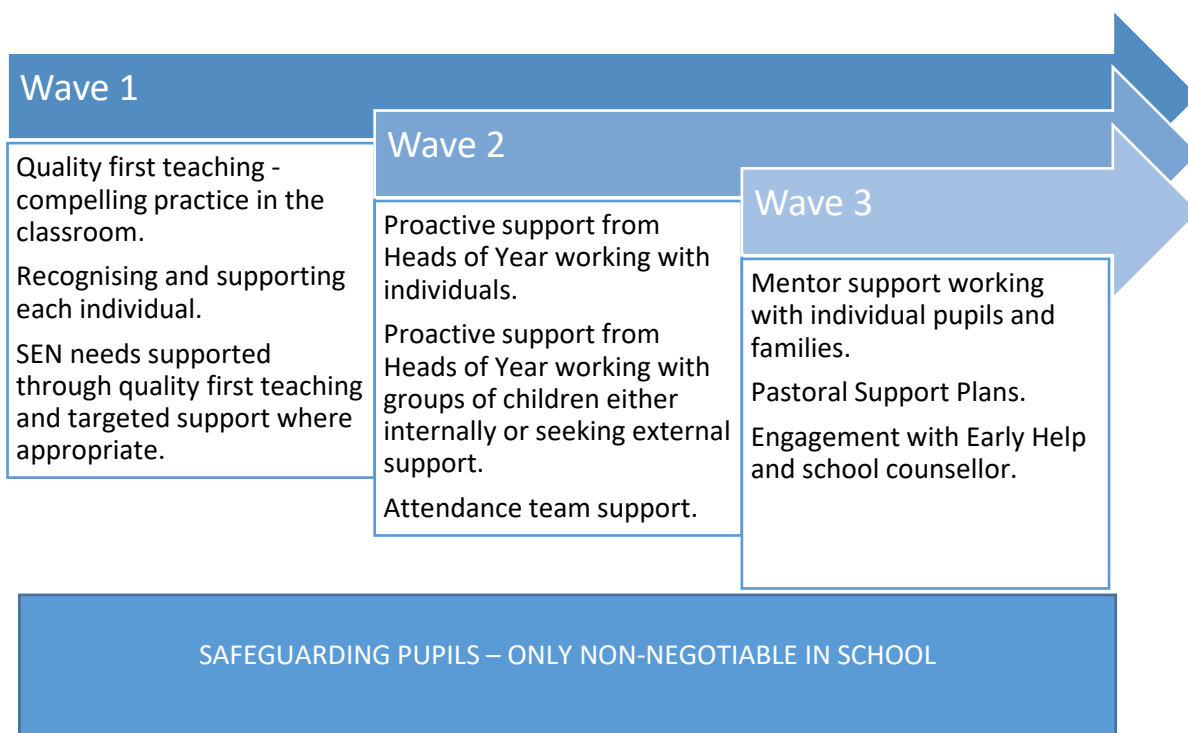
B7 - Pupil Support Systems

Falange Park High School recognises that all pupils will need support at some point in their time at school. We promote a caring approach to pupils’ development and aim for no child to feel as if their voice isn’t heard. We do recognise however the tensions between this and a child’s physical and hormonal development where at times it may be that their inclination is to ‘resist’ the support from the school. Anyone with teenagers in the home will identify that sometimes despite our best efforts, it isn’t recognised and much less appreciated. This does not mean we should stop however and we must always remember that we are the adults in this situation.

Our wraparound care is identified in Appendix H.

To support pupils we encourage a strong pupil leadership culture in school through our Pupil Parliament.

As identified in B1, the first point of call for pupils should be the form tutor. However, there are times when further actions need to be undertaken. This follows a Wave model as highlighted below.



The Wave model aims to support pupils in exhibiting compelling behaviour and so that individuals are fully supported. The school is committed to the drop in support that can be offered by The Key and is committed to ensuring that we provide external support.

The expectations of the Senior Leadership Team are that they are highly visible throughout the school day and during unstructured times. Pupils may go to any member of the Senior Leadership Team with concerns.

B8 – Staff Support Systems

Leaders within the school have a responsibility to create an environment where teachers can teach and pupils can learn. It is the responsibility of leaders to treat the perceptions of staff with respect and to listen to what is being said; it is also the responsibility of leaders to support staff if there is evidence that pupils are exhibiting negative behaviour. This is done in a number of ways:

- Through CPD – specifically with training for staff throughout the year on managing pupil behaviour and creating safe spaces where constructive dialogue can happen.
- Heads of Year supporting with serious misdemeanours.
- Heads of Faculty/Heads of Subject supporting staff through training, development and removal of individuals for a short period of time to be taught with Subject Lead and Directors of Area.⁸
- Careful population design undertaken by SLT and Directors of KS3 and KS4.
- Heads of Year identifying patterns and trends of groups and individuals and working proactively with these groups and individuals to improve negative behaviour.
- All staff being at duty promptly and undertaking active duties.
- Senior Leaders and Heads of Year hoovering at the end of break and dinner so that pupils move promptly to their classrooms so that learning time is not wasted.
- Focused areas of duties based on the data analysis.
- Encouraging feedback and reviewing the effectiveness of behaviour procedures in school.

