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# OVERSTONE PARK SCHOOL

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## Pupil Behaviour Policy



## Pupil Behaviour policy

Date	Review Date	Coordinator
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We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for Principals and school staff (DfE 2014)

## **Principles**

The school's behaviour policy is clear, and it is well understood by staff, parents and pupils. It is consistently applied. At Overstone Park there is a consistent approach to behaviour management and strong school leadership.

At the heart of the school's success is its positive ethos, sense of purpose, shared values and promotion of good relationships between teachers and students. Teaching and learning which exhibits differentiation, mutual respect and effective classroom management is conducive to good behaviour. A safe and caring learning environment is paramount, where adults have a duty of care to ensure students are safe and free to learn.

### **Principles**

This policy takes into account the following principles and powers:

- Mutual respect between all members of the school community
- Safeguarding and the promotion of student welfare
- Equality and the absence of discrimination, harassment or victimisation based on race, disability, discrimination arising from disability, failure to make adjustments for religion or religious belief, sexual orientation, sex, pregnancy or maternity, or gender reassignment as per the Equality Act 2010
- Meeting the needs of SEN students
- The power to discipline beyond the school gates

- The power to use reasonable force
- The use of screening and searching techniques
- The provision of a stimulating and structured learning environment in which students are able to learn effectively and achieve their full potential
- The important role played by parents in securing appropriate behaviour of their child at school, on the way to and from school, and when representing the school offsite
- A Behaviour/Classroom Management Plan outlining the rules, rewards and sanctions which is displayed in all classrooms
- The school's responsibility is to ensure it provides an orderly and structured environment based on positive and constructive rules of conduct.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

1. We have in place a calms specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

## Role of the Principal

The Principal will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
  - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - ensure pupils move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - the good performance of school personnel
  - take action if school personnel do not follow this policy
  - consistently inform parents of this policy
  - ensure school personnel praise good behaviour and work
  - ensure school personnel understand the additional needs of all pupils in their care
  - monitor the number of sanctions and rewards given by individual school personnel
  - have in place clear strategies for pupils who are likely to misbehave
  - ensure school personnel are aware of these strategies and apply them
  - have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link Governance and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and Governances
  - the number of fixed-period and permanent exclusions

- incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
  - annually report on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal and the nominated Governance;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyze the concerns from the 'Worry Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;

- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

### **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Role of the School Council**

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy.

## **Sanctions and Rewards**

Sanctions and rewards:

- have been devised by the School Council
- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any pupil;
- must be displayed in all classes;

A system is in place to ensure that no child never misses out on sanctions or rewards.

## **Calming Rooms**

See policy

## **Exclusion**

In exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- School therapist;
- School health nurse
- Social Services.

## Incidents

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Principal.

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Keeping Pupils and Staff Safe – Management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour**

## Guidance for Schools Autumn 2019

Contents

- Introduction – A whole School Approach
- Difficult and harmful behaviour
- Responding to difficult behaviour
- Responding to harmful behaviour
- Reflect, Respond, Repair
- Use of consequences
- Use of physical contact
- Use of reasonable force and restrictive physical intervention (restraint)
- Withdrawal and isolation

- Managing allegations against members of staff / volunteers

Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils / staff and all other aspects of learning.

There is much in educational literature on the requirement for a whole school approach when promoting healthy emotional wellbeing and positive behaviour.

School senior leaders should be active in promoting a positive approach to this and there should be a shared ethos for the school, which emphasises care, respect and responsibility.

The cornerstone of such an approach is that it is owned by the whole school community, including staff, pupils, parents and the school governors.

The Department for Education (DfE) requires every school to have a Behaviour Policy. This should set out a school's approach to behaviour for all children and also for those with more challenging or harmful behaviour.

It should be clear, well-understood by all pupils, staff and parents and consistently applied. It should also be transparent about the school's use of day-to-day physical contact with pupils and should set out very clearly its procedures and de-escalation strategies in respect of behaviour management.

It should include when a school may use restrictive and non-restrictive physical intervention as a response to difficult and harmful behaviour, how this is recorded and how it will be communicated to parents.

The policy must comply with the Equality Act 2010 (schools must ensure their policies and practices do not discriminate against any pupils by unfairly increasing the risk of exclusion for them).

Schools consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2018) states that safeguarding and promoting the welfare of children is everyone's responsibility.

