

# **Invictus Positive Conduct Policy**

**Approved by Governors : September 2021**

**Policy Co-ordinating Officer: Mr D Boerm**

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## Content

The Principles.....	3
Roles and Responsibilities.....	3
Legislation and Statutory Requirement .....	3
Introduction and Aims .....	4
The Home School Agreement .....	4
Positive Conduct in the Classroom and Around the School .....	5
Rewards at Crestwood School .....	7
Support Structures.....	7
Identifying Unacceptable Conduct.....	8
Sanctions.....	9
Increasing of sanctions:.....	10
A Restorative Approach .....	11
Reflection Room.....	11
Exclusions.....	12
Managed Moves and Alternative Education Provision.....	12
Conduct off School Premises .....	13
Uniform .....	13
Mobile Phones, MP3 players and Headphones .....	14
Anti-Bullying Policy .....	14
Drugs .....	15
Searching, Screening and Confiscation .....	16
Reasonable Force.....	17
Malicious Allegations Against Staff.....	17
Training, Monitoring and Evaluation .....	18
Appendices.....	18

## The Principles

The school conduct policy is based on the premise that good conduct is essential to learning and that all staff are committed to working together, ensuring the school provides an orderly environment for effective learning.

Everyone in our school community has the right to feel safe, respected and valued. Everyone must be free to enjoy their learning. This policy shows the strategies we use to create and sustain constructive conduct expected from all, in order to guarantee the best conditions for learning. Good conduct should be identified and acknowledged; unacceptable conduct must be challenged and changed.

## Roles and Responsibilities

The Deputy Head Teacher Mr Boerm will establish, in consultation with the Headteacher, a policy for the promotion of desired conduct and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governors will support the school in maintaining high standards of desired conduct of students and staff.

The Headteacher along with support with the Deputy will be responsible for the development, implementation and day-to-day management of the policy and procedures.

The Deputy Head Teacher will play a proactive and pastoral role in positive conduct management. As well as a key role in monitoring conduct and ensuring appropriate support systems are implemented.

## Legislation and Statutory Requirement

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Safeguarding - Keeping Children Safe in Education 2021
- Exclusion from maintained schools, academies and pupil referral units in England September 2017

It has also been formed in correspondence with the special educational needs and disability (SEND) code of practice, 2015.

In addition, this policy is based on:

- Schedule 1 of the Education Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy is linked to other Crestwood and Invictus policies:

- Attendance policy
- Safeguarding policy
- Rewards policy
- Uniform policy
- Invictus student behaviour and exclusion policies.

## Introduction and Aims

This document sets out the framework of Crestwood's approach to encouraging good behaviour known as '**Positive Conduct**'. It is expected that our framework for conduct will successfully address or improve a number of areas, and result in the standards of conduct that we aspire to.

The framework should be successful in:

1. Providing much greater understanding of the conduct process for students, parents/carers, teachers and governors;
2. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
3. Supporting staff in the classroom ensuring that teachers can get on with teaching students who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
4. Reducing staff workload through the increased efficiency and effectiveness of the conduct system;
5. Creating the best learning environment.

## The Home School Agreement

Crestwood School believe children learn best when parents, teachers and children work together to promote achievement. This agreement will help make that partnership clear and assist in the development of good relationships between home and school. Communication will be via a number of platforms such as policies, the website, letters and emails. A copy of the home school agreement is in the appendix. A mandatory signature is required.

## Positive Conduct in the Classroom and Around the School

In order to maintain a well-ordered environment, all staff will apply the school conduct system, ensuring a consistent approach when dealing with unacceptable conduct. Students know what is expected of them, the consequences of negative conduct and, where possible, how they can put it right (before or after sanctions have been applied).

The expectations of students within school have been outlined already in this policy. In terms of establishing a key set of rules for the classroom and around the school, we recognised the importance of simplicity.

### Positive Conduct in the classroom

The Crestwood recognition and sanction pyramids (see appendix) will be displayed in all teaching spaces. It is expected that the great majority of students will simply choose to spend their time with us operating the reward framework.

Teachers should be at the classroom door to meet and greet students (positive instruction), where possible. Upon entering the room, with group instructions/corrections, the students will meet the classroom expectations (**SMILE**).

- I. **Show respect** by sitting correctly and being polite.
- II. **Maintain focus** on learning throughout the lesson.
- III. **Involved** by asking and answering questions.
- IV. **Listen and look** at the speaker
- V. **Every time, first time, do as asked.**

In terms of classroom-based consequences five key phases are identified. It is expected that all students, parents/carers and teachers understand this framework and its consequences.