B9 – Liaison with parents and other agencies

Relationships with parents are an important part of our success. We should aim to communicate with parents if a child is demonstrating negative behaviour earlier rather than before it comes to crisis point; similarly we should aim to communicate with parents to recognise successes. We have staff trained as ParentPlus leads and seek to make parents feel involved within their child's education. A comprehensive approach for engaging with parents more effectively will be developed over the course of 21-22 which builds on our existing practice.

Parents should feel a partner in school. The role of the Children, Young People and Families Welfare Officer plays a key part in this role.

The sharing of information with other agencies is highlighted in our data protection policy. We do work with other agencies to support pupils e.g. Early Help, CAMHS, #Thrive and take a pro-active approach to this.

The school has a full community partnership which drives our social action work. We will always work with other agencies in the community and voluntary sector to support our young people.

B10 – Managing pupil transition

From Key Stage 2 – an Assistant Headteacher oversees the transition from Key Stage 2. They are supported by staff across school and consequently we have strong partnerships with primary schools for the Arts, Primary Science and in curriculum transition for English and Maths. For pupils making the transition who have additional needs, or for pupils who are the only ones from their primary school, we have additional days in school prior to the September of their starting point. The Assistant Headteacher meets all Year 6 teachers to discuss individual pupils. Whilst we recognise the need to give all pupils a fresh start at secondary school, we also recognise that our primary

⁸ Please note, in line with new guidance parents must be notified if their child is removed from a class for a period of time.

colleagues have a wealth of experience with the young people and therefore use their expertise when grouping pupils and supporting their needs.

In year transfers – all pupils receive an admission meeting with a Senior member of staff with their parents where the school's policies are shared. There is also a key member of staff who supports them. For pupils with low levels of English fluency, targeted support is identified at that meeting.

Managed Moves – the school participates in the fair access panels led by the Local Authority. All pupils who attend on a managed move from another school receive mentor support during their time at the school.

To Key Stage 5 – the school runs a comprehensive CEIAG programme and works closely with local colleges. This includes taster days, visits for individuals and specific support for pupils with additional needs.

B11 – Malicious allegations against staff

Any allegation against a member of staff will follow the procedures laid down by the Local Authority. They must all be reported to the Headteacher who will report to the LADO on an initial consideration form if it is applicable. The Headteacher may ask members of the Senior Team to find facts on her behalf and it is important that all statements are signed and dated.

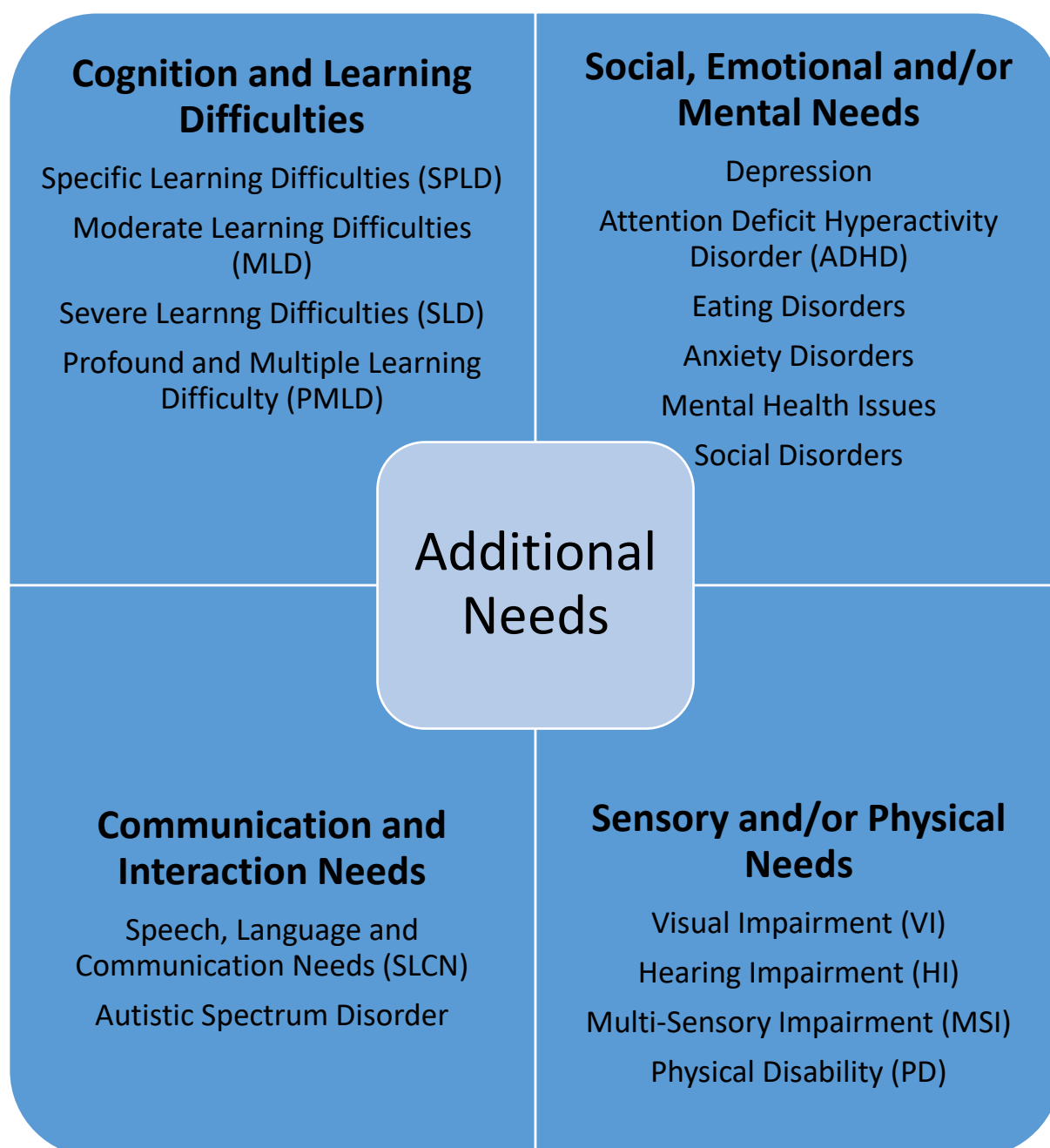
In rare cases, it may be found that a pupil has made a malicious allegation. In these cases, we will seek to understand with parents why this has occurred and seek to restore the relationship. Senior Leadership have clear protocols on how this can be used. However, we may consider a sanction which would usually be a period of time in remove room or a Fixed-Term Exclusion.