It states that "everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".

The document 'Positive environments in which children can flourish' (Ofsted, 2018) sets out that

staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and them safe. It cites good practice as:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible, and periodically review, a written statement of principles to help leaders determine the measures that make up the school's behaviour policy.

There must be consultation with the principal , other appropriate members of staff, parents and all registered pupils before making or changing this 'statement of principles' – this supports the expectation that approaches to behaviour are owned by the whole school community.

A whole-school approach to the promotion of positive behaviour and emotional well-being enables staff to support each other and involves them in open discussions about behaviour and safeguarding, without individuals feeling their classroom management skills are being questioned.

Because staff support has been identified as one of the major factors in coping effectively with difficult and harmful behaviour, best practice is where they receive appropriate training which is regularly updated. Staff should be supported and empowered through training that identifies strategies to respond appropriately and, done effectively; this should reduce the number of significant incidents in future.

The Behaviour Policy should be sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to difficult and / or harmful behaviour. Schools should seek to understand this behaviour and meet the needs of these pupils.

Best practice expects that they will use the [One Plan](#) framework to do this; assess, plan, do and review. These pupils will require an 'Individual Risk Management Plan' to formalise strategies that differentiate from policy.

Staff should be made aware of behaviours they will be dealing with for identified pupil and the plans put in place for them. The key to the success of any system is that all procedures are fully discussed, understood and implemented by staff, pupils and parents / carers.

### **Difficult and harmful behaviour**

It can be very helpful to consider behaviour as a form of communication. When examining and talking about challenging behaviour, it is useful to separate it into two types: difficult behaviour and

harmful behaviour (sometimes referred to as 'dangerous behaviour').

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy. It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage. Harmful behaviour in the school context encompasses behaviour that is generally:
  - physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
  - verbally abusive (and may include racist/homophobic/sexist abuse)
  - destructive, including destruction of property and the environment;
  - self-harming, including head banging, scratching, hitting, kicking, biting and poking
  - striking another adult / pupil with an object

### **Responding to difficult behaviour**

Evidence suggests that pupils do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty.

Therefore, developing good relationships with all pupils is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are a protective factor in helping pupils become resilient.

The appropriate response depends upon the type of behaviour being exhibited and the needs of the individual pupil. That said, working with behaviour in schools should have an educational focus; the goal being to support the pupil back to the learning task and to engage in more pro-social behaviour.

All responses to difficult behaviour should be consistent, respectful, calm and logical. Evidence suggests that punishments alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response.

Consequences should have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in pupils with learning disabilities or autistic spectrum disorders. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation. It will be necessary to adopt a proactive approach to supporting pupils with these behaviours and to raise awareness of the behaviour within the school and explain why it is happening.

### Responding to harmful behaviour

Most pupils do not display harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved.

We have support systems, to include when a member of staff can call for assistance if needed.

Risk management plans are in place for those children requiring them – these should be understood and followed by all staff.

When faced with potentially harmful behaviour, a 'script' may prove useful in de-escalating it. The pupil should be spoken to calmly, assertively and respectfully at all time. Simple de-escalation phrases are recommended: for example;

1. Name (Use the pupils' name).
2. I can see there's something wrong (acknowledge the right to their feelings).
3. I'm here to help (tell them why you are here).
4. Talk and I'll listen (it may be possible staff to find out how the situation has developed, or how it may be resolved).
5. Come with me and we can.....(give them an 'out' to withdraw from the situation)

During this period, the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff.

Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation.

Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further.

Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

Where a pupil has an agreed behaviour management plan, it should outline the approach to managing them and staff should follow the plan at all times to prevent further harmful behaviour.

It should be recognised that the member of staff in this situation may be stressed themselves and the use of simple de-escalation phrases (as above) may significantly help both staff and pupil involved.

In summary, best practice is that when any pupil behaves in a harmful way, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances.

### **The use of consequences**

'Consequences' can be a useful response to particular behaviours. It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others

- Increased staff ratio.
- Change of timetable.
- Arrangements for access to outside space.
- Escorts in social situations.
- Differentiated teaching space.
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return).
- As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan.

- Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this. Educational consequences: required to motivate and support the pupil to behave differently next time.
- Ensure the pupil completes the task they have disrupted.
- Rehearse / model situations through intentional teaching of prosocial behaviour.
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical).
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours.
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used).