Each member of staff must seek to operate within the framework. We, as a school, cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons. We must operate within a logical and well-planned structure.

When students do disturb the academic progress of others or make the working life of the teacher difficult and/or unpleasant, then they must be removed from that class.

When a particular misdemeanour takes place an identified consequence or consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency.

The purpose of the sanction process is to encourage that this conduct is not carried out again. In the event of this becoming a repetitive offence, the staff member concerned can decide upon an appropriate follow up strategy. This is not specific and could involve contact home, communication with other staff members such as line managers and pastoral leads. This list is not exhaustive and allows for flexibility and bespoke intervention.

Phases:

If a student is not following the positive behaviours, they will receive a **VERBAL WARNING** from the member of staff. The words 'verbal warning' are to be used by staff. This results in their name being added to the pyramid, which cannot be worked off. The verbal warning, though not recorded on SPACE (Crestwood's online platform), has two clear purposes:

- to indicate to students they have done, or are doing, something which is unacceptable;
- to form a link with phase two, which is more serious.

If the student continuously fails to follow positive behaviours, then a second warning, with the words 'last chance' being used, will be issued and the student's name will be placed on the pyramid for a second time. This will result in a negative being placed on SPACE, at the end of the lesson.

A third warning will result in the student reaching point three on the pyramid, which will again see the student's name added to the pyramid, but also triggering a ten-minute detention. This will be served at the earliest opportunity which includes on the same day. The negative and detention will be placed on the system at the end of the lesson.

If a further misdemeanour is recorded in the same lesson, the student will move up to point 4 and will be removed by Head of Department to another room as they have caused considerable disruption and inconvenience. The student will receive a thirty-minute detention to be sat with the Head of Department at the earliest opportunity, these are held once a week centrally.

If the student fails to follow the instruction of the Head of Department, then the 'defiance 10 second rule' will be applied. If the issue persists a senior member of staff will be called for raising the student to point 5. The student will be placed in the Reflection room for a period of time, determined at the discretion of the senior member of staff, but for at least one hour so a restorative conversation (explained later in policy) can be held. The student will also receive a Senior Leadership detention of 60 minutes which are held once weekly.

If a more serious incident occurs, then point 4/5 sanction can be applied, immediately. This is at the discretion of the teacher who has been suitably trained for such situations.

Water and other non-fizzy bottled drinks (not Sport/ high sugar drinks) can be consumed with permission in class. Chewing and food are not allowed in class. These will be recorded as a remark and monitored by tutors and Head of Year. Relevant sanctions will be put in place at the discretion of staff.

### **Around the school rules**

Students must conduct themselves in a quiet and orderly manner when on school site.

- I. **C**almly and quietly walk around school.
- II. **A**lways wear your uniform correctly and with pride.
- III. **L**isten to and follow instructions first time, every time.
- IV. **M**ake sure you respect your school environment.

Breaches of these rules will result in all staff addressing the behaviour calmly and if need be referring to key pastoral staff for further sanction

Litter must not be dropped. A natural consequence (if litter is dropped, the sanction can be litter pick) can be implemented if this is done.

Chewing gum and energy drinks are banned from being brought into school. These will be confiscated from the student and disposed of.

## Rewards at Crestwood School

Praising students and reinforcing when they have been successful and done something well is perhaps the most powerful behaviour management strategy of all. The motivating impact of recognition and rewards should never be underestimated. We believe that students thrive on encouragement and that achievement and high standards should be recognised. Students are consulted on a regular basis via School Council.

Crestwood School operates three different levels of recognition and rewards which run concurrently. In order to reward students for the high standards of conduct that the school expects, students may receive:

### Classroom level

- Verbal praise from the teacher
- Written comments/symbols
- Positive comments on SPACE
- Phone calls to Parents/Carers
- Informing Head of Year
- House points
- Responsibilities

### Department level

- Postcard/Letter sent home
- Photographic evidence in displays or workbooks
- Student of the month

### Whole school

- Termly Celebration assemblies
- Reward trips and vouchers
- Reward and celebration of attendance and achievement
- Behaviour record over all years will be considered when conferring upon positions of responsibility (prefect, form captain, school council etc)

Crestwood School are mindful of being inclusive for all students, so they are able to achieve and be recognised for their positive conduct. As such, rewards may, at times, at the discretion of Senior Leadership and the pastoral team, be tailored to meet individual needs, optimising inclusivity.