SECTION C – ADDITIONAL SUPPORT AND STATUTORY DUTIES

C1 – Supporting pupils with Special Educational Needs

All pupils have a right to an education at Falinge Park. We believe in an inclusive approach and through this we recognise that some pupils may find school more challenging than their peers. We do believe that all pupils can, with support, demonstrate compelling behaviour but also recognise that for some pupils they may need more targeted support. For some pupils, we will look at their Special Educational Needs when addressing negative behaviour which is why we have a consistent yet flexible approach in our behaviour policy.

There are four broad areas of special educational needs that may require additional support. These are outlined below. Needs can be multiple and overlapping. It may well be that social and emotional needs may mask an underlying cognition and learning, communication and interaction or sensory difficulty.



In order to ensure that no child is missed, classroom teachers can also refer a child directly to Senior Pastoral Team meetings. (Appendix D).

As part of our work at Falinge, we have broadened this definition to include those pupils who also need specific support to modify their behaviours within a school environment. This is seen within our Waved provision. It is our ambition that the teams within school work in a seamless manner so that no child is missed. At Appendix D we can see how this works.

C2 – Safeguarding

Safeguarding is the only non-negotiable at Falinge Park and it begins with providing a safe, secure environment in the school and in the classroom. To this end, compelling behaviour is central to Safeguarding.

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help all children, and especially those at risk of or who are suffering significant harm. Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE activities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material and activities which will help children develop realistic attitudes to the responsibilities of adult life.
- (e) Ensure that a continuous effort is made to create, establish, develop and maintain positive and effective working relationships between Falinge Park High School staff, our parents and colleagues from other agencies.

For pupils where there are Safeguarding concerns, these considerations will be taken into account before issuing a sanction – for example, in considering a fixed-term exclusion. Our Safeguarding Policy is available on our website.

C3 – Equality Act 2010

Falinge Park High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their protected characteristic.

This Compelling Behaviour Policy incorporates our commitment and actions to supporting the equality act. It demonstrates our commitment to addressing equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for pupils, staff and other users of our services so they can have equal access to all our school and its services.

This policy has been developed taking into account the Public Sector Equality Duty required by schools to ensure that no individual is discriminated against.

C4 – Child on child abuse

We recognise that children are capable of abusing other children, and that it can happen both inside and outside of school and online. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as we are aware that downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment and a culture that normalises abuse leading to children accepting it as normal and not reporting it.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this compelling behaviour policy, but where it is identified through expert discussion⁹ that the abuse is of a harmful sexual nature than this policy ceases to be in place and the practice and procedures outlined in the Safeguarding and Child Protection Policy are then implemented.

⁹ We use a tool from University of Bedfordshire to look at this and also have engagement from the Youth Justice Team triage in Rochdale. There is also a designated senior social worker who supports our Safeguarding Team.

APPENDIX A – UNIFORM

SCHOOL UNIFORM AND EQUIPMENT

For school you can wear either:

- School blazer and tie, black trousers/skirt and white shirt, black shoes/trainers
- Summer shirt and blazer, black trousers/skirt, black shoes/trainers
- Summer shirt, PE sweatshirt, black trousers/skirt, black shoes/trainers.
- Black jumper can be worn but that house colours and a logo must be visible
- House colours and/or a logo must be visible at all times for all pupils no matter what uniform combination they are wearing

We have some further specifications you need to be aware of:

1. We do not allow skinny jeans or leggings
2. Headscarves (if worn) must be plain black or white
3. Ties and summer shirts need to represent the House you are in
4. Hoodies and outdoor wear are not permitted in the school building
5. Shoes/trainers need to be completely black with only small reflective markings
6. Acrylic nails are not permitted because of health and safety reasons
7. Nose rings are not permitted for health and safety reasons; only small sleepers or studs are to be worn in ears because of health and safety reasons
8. Patterns shaved into hair are not permitted
9. We do require all children to bring a bag in which a number of A4 size books can be carried
10. We do require pupils to have a pencil case with pens, pencils, a rubber, a ruler and calculator
11. Mobile phones, AirPods/headphones etc. are not allowed in school and if seen, will be confiscated until the end of the day

We try and make our uniform as accessible as possible for families but please, if you are struggling to provide any items or equipment, please get in touch.