### **Reflect, repair and restore**

There is strong evidence that restorative processes where reflections and learning take place are successful in supporting wellbeing and long-term behaviour change. During any incident the pupil's behaviour may be influenced by a strong feeling of anger, frustration, or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has been sufficiently calmed may be as follows:

1. Explore what happened (tell the story).
2. Explore what people were thinking and feeling at the time.
3. Explore who has been affected and how.
4. Explore how relationships can be repaired.
5. Summarise what has been learnt so there can be different responses next time.

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens? The discussion will very much be dependent on the age, understanding and other needs of the child. Use of physical contact. There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:
  - to comfort a pupil in distress (appropriate to their age and individual specific needs identified through a risk assessment);
  - to direct a pupil;
  - for curricular reasons (for example in PE, Music, Drama etc);
  - in an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) [Use of reasonable force - Advice for headteachers, staff and governing bodies \(DfE, 2016\)](#) states that:

“Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil’s age and level of understanding;
- the pupil’s individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present). When might you use physical contact? Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for

comfort, reward or guidance.

- It should be acknowledged that some children will not want to be touched. This should be respected. How might you use physical contact? Hugging, A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen.
- Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.
- Hand-Holding - It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant.
- However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.
- Lap-Sitting - There are clearly potential issues with this and, as such, lap-sitting should be discouraged, so neither staff nor pupils are vulnerable. Pupils should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

### **Use of reasonable force and restrictive physical intervention (restraint)**

Keeping Children Safe in Education (DfE, 2019) states: "When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their [Public Sector Equality Duty](#)."

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force".

The guidance produced by the Department for Education (July 2013) "Use of Reasonable Force" is helpful and the following section is directly from this guidance.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm\* through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- \*This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.\* \*Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools can use reasonable force to: [This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance.](#)
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. [Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted.](#)

### **Key messages**

Schools cannot use force as a punishment; - “it is always unlawful to use force as a punishment” (Use of Reasonable Force - DfE, 2013)

It must be emphasised that the vast majority of pupil misbehaviour can be managed without any use of force or restraint. All behaviour can be seen as communication.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (Behaviour and Discipline in Schools – DfE, 2016)

All members of staff have a ‘Duty of Care’ towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency situation, action must be taken and this may include a physical intervention

The action taken will be dependent on the level of risk and the assessment that is made at that moment in time.

Where children show dangerous or harmful behaviour, identified through a risk assessment, then

restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan reviews need to take place regularly (at least termly).

The following principles must be borne in mind when considering any use of physical restraint:

- Physical intervention carries the possibility of being interpreted as an assault;
- Physical intervention may carry the risk of injury to the child or to the adult involved;
- Any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective; and
- The intention of any physical intervention must be clear

In short, staff should only intervene physically to restrain or contain a child:

- Where there is a clear danger to the child or others (including adults);
- Where all other interventions have failed or are not feasible;
- With the clear intention of removing the child from danger; and
- With the minimum force required to ensure the child's safety

It is recommended that identified members of staff are appropriately trained in de-escalation techniques and the use of restraint. The Local Authority currently promotes the 'Steps' approach. This consists of:

'Step-On' - focus on de-escalation, analysis and planning around behaviour and non-restrictive physical intervention.

'Step-up' - focus on clearly audited need for restraint and appropriate training in line with this.

Withdrawal / isolation

[Behaviour and Discipline in Schools](#) (DfE, 2016) allows for schools to adopt a policy which provides for disruptive pupils to be supported in an area away from other pupils (in what are often referred to as seclusion or isolation rooms) for a limited period. If schools use such rooms, it should be a protective action and schools must always act 'reasonably' and 'proportionately'. Any use of isolation that prevents a pupil from leaving a room of their own free will (including locking a door, holding a door closed, handle or exit button placed out of reach of pupil) should not be a planned response to behaviour and only be considered in exceptional or emergency circumstances.

The school must ensure the health and safety of all pupils and any requirements in relation to

safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be supported in isolation, and for the staff member in charge to determine what the pupil needs in order to re-engage with learning. Schools should ensure that pupils are supported in isolation for no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet as required.

The DfE advice does not allow for locking a child in a room as part of a behaviour policy: “Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare” (Behaviour and Discipline in Schools – DfE, 2016).