## Support Structures

Every member of staff will look to support every pupil, both academically, and in establishing and shaping the positive behaviour expected in our school.

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Heads of Year
- Pastoral Manager
- Learning mentor
- Inclusion room
- Nurture provision
- SEND
- Learning Support Department
- Outside Agencies
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- School Counsellor
- External agencies

## Identifying Unacceptable Conduct

The following behaviours are unacceptable and will result in school agreed sanctions and strategies being applied, as appropriate.

The list below is illustrative, but not exhaustive. The school will exercise discretion over any conduct perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals, or the wider school community.

- Smoking
- Substance abuse
- Possession and/or consumption of alcohol
- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)
- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute



- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non co-operation with school uniform policy and standards
- Non co-operation with school jewellery policy
- Insolence and bad manners
- Use of mobile phone in school time

## Sanctions

Teachers will promote positive conduct and attitude to learning with the use of positive feedback and praise in lessons.

Crestwood School will use sanctions to respond to unacceptable conduct. We will apply sanctions with fairness, consistency, flexibility and proportionality. Where sanctions are used we will: explain the reason for the sanction, the changes in conduct needed to avoid future sanctions, and that sanctions are a response to conduct, not the individual.

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for students with identified needs. It is understood that such needs pose barriers or difficulties, when students access their educational settings, by comparison to peers of the same age. Consequently, it will be necessary to consider individual needs when applying school policies. For example, it would be deemed reasonable to suggest that a pupil who has been diagnosed with ADHD may require some adjustments when following a behavioural rule applied to active listening.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice: 0 to 25 years, 2014, and the Children and Families Act 2014. Further information regarding reasonable adjustments are outlined in the school's SEND Policy.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, specific needs the student may have, their previous record of behaviour, the severity of the unacceptable conduct and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable conduct may have affected others, where the unacceptable conduct took place, and whether the student was a part of a group.

Sanctions available to Subject Teachers and Tutors are:

- Verbal or written reprimand
- A negative comment recorded on the school system (SPACE)
- Detention
- Parental contact
- Removal from class
- Loss of privileges
- Tasks – e.g. tidy classroom, litter picking
- Tutor report
- Referral to Head of Department or Head of Year

Additional sanctions available to Head of Department/Head of Year are:

- Withdrawal from lesson and contact home
- Removal to Reflection room
- Loss of unsupervised time
- Subject detention
- Subject behaviour report
- Subject target card
- Head of Year report
- Senior Leadership report
- Director of Inclusion report
- Conduct contract
- Natural consequences

Senior Leadership Team have access to all sanctions.

Increasing of sanctions:

- Non-attendance to 10 minute detention increases to 30 minutes
- Non-attendance to 30 minutes detention increases to 60 minutes
- Non-attendance to 60 minutes detention will result in a one-day reflective time.
- Non-attendance or disruption in isolation will result in a fixed term exclusion or internal exclusion.

Conduct incidents are recorded on the school system and regularly reviewed by the Tutor, Head of Year and Senior Leadership Team. Sanctions will be implemented for persistent disruptive conduct.

Within the support structure there is always a member of Senior Leadership who is available to assist staff with any given situation, as well as an Inclusion room where pupils work one to one with a member of staff for a variety of reasons, and are mentored until they are ready to be phased back in to the classroom.

To support both pupils and staff, the school operates a reflection room for those who require further intervention/sanctions for a set period of time. As well as periods of isolation, the reflection room is a strategy used, which attempts to avoid fixed term exclusion. Reflection time allows pupil to work with staff members, ensuring they aspire to meet the high expectations set by all teachers.

## A Restorative Approach

A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and conduct issues, offering a consistent framework for responding to these issues, with a zero tolerance for poor conduct.

The student is taken out of circulation and placed into the Inclusion area (Think different centre) for a period of time, which have been agreed by Senior Leadership, Head of Year and the Inclusion manager. They will not have contact with students who are in school circulation and will take part in a restorative programme, which explore the following:

1. The incident (what happened and why it is not acceptable).
2. What the impact has been on those involved: i.e. who has been affected and in what ways. Strategies supporting an understanding of empathy and anger.
3. What needs to happen to put things right or to make things better in the future.

### Next steps

A meeting with parents/carers will take place.