PE Kit

A change of clothes is essential for PE lessons. Safety and suitability are the essential requirements of sportswear. PE uniform expectations are set out below:

- PE t-shirt (G-Force)
- PE shorts or tracksuit pants (G-Force)
- PE games socks (G-Force)
- Optional - PE hooded top (G-Force)
- Change of suitable footwear (trainers/football boots should lessons be on the field)

In addition, we allow pupils to wear:

- Plain black leggings underneath their PE shorts
- Plain black under/base layer underneath PE t-shirt

Pupils should remove all jewellery before participating in PE lessons. Any jewellery that cannot be removed should be taped to ensure it is safe.

APPENDIX B - Compelling Tutor Time

The form tutor is key in helping pupils to develop their ability to show kindness, show empathy, be curious, be responsible and take positive action. Form tutors should ensure that the Compelling Learning Cards are used and that they play a high profile during form time. The role of the tutor plays a central role in developing a compelling learning experience and building positive relationships. The tutor is the first point of call for pupils and parents in the school and fulfils a role which nurtures and cares for the pupils in their tutor group as well as supporting them in their academic progress. The role of a tutor can be exhilarating and frustrating; it requires thought and planning; it needs the member of staff to provide guidance in a supportive and safe environment so that the time the pupils spend with their tutor is compelling. The tutor sets the pupil mood for the day. A cheerful and positive morning tutor time has a “knock on” effect in the following lessons.

The Falinge tutor takes an interest in their form members - they know what each individual likes and dislikes, what their hobbies are, what lessons they are succeeding in, which lessons they are underachieving in and what their aspirations are for the future. They communicate with their parents so that every parent knows who to turn to in the first instance; they promote excellent attendance and punctuality to all lessons and intervene when pupils are not fulfilling the Falinge family expectations. They model and promote high standards of respect, manners and commit to developing all pupils in their form as good citizens who positively represent Falinge and the community of Rochdale. They demonstrate positive British values that go beyond the school gates. They have their Safeguarding radar on every day.

So what do we see in compelling tutor time? We will walk past a room and be drawn in because the form is engaged in a discussion related to a topic or theme shared via the Robert F Kennedy Human Rights Programme –they are leading the discussion, offering opinions and listening to others. We will see a tutor helping pupils develop their vocabulary and delivering support in instructional vocabulary; we will see them reading together and learning collaboratively; we will see them reflecting on their learning behaviours and their successes; we might simply see the tutor group talking together about contemporary issues. As we walk round the school we see pupils living out the learning behaviours of being responsible by being in correct uniform; sitting without any outdoor clothing on, sitting up and listening, bags under the table and planners on the desk. Clear routines are in place. The tutor acts upon any

issues that may arise in other lessons for example, punctuality or poor behaviour and follows up any concerns. We might walk into a classroom and see a tutor checking planners and speaking to an individual about their attendance, their punctuality to lessons, their achievements; but whilst this is taking place all others are engaged in productive learning. We will see pupils engaged and tutor time which is planned for and productive.

Compelling Tutor Time promotes and supports the pillars of MYFPHS which is our name for Personal Development and Welfare – the ‘real curriculum.’ Tutors actively participate in promoting and/or exploring the following:

- Pupil Parliament
- RFK – Human Rights Education
- “Wicked” problems and themes. In 2021-22 these are A compelling approach to anti-racist strategies; A compelling approach to addressing sexism; A compelling approach to disadvantage; A compelling approach to the environment; A compelling approach to mental health and wellbeing. These run over the course of the year and are developed in assemblies.
- Taking part in social action and community partnerships
- Promoting and celebrating the successes on Compelling Learning Cards
- Participating in events which develop cultural capital
- Participating fully in House activities and competitions
- Supporting and promoting CIEAG opportunities and education

Why? Because the 2 hours and 5 minutes the pupils spend with us are invaluable. It is an opportunity to set the tone for the day, pick up on any concerns and provide a safe space for dialogue. We seek to give pupils a voice so that they can engage in difficult conversations, challenge misconceptions and become advocates for those who can’t speak for themselves. We will make Human Rights a reality and a lived experience for all. Every member of the school community will be empowered and inspired to positively challenge injustice wherever they find it; locally and globally.

It is a compelling start to a compelling learning experience built upon the values of ensuring equity; building community; securing communication and celebrating diversity.

Appendix C

Compelling Learning Card

Show kindness		Show empathy		Be curious		Be responsible		Take positive action	

Appendix D - Additional Needs

Internal Referral Form

This form should be used to share continuing concerns about pupils that you think may have additional educational needs.

Please ensure that any individual behaviour incidents are logged on SIMs and any safeguarding concerns are logged on MyConcern.

Name of Pupil		DOB (Age)	
Tutor Group		Year Group	
Date of Referral		Name and role of referrer	
Does the child currently have any additional support you are aware of? TA/mentor/other support?			