Therefore, a pupil should not be forced to spend time on their own in a room as a planned response to behaviour (as concluded by the Child C versus Local Authority court case - Royal Courts of Justice 16<sup>th</sup> June 2011). If it is necessary to withdraw a pupil from a potentially harmful situation, it should be to a location where they can be continually observed and supported until they are ready to resume their normal activities. No pupil should be held in a room they are unable to leave, unless to do otherwise would place the pupil or others at risk of significant harm.

Managing allegations against members of staff / volunteers

### **Communication to parents / carers**

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Behaviour Policy). Where it is necessary to exclude a pupil for the incident, there is separate guidance on exclusion and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Our pupil discipline policy has been developed through consultation with all sections of the school community, including community representatives.

This policy, alongside our racial equality and anti-bullying policies and within the context of the School Improvement Plan, determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

It is intended to:

1. Promote self-respect and self-discipline among pupils;
2. Establish the importance of good behaviour and mutual respect;
3. Encourage care and consideration for others;
4. Ensure acceptable standards of behaviour.

We recognise that it is vital to implement this behaviour policy through:

- Top management commitment towards being proactive;
- A clearly shared vision and strategy;
- Staff involvement and commitment;
- Communicating expectations and required contributions to outcomes;
- Setting realistic expectations with regard to timing.

### **Some Basic Principles**

All members of the school community have:

- The right to feel safe;
- The right to be heard;
- The right to fair treatment;
- The right to be treated with respect;
- The right to learn, teach and perform their roles with confidence.

### **Building Effective Behaviour Management Into Whole School Planning**

The aims and targets of our School Improvement Plan incorporate the aims and targets for behaviour management indicated within this policy.

We strive to ensure good behaviour through the formal and informal curriculum by:-

- Setting good habits early, helping pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- Early intervention where there is poor behaviour or unexplained absence to ensure that these are not tolerated;
- Rewarding achievement and attainment by individuals and groups;
- Encouraging the use of behaviour management strategies within the classroom;
- Engaging all members of the school community in ensuring that rights indicated above are respected across the school site at all times.

### **Main Aims**

- Promoting good, respectful behaviour in and around corridors, playgrounds and toilets;
- Promoting good, respectful behaviour in the immediate neighbourhood;

- Eliminating racist, sexist, religious, homophobic and other forms of insult and expressions of disrespect;
- The marginalisation of minority groups within the school community;
- Providing training and support to enable all staff to deal with these issues with confidence.

Pupils are encouraged to have:-

- \* Positive work ethic.
- \* Caring for each other.
- \* Behaviour around the classroom.
- \* Care of equipment.

## **Working in Partnership With**

### ***Pupils***

Involving pupils can help reinforce school behaviour policies by active involvement in anti-bullying and harassment policies, and contributing ideas through school council and in class discussions.

### ***Parents***

The school encourages parents to support good attendance and behaviour through regular contact with parents via parents' meetings other means of contact (email, telephone, meetings etc). Parents and pupils will be aware that the school has a clear duty of care for all pupils who attend.

### ***Staff***

It is important that the same high standards of discipline are maintained by all for a consistent approach. It is not helpful if one member of staff allows pupils do one thing when another reprimands for it. However an empathetic approach must be followed for different situations regarding pupils. Just like the school complaints procedure, informal resolution is always the way to deal with any problem relating to discipline. Most disciplinary problems can be resolved quickly and informally. Children are children; if mistakes are made then it is important for lessons to be learned and for the children to be allowed to move on. It is also most important to seize every opportunity to praise and encourage pupils.

Overstone Park School is committed to ensuring that all members of our school community feel valued, respected and understood.

We agree that:

- Pupils treat all members of the school community with full respect, and according to their needs and rights;
- Racial, social, cultural and religious diversity is respected, valued and celebrated;
- Every student understands their rights and recognises their responsibilities;
- Every student, staff member and site user is able to fulfil their potential, unhindered by any form of prejudice, discrimination or harassment;

- Assault on, or abuse of any member of the school community whether this takes on-site or off-site, will be dealt with in the context of the school's Code of Conduct;
- The school will provide full co-operation with the police and other agencies in ensuring the self-confidence and safety of all site users.