There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

Please see Restorative Approach flowchart (Appendix four)

## Reflection Room

In some instances, a student will be placed in the Reflection room, whereby the student remains in school where they can receive supervised education and the sanction is not notifiable to the local authority, as in the case of a Fixed Term Exclusion. Though seen as an option short of a Fixed Term Exclusion, the seriousness of a student being sanctioned in such a way should not be overlooked. The decision to isolate a student will be taken by Senior Leadership, Head of Year and the Inclusion Manager.

- Reflection time can be in the Reflection room, lessons taught by Senior Leadership or at another Invictus school.
- If the Reflective period is planned parents/guardians will be informed.
- The duration of the day in the Reflection room will be from 8.40am till 4.00pm.
- If a student is absent on the day of the Reflective time they will complete it on the first day of their return or as scheduled by the inclusion manager.

- If a student arrives late without good reason, they will make up the time at the earliest opportunity.
- Failure to comply with Reflection room rules will result in that day being repeated.
- Where Reflection room time is not successful, then the school reserves the right to formally exclude a student through the official FTE route.

## Exclusions

Excluding a student from school is an extremely serious matter and can only be authorised by the Head teacher. Crestwood School will follow statutory guidance issued by the Department for Education.

### **Exclusion from maintained schools, academies and pupil referral units in England 2017**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

- \* *Fixed Period up to 5 days* – These will be used when a serious incident has occurred, and it is necessary to see a student’s parents to discuss the incident before reintegrating. Most often this involves a violent incident, extreme rudeness, refusal to cooperate in isolation or very serious disruption. Or when a series of problems have occurred, and previous sanctions and warnings have not been effective. It is the duty of the school to provide work, and for the parent to ensure they are at home during the hours of school.
- \* *Fixed period over 5 days* – Such exclusions are rare and usually have to be investigated further, or to allow more effective intervention by the school and other agencies. The school must provide alternative provision.
- \* *Permanent Exclusion* – Only used in the most serious cases and where a student’s continuing presence in the school would either be detrimental to them or other students. This can be for a one-off serious incident.

## Managed Moves and Alternative Education Provision

It may be deemed appropriate, if a student fails to improve their behaviour despite significant support, that they are offered the chance of a new school environment or alternative education provision. The consideration of offering an alternative school or placement does not come lightly, but if it is deemed to be in the best interests of the student concerned, this option will be investigated.

The school has the authority to direct students to alternative educational providers where they deem it necessary. Although the support of parents is sought it is not required. External alternative provisions will be sought both within the trust, the local authority, non-educational settings and online educational platforms.

Sometimes, with parental support, it is appropriate to modify a student’s school day.

## Conduct off School Premises

Students are encouraged to meet the same expectations of conduct off site as well as on site. When on visits or trips all aspects of classroom conduct apply to students.

Where a student is off school site and not on a trip, for example on the way to and from school, then the school expects their conduct to be maintained. Where poor conduct is witnessed by staff or reported by a member of the public, it will be addressed in the same way as if it had happened in school.

This may not be restricted to journeys to and from school. The policy is enforceable where a student is wearing the school uniform, is easily identifiable as a student of the school, or has, through their actions, brought the school into disrepute.

In the event of a sanction being required, this will take place on the school site. Staff witnessing an incident off school site should not seek to sanction students at the time; they should report it through the established channels.

## Uniform

Crestwood School uniform policy is designed to encourage a purposeful and effective climate for learning. All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.

It is expected that all students wear full uniform at all times, unless directed otherwise by staff. Sanctions, predominately the use of strike cards, are in place for inappropriate uniform and at the discretion of Senior Leadership.

- The top button of the shirt must be done up.
- A school blazer must be worn at all times. The blazer must be worn correctly and sleeves cannot be rolled up.
- Only plain black trousers or skirts are allowed. Skirts must be knee length, loose fitting and not made of lycra type material. Head of Year to contact home and if appropriate the student will be placed in the Reflection room.
- Shoes must be only plain black. Head of Year to contact home immediately and if appropriate the student will be placed in the Reflection room.
- Coats, jackets and hoodies are not allowed to be worn at any time in the school building and will be confiscated if so. During school hours of 8.40 and 3.30 they must be placed in lockers or school bags.
- Bags must be of a suitable size to carry exercise books/A4 folders and appropriate for use within the school. Anything smaller is not appropriate and can be confiscated after warning.