Please tick which area(s) are of concern:

- Learning
- Organisation
- Behaviour in lessons
- Behaviour outside lessons
- Punctuality
- Attendance
- Medical
- Other (please specify)

I have the following continuing concerns (please be as detailed as possible with examples/evidence):

Formal curriculum

Within this provision, pupils with Additional Needs, including SEN, access mainstream provision with support provided by Heads of Year, Form tutors, teachers and Teaching Assistants. Teachers should be expected to provide responsive teaching and learning experiences, set clear boundaries for pupils and liaise with parents and relevant staff.

If staff have concerns about a pupil then an Additional Needs Referral form can be completed. These are collated and discussed in a weekly Senior Pastoral meeting attended by key staff. Additional data is examined and decisions are made as to whether pupils require additional support to achieve their potential.

Throughout the period of provision assessments are undertaken to identify the exact nature of need so that support can be targeted and to monitor and evaluate progress.

Our AN Provision is on a continuum and pupils move between the provision as their needs determine.

Feel Safe - do pupils feel safe? Do they know how to keep themselves safe?

Be Connected - are they able to form positive relationships with their peers, adults, communities?

Get Regulated - are they able to recognise and manage their thoughts and emotions?

Learn - are they in a position to learn effectively?

Pupils follow a curriculum for a longer period of time which is based within our Additional Needs Hub. They undertake programmes which are tailored specifically to them. This highly personalised small group learning aims to help pupils manage their emotions and/or re-set their behaviours.

Timeframes for how long a pupil may need to access this supplementary curriculum are dependent on level and complexity of need. There is an expectation that all these children should have access to additional professional support from other agencies. Their access to the mainstream is graduated and built up slowly.

Pupils in this provision who are at risk of permanent exclusion may follow a different timetable to others, starting later and finishing later. Break and lunch times will be different to others across the school.

Partially supported curriculum

Within this provision, pupils access the majority of mainstream lessons but have additional access to Wave 2 or Wave 3 interventions which are delivered by staff within the Additional Needs Team, including the SENCO, Teaching Assistants and Mentors.

There is a focus on pupils learning and practising skills in a smaller setting while being supported to transfer these skills within the mainstream context.

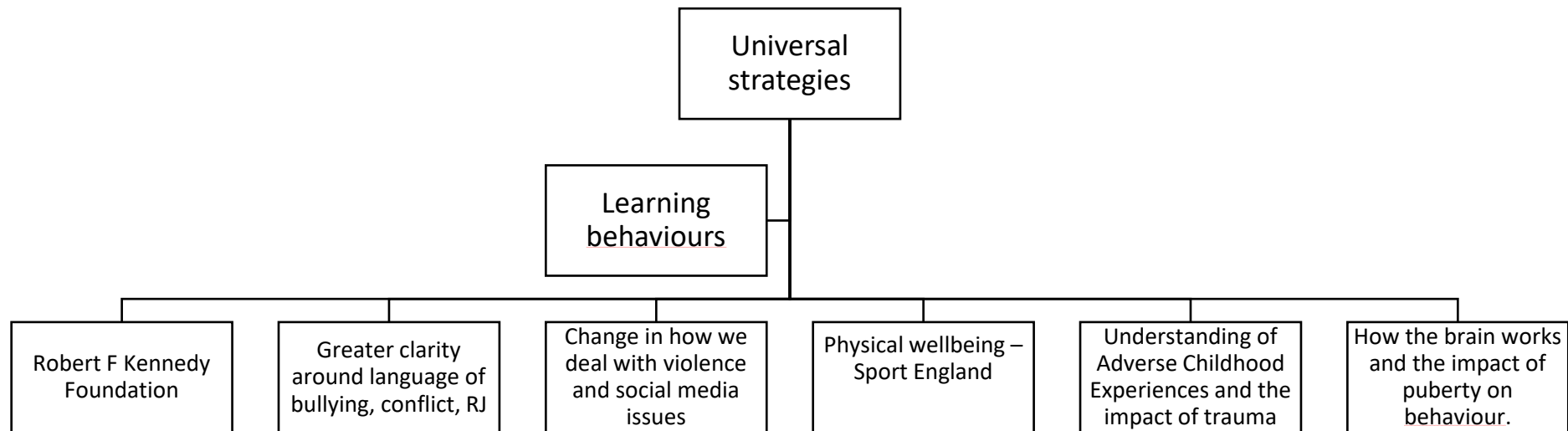
Within this provision pupils are withdrawn from some of the mainstream curriculum for work around behaviour, emotions and/or learning in the Additional Needs Hub. Pupils are able, through this curriculum, to access provision on a small group or 1:1 basis and will also receive teaching of an identified curriculum through the Additional Needs Team.

Spaces within the Hub are used flexibly dependent on need. Pupils are taught for specific sessions and undertake programmes which may be accredited.