### **How the School Promotes Good Behaviour**

The school promotes good behaviour through:

- Home-school agreements;
- Working with parents to improve pupil behaviour;
- Our Code of Conduct;
- Behaviour management meetings;
- Involving the advisors in innovation;
- Working with School and Year Councils;
- Assemblies and curricular input;
- The use of open monitoring and referral procedures;
- Whole-school, year and departmental reward systems;
- Clearly identified procedures for sanction;
- The flexible use of First Base and learning mentors;
- Utilising advice and facilities available through the LEA;
- Professional development planning.
- Parents are consistently involved in this process.

### **School Rules**

Parents of children entering the school are sent a copy of the School Code of Conduct and their help is sought in reinforcing them.

All rules need to be discussed constantly and revisited by the class teacher many times, especially as new children begin school. Older children will often become good role models for the younger children and are expected to pass on good habits and help their younger counterparts.

### **Break Time Rules**

- 1. Be polite to the teachers and visitors.*
- 2. No rude words!*
- 3. No sharing of food unless a teacher says so.*
- 4. Big children should not pick up little ones and swing them around.*
- 5. Do not kick stones.*
- 6. No climbing trees/fences.*
- 7. Be nice to others - don't leave others out of any game.*
- 8. Look after your equipment and uniform.*

9. At lunchtime try to keep the noise down by not talking/calling to people on other tables

10. You must never leave the classroom without telling the teacher.

11. Don't ever go out to play unless sent by a teacher.

## Discipline

Minor breaches of discipline should be dealt with by the member of staff. It should be recognised that the ideal is to keep punishment to a minimum, consistent with good order and satisfactory work. Where punishment is necessary it is important to follow up and make sure the punishments are carried out, do not assume that they will be.

Staff should correct bad manners at the dining table, in the classroom and outside. Pupils should say good morning, stand aside at doorway entrances and stairways, stand up to greet adults entering a classroom and be generally polite at all times. Slovenly dress poor speech, etc. should be corrected.

## Possible Sanctions

There are many possible sanctions, including all of the following:

- Warnings.
- Moving to another seat.
- Redoing work.
- Pink Form.
- Red Form.
- Working in isolation.
- Recreational isolation.
- Litter picking.
- Detention (lunchtime, after school, or Saturday/Sunday – see notes below).
- Weekly report.
- Referral to the Principal.
- Contact Parents.
- Internal exclusion (ideal for boarders). \*\*
  
- Fixed term exclusion (suspension). \*\*
- Permanent exclusion (expulsion). \*\*

\*\* The conditions for exclusion (suspension and expulsion) are set out in the School Rules. Overstone Park School makes it very clear to pupils and parents that certain types of behaviour will have serious consequences.

*Red Form*, should be given according to the following guidelines:-

- Repeated inadequate prep.
- Repeated late prep.
- Repeated untidy/careless work.

- Repeated incomplete work.
- Repeated poor presentation.
- Repeated failure to comply with uniform rules.
- Repeated poor behaviour in dining room.
- Prep not handed in without good reason.
- Lack of co-operation in class.
- Repeated disruptive behaviour in class/prep.
- Failure to obey specific instructions or orders.
- Insolence or answering back to a teacher.
- Verbal or physical aggression
- A student who receives multiple *Pink Forms* will be asked to see the Principal, who will discuss the reasons behind the warnings with the student. Further help to improve behaviour might involve a programme of behaviour management, or further sanctions, including *Red Forms*.

Once on *Pink* or *Red Form* the problem behaviour needs to be ironed out. It is very important that parents are informed when a child goes on Review or Report. If the Review or Report is unsatisfactory, the Principal will be involved and parents will be called in.

*Detention* will take place either during morning break, lunchtime or after school between 3.15pm and 4.00pm.

### **Leadership and Management – Roles and Responsibilities**

- The Principal takes overall responsibility for implementation of the behaviour policy.
- The policy is endorsed and adopted by the school and implemented by the school's management team.
- Our school appropriately ensures that there is awareness within our school community of the harm that unacceptable attitudes and behaviour cause.
- We agree that it is everyone's responsibility to deal effectively with all forms of unacceptable behaviour, whilst implementing proactive systems of reward.

### **Professional Development**

We ensure equal opportunity of access to professional training and provide support to ensure that all staff feel supported in the sustaining of a whole school ethos focussed upon high levels of attainment within a secure and safe environment. Colleagues, teaching and non-teaching, are encouraged to participate in training events inside and outside school hours.