- Hair must be cut in an appropriate manner and should not be extreme in colour. Hair must not include tramlines. Head of Year to contact home immediately and if appropriate the student will be placed in the Reflection room.
- One pair of studs is permitted per ear lobe. One nose stud, of clear colour, is allowed. For any further breaches, Head of Year to contact home immediately and if appropriate the student will be placed in the Reflection room.
- False nails must be less than 2cm in length and a subtle colour, no neon or glitter. Head of Year to contact home immediately and if appropriate the student will be placed in the Reflection room.

## Mobile Phones, MP3 players and Headphones

If staff see a student with one of the above they are to remind the student that they should not be seen, and should be confiscated and placed in the school safe until the end of the day. A third repeat will lead to the item being collected by a parent.

If a student refuses a further sanction of a 30-minute detention is issued.

During structured supervised lesson time there may be occasions where Students are allowed to use their phone for educational purposes. This will be at the discretion of the teacher during the lesson with an element of trust involved in the classroom. Students will not be allowed to use any social media sites.

## Anti-Bullying Policy

- Bullying takes place in a various guise and it is important for staff to be able to know what bullying is and recognise it immediately.
- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time
- Bullying can be verbal, physical, cyber or psychological.
- Crestwood School investigates all complaints about bullying.
- Students must report bullying immediately to any available member of staff. This can be reported verbally or by using a peer on peer abuse form.
- Crestwood School will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take the law into their own hands.
- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage pupils to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.

- Responses to bullying are varied, depending upon context and the needs of all parties involved. Some strategies are:
  - Circle time
  - Mentoring
  - Counselling
  - Meetings with parents
  - Students may be placed on report
  - Detention
  - Placed in the Reflection room
  - Fixed Term Exclusion from school
  - Permanent Exclusion from school
- Discussion between any combination of staff, pupils, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service).
- In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
  - to rebuild his/her confidence.
  - Where appropriate, help him/her confront the bully and establish a better relationship.
  - to consider ways to modify his/her own conduct to avoid repeated experiences.

Please also refer to the Crestwood School Anti-Bullying statement appendix five.

## Drugs

Crestwood School is committed to the health and safety of all its members and will take action to safeguard their well-being. The possession, use or supply of drugs in the school context, (which is defined as on school premises or during any school activity and/in school uniform) is totally forbidden. Any such instance will be viewed as an extremely serious disciplinary matter.

The school will consider each drug related incident separately and consider the appropriate response, bearing in mind the circumstances of the case, and the need to balance the interests of the student concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and students are clear about the expected/usual sanction that will be applied.

- The school takes a zero-tolerance approach to the use or possession of drugs within school. Any student found in possession of, dealing/sharing, acquiring drugs for another person will

face a permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned Drugs Education Programme in place to:

- Inform students about drugs and their effects
- Promote a positive attitude towards a healthy lifestyle
- Increase students' understanding of the health and social implications of the use and misuse of drugs.

## Searching, Screening and Confiscation

Crestwood School has the right, under law, to search pupils and confiscate their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

The search will be conducted by two members of staff with at least one being of the same sex as the student.

School staff can seize any prohibited item found as a result of a search, or any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items are disposed of at the discretion of the school. This may mean the item is destroyed. Where drugs, a weapon or extreme pornography are found, they will be delivered to the police as soon as possible. Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/weapon into the school will receive an appropriate sanction. This could result in a student losing their place at the school.

The school will make every effort to inform parents/guardians before the search, even though it is not a requirement, but contact will always be made after.

The school has the right to use reasonable force when conducting a search without consent. In most instances this will not be required. If necessary, an appropriate member of trained staff will be required. The school may refuse to have on school site any pupil who refuses to be searched or screened.



Crestwood School follow guidance from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Reasonable Force

The term 'reasonable force' covers the broad range of actions, involving a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that student and others around them is in jeopardy. The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Crestwood School recognise students with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force may be used.

For further guidance on where reasonable force may be deemed appropriate, see the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

If reasonable force is used the incident must be reported to the Deputy Head Teacher on the same day the incident takes place.

## Malicious Allegations Against Staff

Where a student is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that student. It may be possible to seek an alternate place for a student within the Invictus Trust or local authority through an agreed move.

Crestwood School places the safety and security of all its students above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it, we must ensure our staff are protected, therefore, the sanction is amongst the strongest we can take.

## Training, Monitoring and Evaluation

Crestwood School staff are provided with training on managing conduct as part of their induction process. Conduct management will also form part of continuing professional development. Where problems with conduct management arise, training will be sought for staff.