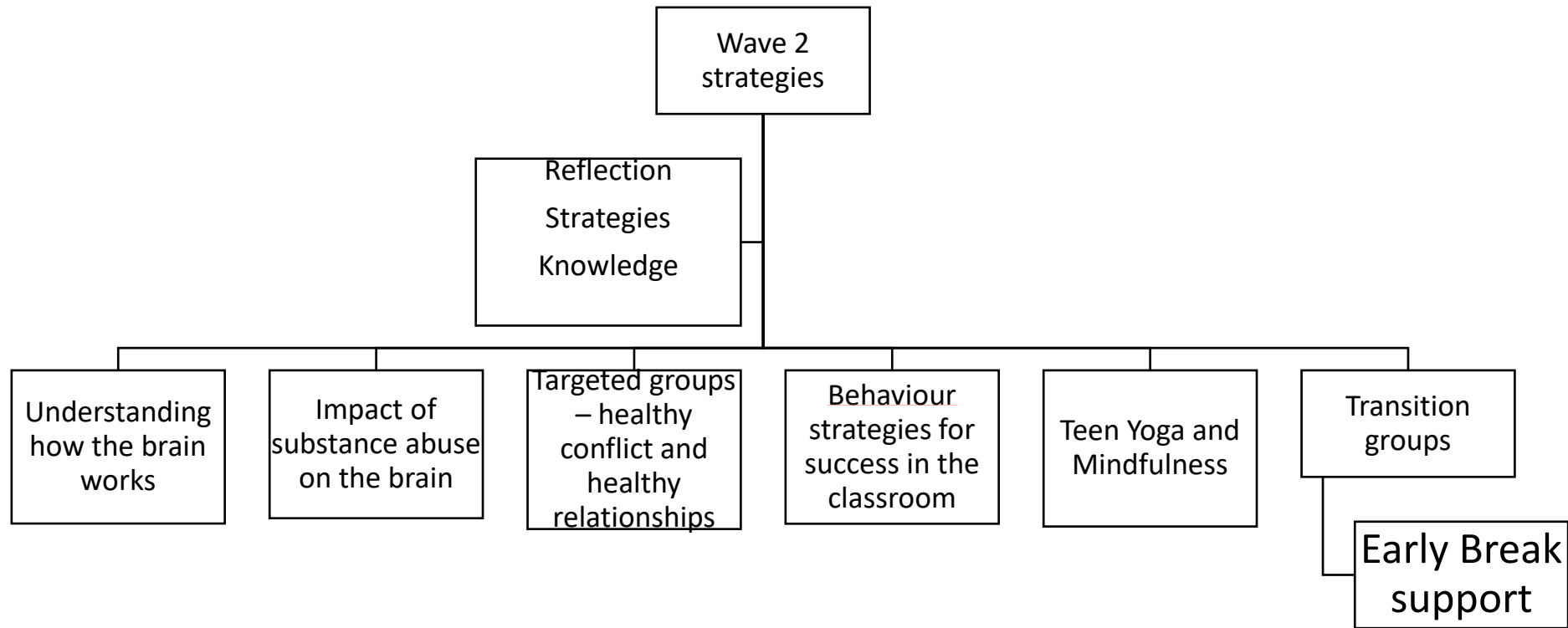
Appendix E - Wraparound care at Falinge – Step 1