These sessions focus not only upon levels of infraction. Their main concern is to establish strategies for emphasising attainment and achievement, and reinforcing success at both academic and behavioural levels.

### **Teaching and Learning**

- Promote self-discipline and proper regard for authority among pupils
- Identify and promote the underpinning values that we hold dear.

- Encourage good behaviour & respect for others and to prevent all forms of bullying among pupils.
- Ensure pupils' standard of behaviour is acceptable.
- Regulate pupils' conduct.

1. Our staff create an environment where all students can contribute full and feel valued.
2. Our teaching takes account of students' social and cultural backgrounds, linguistic needs and different learning styles.
- 3. Pupils are supported through target setting, the work of school and year councils, individual consultation procedures which involve parents when appropriate, assemblies and informal counselling in taking responsibility for aspects of their own educational, emotional and social development.**

### **Attainment, Progress and Assessment**

1. Our school has equally high expectations of all students and is committed to encouraging them to attain the highest possible standards.
2. Our school recognises and values all forms of achievement through reward systems which are constantly under review.
3. Student attainment and progress data are monitored against previously identified potential and evaluated to identify patterns of underachievement and success.
4. Behaviour and other related aspects of student progress are regularly monitored by Heads of Department and Year and managed through processes clarified in the Code of Conduct.

### **Curriculum**

All areas of the curriculum have strategies for rewarding success and managing inappropriate pupil behaviour.

### **Parental Involvement**

The school supports parents in raising the levels of attainment of their children by

- Home – school agreements.
- Regular parents' meetings.
- Newsletters.
- Regular communication.
- Communications to celebrate success or express concern;
- Counselling programmes;
- Invitations to other events.

### **Positive Behaviour Strategies**

- All staff, when considering behaviour strategies, must ensure that the individual and circumstances of the pupil are taken into account. Where appropriate class teachers should be consulted before a particular strategy is decided upon. Relevant background information should be recorded in the child's individual pupil profile and passed on to staff as appropriate.

- Good work or behaviour is recognised through the house point system, (single house points only will be awarded to pupils for good work or behaviour, double house points may be given for outstanding work or behaviour).
- Appropriate behaviour may also be rewarded with praise, positive parent contact or class rewards e.g in the Junior School, choosing time.
- Adults will always outline their expectations of behaviour i.e. what the child is expected to do and explain why their current behaviour is unacceptable.
- Adults will ensure that children fully understand the consequences of their present course of action and choosing inappropriate behaviour.
- Inappropriate behaviour will be dealt with as children will always be given the choice of how they wish to behave.
- After a certain period of time the child will be given the choice to behave appropriately and rejoin the group or to remain separate.
- Class teachers will be informed of any inappropriate behaviour.
- Any continuing behavioural problems will be referred to the Director of Studies or Deputy Principal, and parents informed and invited to meet and talk with the relevant staff.

### **Dealing with Difficult Behaviour**

Inevitably there will be some children, who because of difficulties they have faced prior to school admission, will need particular help and especially careful handling. Teachers must enlist support from at least one other colleague if a child is proving particularly difficult to handle.

Where unacceptable behaviour requiring school consequences is identified, further interventions may be put in place to support the student. These may include:

- Restorative meetings
- Morning break isolations
- Lunch time Isolations
- Full Day Isolations
- Community tasks
- Behaviour Workshops
- Parents/guardians meetings
- Emotional Literacy Programmes

The Principal is always available to support teachers when existing systems do not bring enough progress and improvement. Attempts should be made to clearly acknowledge the level at which the child is operating and adjust expectations and activities commensurately. The SENCO teacher is always willing to support special programmes of work.

Teachers undertake to make brief dated notes on any behaviour which is giving concern in the classroom. Often a pattern will emerge or a series of relatively minor incidents combine to give

major concern. In such circumstances it is essential to have written notes as it is impossible to remember things accurately after the event.

In the final analysis a referral to the Principal will usually result in a dialogue with parents. Subsequent self referral to Child and Family Therapy is possible. Often behaviour which is contained within school is symptomatic of serious behavioural difficulties in the home.

### The school does not use corporal punishment.

#### **Role of the Principal**

The Principal is always on hand to offer support and advice to teachers and support or ancillary staff alike.