Senior Leadership and the Pastoral team will analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify students who might be at risk of exclusion, so early intervention can be put into place. Form tutors can always access data, which they use to guide and advise students about their conduct. The effectiveness of the policy will be evaluated regularly by Senior Leadership, staff, parents and students.

The conduct policy is reviewed every year by the Head Teacher and the Governing Board.

### Appendices

- i. Home School Agreement
- ii. Recognition Pyramid
- iii. Sanctions Pyramid
- iv. Restorative Approach flow chart
- v. Anti-Bully Statement

## HOME SCHOOL AGREEMENT

### Working with parents to raise standards of achievements for all students

#### The School will aim to:

- Provide a safe and secure environment for teaching, learning and recreation
- Provide all students with access to a broad, balanced and relevant curriculum
- Provide high standards of teaching and learning for all students
- Provide a range of extra-curricular activities
- Achieve high standards of work and behaviour through building and maintaining positive relationships based on trust and respect
- Help all students to improve standards of work through target-setting
- Set and mark homework, monitor regularly in accordance with school policy
- Keep parents informed of student's progress through Progress Reports, Consultation Evenings and special events
- Contact parents if problems arise to resolve issues
- Be open and welcoming to parents and encourage participation and support for the aims of the school
- Ensure that parents who contact the school for any reason are responded to promptly

#### PARENT/CARER: I/we shall aim to:

- Ensure regular and punctual attendance and provide appropriate explanations for my child's absence
- Ensure that contact details kept by the School are up to date and accurate
- Keep the School informed of any concerns or problems that might affect my child's welfare or progress
- Avoid disrupting my child's education by taking holidays in term time
- Talk to the School if my child is worried about attending school or of something happens that may affect my child's learning
- Work with the School to ensure my child displays good, appropriate attitudes and behaviour
- Ensure that my child comes to school in correct School dress code & with the appropriate equipment
- Take an interest in my child's learning and check that homework is being completed
- Attend Parents' Evenings and other School events
- Compensate for any damage to school property caused by my child

Signature of Parent/Carer: .....Date: .....