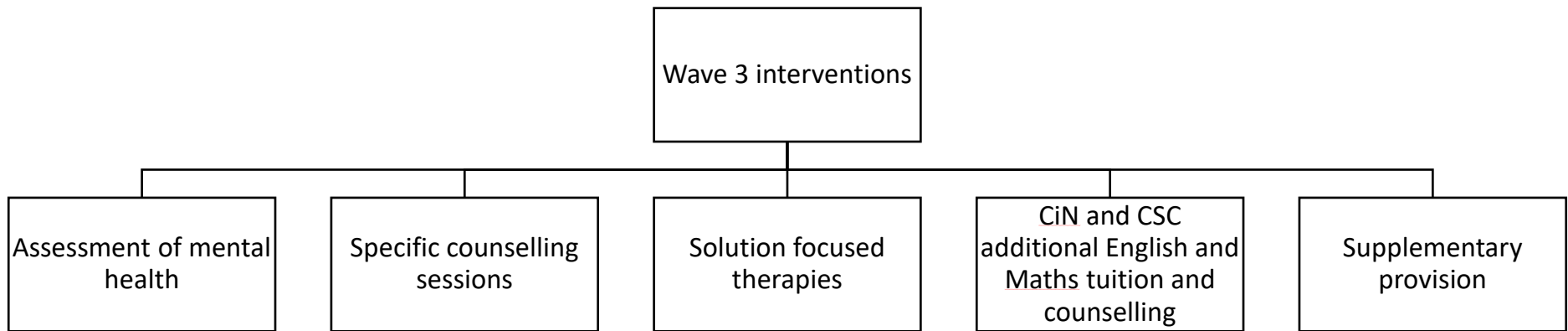


Wraparound care at Falinge



TIER 2 vocabulary; Compelling Behaviour Policy

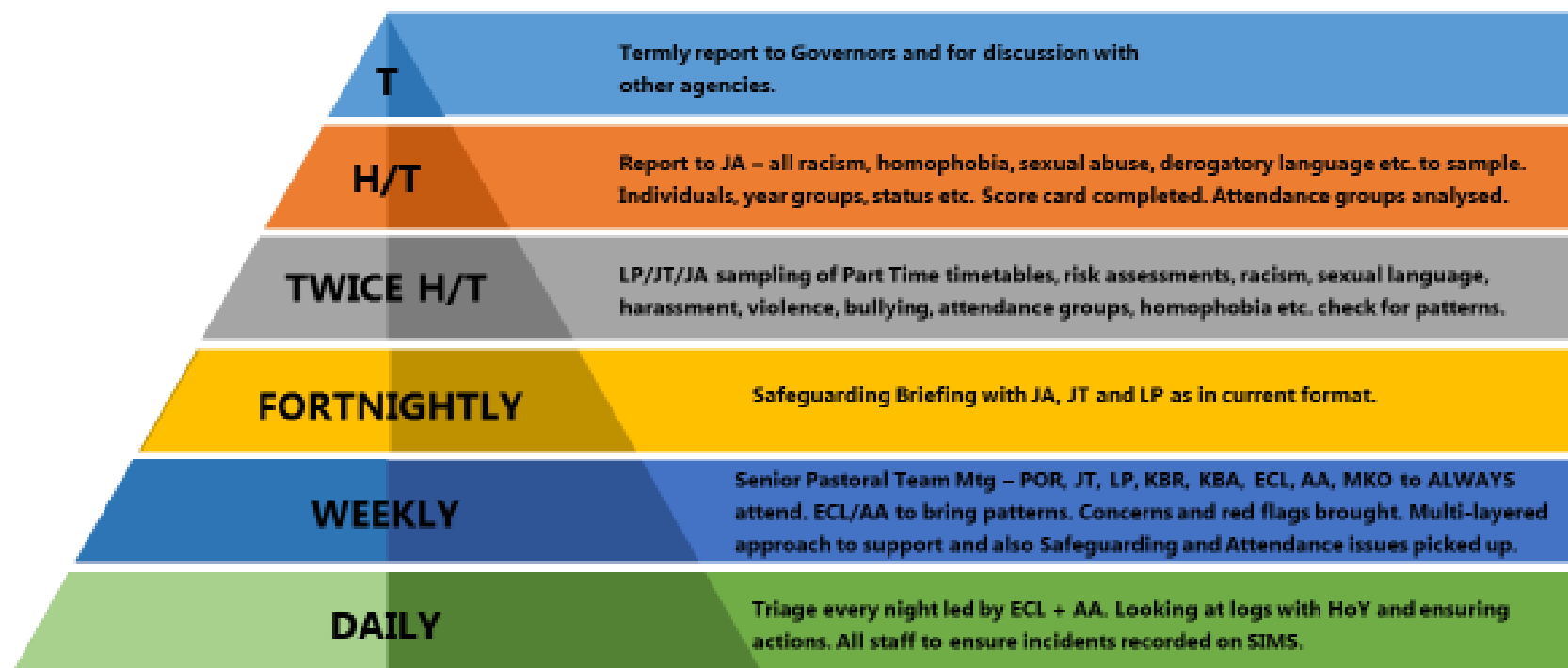




Appendix F

KEEPING ALL CHILDREN SAFE AND COMMUNICATING EFFECTIVELY

PYRAMID OF APPROACH



Appendix G

EXPECTATIONS

Overview of our Compelling Approach to these 'wicked' problems

VIOLENCE AND FIGHTING

Any Incident, in school or out of school, both pupils to be in Remove room for a full day. LP to be notified at the point it has occurred. Recorded on SIMS. 1 hour Senior Detention. Parental meeting with HoY. 2nd incident – parental meeting, referral to YIS, suspension considered. In the case of an assault, JA must be notified immediately – logged on SIMS, suspension considered. In certain incidents of an assault, JA (HT) will make a decision as to whether it warrants a permanent exclusion.

RACISM, HOMOPHOBIA, TRANSPHOBIA, GENDER ABUSE, DISABLIST LANGUAGE (DEROGATORY LANGUAGE OR ACTIONS)