Being the ultimate authority in school it is unavoidable that there is very occasionally a confrontation with a child. They will always stay with a child in a crisis situation and will only return the child to the class when this has been resolved somehow, and when the child can see a way forward.

The Principal aims to build secure and strong relationships with pupils whose behaviour is proving a problem to themselves and others. They will specifically try to befriend such children and help them in their efforts to improve their behaviour.

In addition they will work closely with any parents requesting support with a particular problem.

The Principal is responsible for sanctioning any home visits made and will receive a written report for each one. They will ask for the standard written notes made on any child with behavioural difficulties which need their personal intervention, and will then undertake to give the teacher, the child and the family every possible support.

- The school is absolutely committed to treating every incidence of bullying and racist name calling with great seriousness. Both things frequently manifest as part of a total picture of problem behaviour.
- In the case of bullying, the child who is bullying undoubtedly needs help, support and counselling, however first the bullying must be stopped in the interests of the other child or children. Both children are then carefully counselled, reassured and encouraged.
- Children are encouraged to write to their teacher or another member of staff if they find it difficult to talk to anyone. Any requests from a parent to investigate bullying are treated very seriously and acted upon immediately.
- Students who feel they cannot speak to a member of staff can leave an anonymous note in the house box outside the school reception room. This will be checked weekly and any information received this way will be dealt with appropriately and promptly by staff.

- Further information on how Overstone Park School deals with bullying is covered in detail in the ***Anti-Bullying Policy***.

## PRAISE & REWARD

### Praise / Rewards

The system at Overstone Park School

Praise and Rewards are one of the fundamental ways we demonstrate that we CARE. We set out to encourage a sense of belonging, community and ownership.

The school is continually developing and extending a range of events and activities which will encourage that sense of belonging. We CARE about embedding intrinsic motivation in all of our students and actively promote a growth mind-set. I

In addition, rewards will be given in as many areas of school life as possible and form a continuous process throughout the school year.

Rewards may also vary over the academic year according to on-going review and research. The school will also apply a range of different rewards over the year according to how it feels outstanding behaviour, effort and academic achievement should be acknowledged.

### House points

Throughout the school year all pupils are allocated into House groups, Namely Oak, Cedar, Sycamore and Willow. House points are then gained on the basis of academic and good conduct achievements.

Teachers can award pupils throughout the school any number of house points they see fit to award individual child or house group accordingly. These are collated into House boxes and counted weekly in House Assembly.

Pupils who lose or gain house points are acknowledged during house assembly and totals are added termly.

At the end of the Academic year these totals are against each other and the house with the most house points at the end of the academic year are presented with a House Cup.

### Merits

To award a merit, the staff member simply writes the student's name on the card and, if s/he wishes, the reason for the award. The student passes the card on to his/her Form Tutor who places them in a box in the General Office.

A member of the administration staff records these and as merits accumulate, at the end of each week. 50 merits is the equivalent of a £5.00 gift voucher.

Pupils are permitted to spend their merits weekly on a selection of merit prizes.

Verbal praise – always the easiest to deliver and very effective...

Achievement Award (termly)

Pupil of the Month

Trophies

School council positions

Prefects, librarians, house captains and monitors.

Pupil's work is displayed ensuring that a range of different ability groups' work is displayed equally. The use of verbal praise is commonly used by staff to recognise effort and achievement.

Social Media, Newsletter and 'Personal Best'

Students' achievements are celebrated on a 'real time' basis in the school's Facebook and Twitter accounts, and in the weekly e-Newsletter and termly 'Personal Best' magazine.

Prize Giving

At the end of each academic year Prize Giving awards are presented for effort and academic achievement in each subject.

The school believes that rewards encourage success, commitment and a sense of achievement. Staff and students should take every opportunity to celebrate individual and group success.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

School Handbook/Prospectus;

School website;

Staff Handbook;

Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;

School events;

Meetings with school personnel;

Written communications with home such as weekly newsletters and of end of half term newsletters;

Annual report to parents;

Headteacher reports to the Governing Body;

Information displays in the main school entrance;

Text messages

Email

Social media:

- o Facebook

- o Twitter

- o Virtual pin boards

- o School blog

<b>Principal:</b>	<b>Mrs M F Brown</b>	<b>Date</b>	<b>September 2021</b>
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