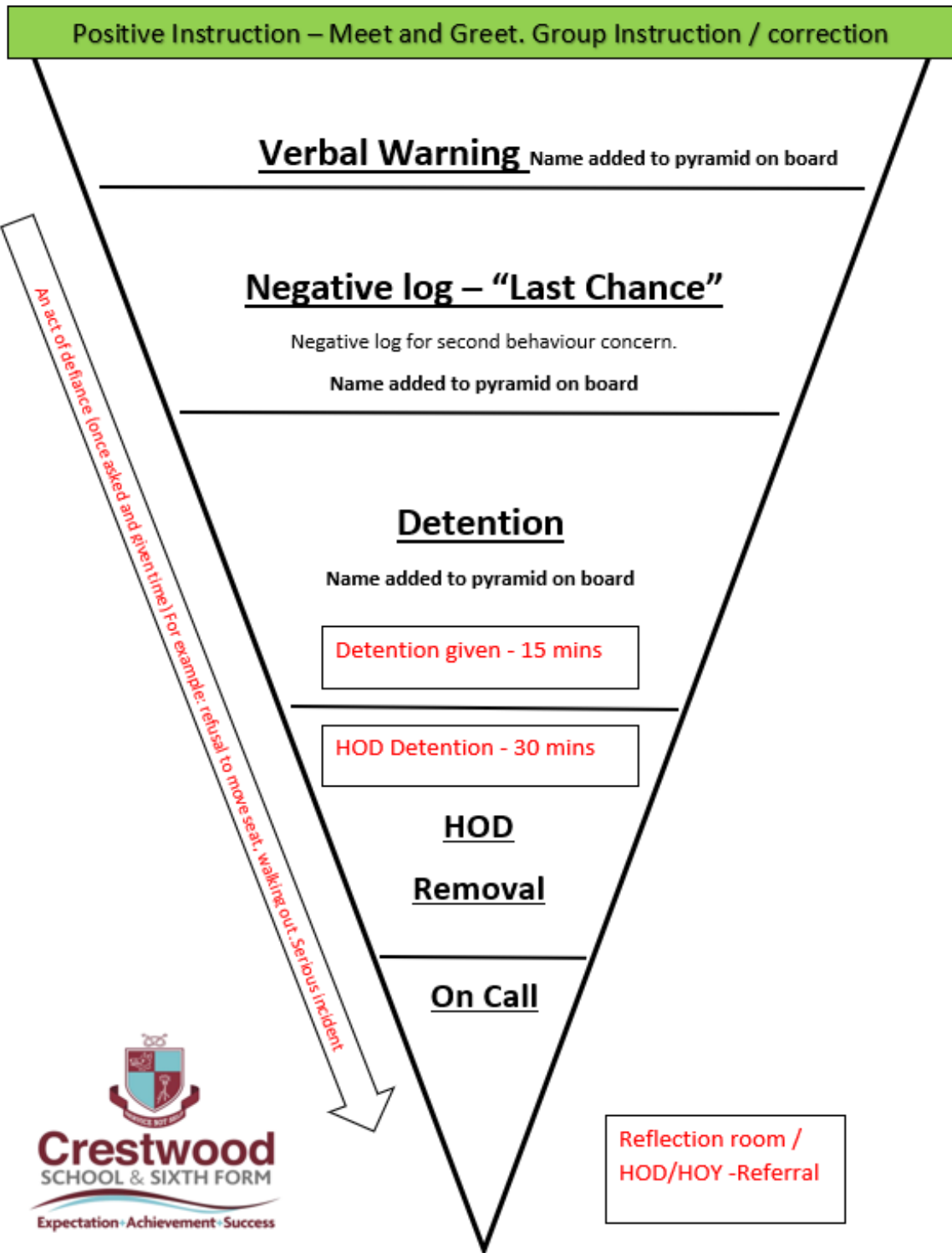
**STUDENT: I will aim to:**

- Attend School regularly and on time
- Bring books, equipment and materials I need to lessons
- Take full advantage of the range of opportunities that the School offers
- Wear correct School uniform
- Work hard at School and at home and complete work on time
- Tell teachers if I am having problems with my work
- Tell teachers if I am having trouble with other students at the School
- Be polite, helpful and respectful to others
- Use appropriate language
- Behave in a responsible and self-disciplined manner
- Help keep the School clean and tidy
- Treat all school property with care
- Represent the School well in the community
- Not bring 'prohibited items' into school

**Signature of Student:** .....**Date:** .....



# Sanction Pyramid



## **Recognition Pyramid**

### Whole school

- Termly Celebration assemblies
- Reward trips and vouchers
- Reward and celebration of attendance and achievement
- Behaviour record over all years will be taken into account when conferring upon positions of responsibility (prefect, form captain, school council etc)
- Head Teacher postcards
- Honours boards
- Instagram celebration

3

Celebration

### Department level

- Postcard/Letter sent home
- Photographic evidence in displays or workbooks
- Student of the month