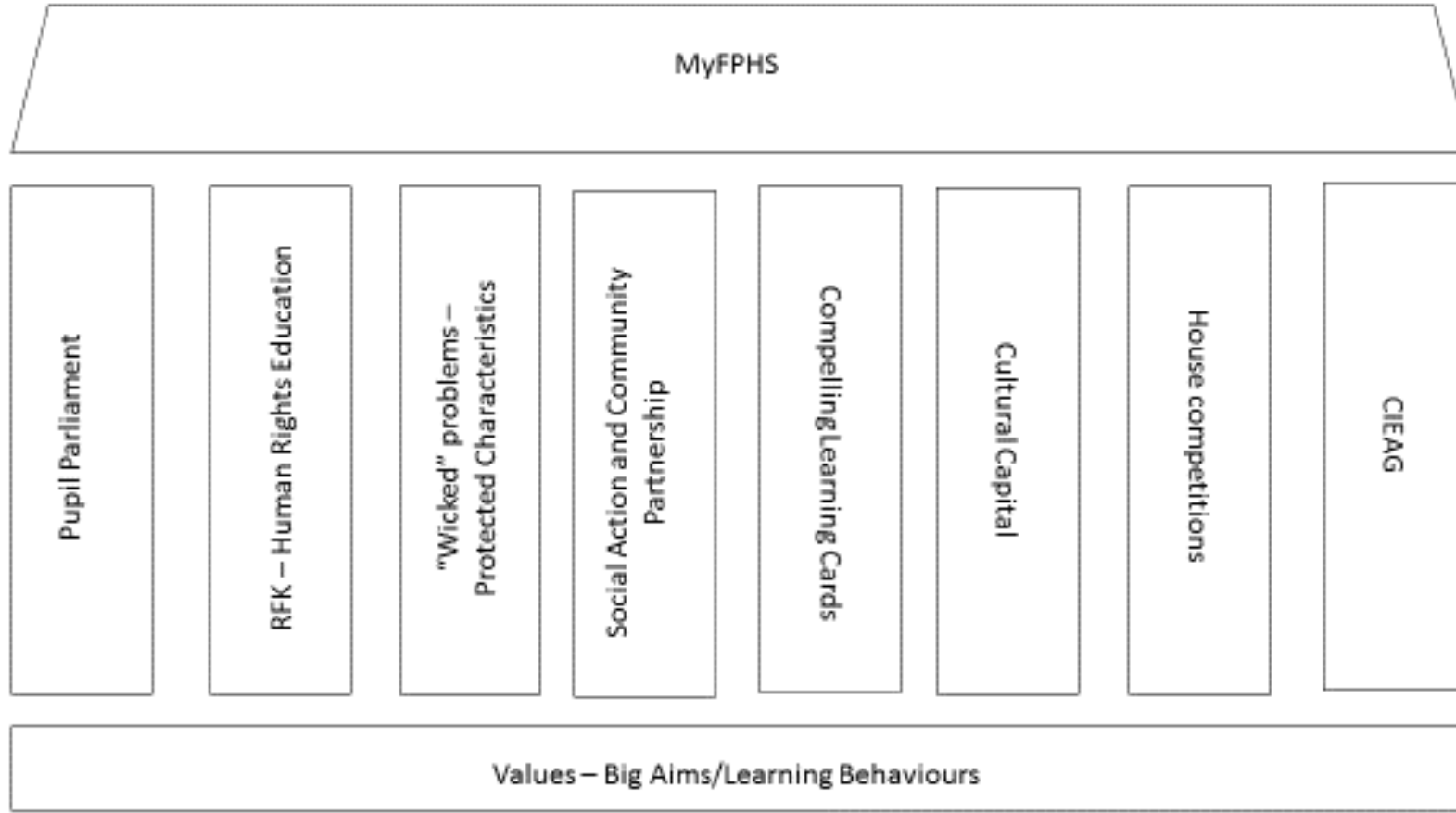
Tell pupil it will be reported. Log on SIMS. HoY to ALWAYS pick up. Conversation to take place in the initial stages with HoY, perpetrator and target. Parents will always be called. If clear intent shows then time in remove will always take place – or if the pupil has previously in **any year prior to this** demonstrated this behaviour. Parents to be brought in if repeat incidents and Reported back to JA via fortnightly monitoring sessions and half termly reports.

HARMFUL SEXUAL BEHAVIOUR

Any incident of sexualized behaviour and/or sexism in school or online to be recorded on MyConcern. JA to be notified immediately by SG team. Discussion on the continuum of harmful sexual behaviours and decisions made on next steps which could include conversation, sanction, referral to Virgin Care, police involvement, CSC referral. If seen to be harmful on continuum, perpetrator always removed from class.

For a pupil with Special Educational Needs, we will always look at this in light of their cognition and need.

Appendix H



Appendix I

List of revisions August 2021:

Page 19 – B1 Added responsibilities of Directors of Key Stage to Senior Pastoral Team Meeting and reference to Appendix F – the pyramid of support

Page 25 – B2 Added reference to What Makes Great Teaching Toolkit – Dimension 3

Page 27 – B3 change to Compelling Learning Cards to take out the final column

Page 31 – B3 Added in information and section on Derogatory Language and other “wicked” problems

Page 33 – Bullying – added in reference to annual audit on online safety as identified in Keeping Children Safe in Education

Page 33 – Removed reference to MyFPHS as a ‘thing’ and aligned it with our idea of the ‘real curriculum’

Page 35 – Update reference to Parent Partnerships to build on our good practice so far. Added in reference to community partnerships.

Page 36 – Added in reference to protocols on malicious allegations held by Senior Leaders.

Appendix A – Changed Uniform policy

Appendix B – Updated Compelling Tutor Time

Appendix C – Taken final column from Compelling Learning Card

Appendix F – Included the Pyramid of how we safeguard pupils

Appendix G – Included the overview for how we address the procedural aspects of ‘wicked’ problems

Appendix H – Included graphic to depict the MyFPHS/real curriculum

List of main revisions August 2022

B1 – Inclusion of expectations of staff in relation to removal of children from classrooms related to new DfE guidance; increased explicit information on addressing derogatory language and working to support the protected characteristics; greater focus on the use of Compelling Learning Cards.

B3 – Increased information about how we tackle positive norms; reflection of new guidance from DfE on removing children in a classroom; explicit clarity on detentions and remove room especially about keeping children after school if placed in remove room.

B4 – Referral to off-site direction.

Appendix G – Updated wicked problems pyramid.