2

House Points

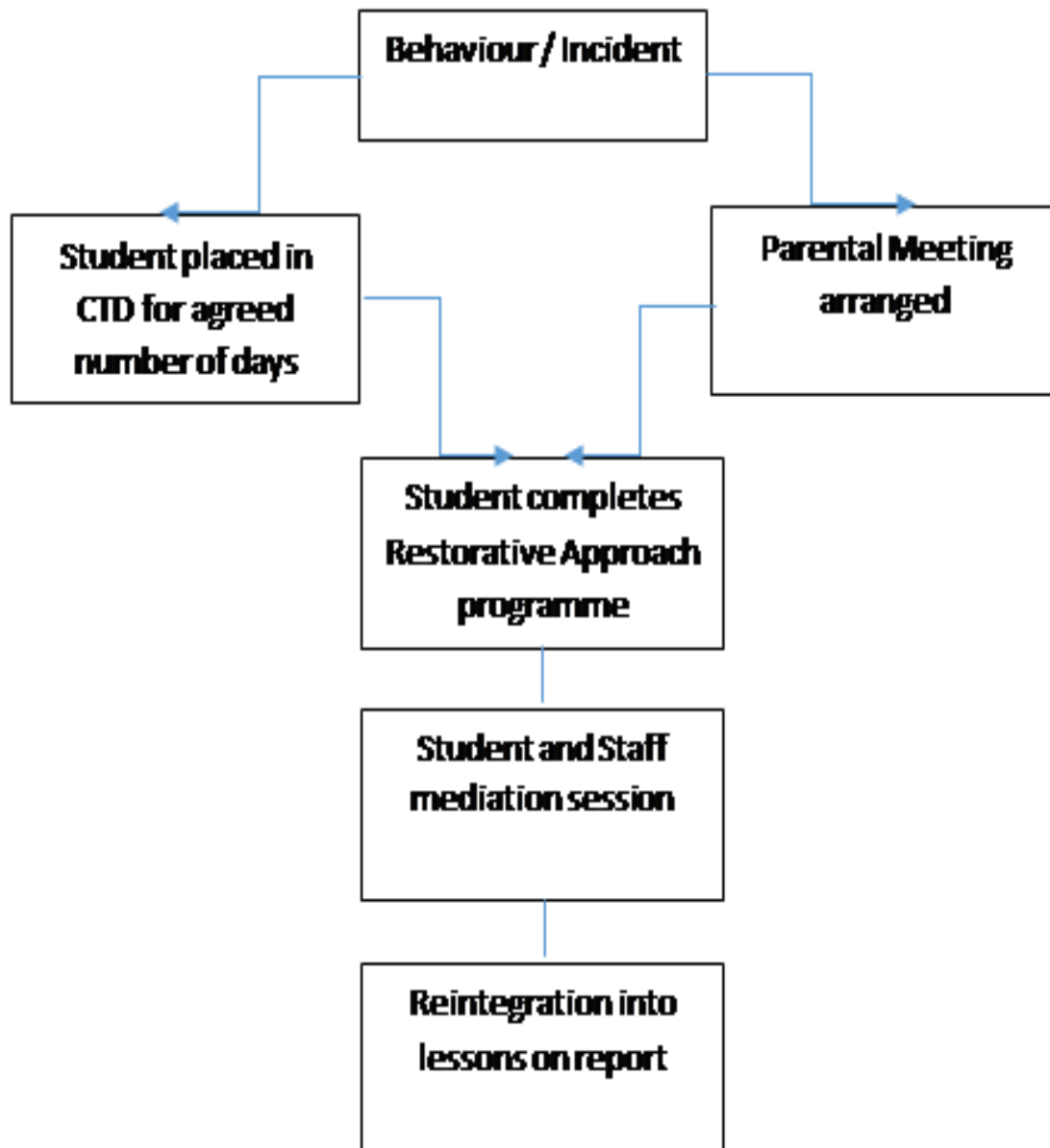
### Classroom level

- Verbal praise from the teacher
- Written comments/symbols
- Positive comments on more+
- Phone calls to Parents/Carers
- Informing Head of Year

1

Verbal Praise

## Restorative Approach Flowchart





## **Anti-Bullying Statement**

Crestwood School and Sixth Form exists to provide an unrivalled learning environment for the young people in our local and wider community and acknowledges that for our pupils to achieve more success than is expected of them, it must aim to combat bullying in all its forms. Crestwood School and Sixth Form believes that it has a duty to provide a safe and secure environment for all the pupils and adults who work here.

### **The aims of this statement are:**

- To develop a school ethos (through embedding our school values) that makes it clear to everyone that all forms of bullying are unacceptable and will be confronted and stopped.
- To develop school procedures and systems to prevent, detect, record and deal with bullying.
- To support those people who are bullied and assist them in developing more positive attitudes towards themselves and assist them in developing more assertive behaviour.
- To assist those who bully to confront their own ideas and behaviour and to replace their aggressive attitudes and behaviour with more positive ones.
- To directly confront all pupils, staff and parents on the subject of bullying, aiming to reduce tolerant and by-standing behaviour.

### **Some underlying principles of this statement:**

- It is acknowledged that bullying may happen at Crestwood School.
- There are many forms of bullying. These include, but are not limited to; emotional, physical, racial, sexual, homophobic, disability including hearing impaired and online.
- Schools do make a difference; the good school can affect the prevalence of bullying.
- Combatting bullying is everybody's responsibility; parents, pupils and all adults working in the school including teaching and support staff.
- Prevention is important – as a school we are pro-active. Methods and actions to prevent bullying and aiding all pupils to understand the consequences of bullying at Crestwood School includes, but is not limited to; year assemblies, PSHE sessions, SMSC in the curriculum, the school vision, values and ethos, Buddies, the CHAT team, Anti-Bullying Week, parent and pupil questionnaires, visiting theatre group 'Loudmouth'.
  - This policy is consistent with the school's wider aims and objectives.
  - Bullying should be treated seriously and be always acted upon.
  - The health, happiness and security of the child is of paramount importance.

Please also refer to Crestwood School's Anti Bully Policy