




# Relationship & Behaviour Policy

A handwritten signature in black ink, appearing to be "Dawn Laverick-Brown".

Signed  Governor

Dawn Laverick-Brown  
Print Name

**Date reviewed:** January 2024  
**Next review due:** January 2025

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<b>Glossary</b>	
HSP	Home School Programme
SLT	Senior Leadership Team
A2L	Attitude to Learning
C & L	Curriculum and Learning Governing Committee
DSP	Designated Safeguarding Person
DoP	Director of Progress
AHT	Assistant Headteacher
TA	Teaching Assistant
PSP	Personal Support Plan
RPI	Restrictive Physical Intervention

## **INTRODUCTION**

This Relationships and Behaviour policy replaces our previous Behaviour Management Policy and aims to ensure that all students can reach their full potential in a safe, secure, calm and routine-led environment. Batchwood school recognises the impact trauma, adverse childhood experiences, attachment disorder and diagnosed conditions play in shaping a person's emotions and behaviour.

The policy's objective is to be a clear guidance document for staff, parents/carers and students setting out the school's logical response to both positive and negative behaviour and should be read in conjunction with:

- Safeguarding and Child Protection
- Counter Bullying
- Reducing the need for Restrictive physical interventions
- Exclusion Policy

If you have any queries or questions relating to this policy please speak to:

- Pastoral Lead
- SENCO and DSL
- Deputy Headteacher
- Headteacher

## **Values and Ethos**

At Batchwood School we believe behaviour cannot be considered in isolation. Behaviour shown by students at Batchwood is often directly linked to the level of anxiety and arousal that they experience. If a student is feeling frustrated, confused or threatened they are more likely to behave in a challenging manner. The school environment, the relationships staff have with students and with each other, the teaching methods, communication support and the behaviour management methods used, all influence students' ability and motivation to behave in a pro-social manner. As a result, Batchwood Schools behaviour and relationship policy follows the following key principles:

### **Unconditional Positive Regard**

Batchwood School's values and ethos strongly draw from the work of psychologist Carl Rogers' humanistic approach. Rogers believed that for a person to 'grow', they need an environment that provides them with genuineness, acceptance and empathy. Without these, relationships and healthy personalities will not develop as they should. Positive regard at Batchwood is removing judgement, giving opportunities to repair and recover, whilst having high expectations matched with high levels of support, high levels of challenge with high levels of nurture.

### **Kindness**

We must never underestimate the power of kindness and its place in education. Kindness is lending someone your strength, not reminding them of their weakness. At Batchwood school, kindness permeates into every area of our school life.

### **Flexible Consistency**

We strive to offer a consistent approach when supporting behaviour via calm, positive, caring, supportive and with empathy. However, we know that 'one size does not fit all' so the needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

### **Quality First Teaching and Learning**

Batchwood recognises the importance of quality first teaching. When young people are engaged in their learning, behaviour is positive and focused. Teaching is appropriately differentiated to meet the needs of the individual. Thoroughly planned and engaging learning (academic and social), provide positive experiences and in turn has a positive impact on behaviour.

### **Mental Health Matters**

Batchwood understands the importance of supporting young people with mental health related concerns. We consider the difficulties our young people face and seek to provide the most appropriate support for pupils. For more information and support please visit:

[https://www.batchwood.herts.sch.uk/pages/mental\\_wellbeing](https://www.batchwood.herts.sch.uk/pages/mental_wellbeing)

### **Trauma Informed Practice**

Batchwood school are advocates for Trauma Informed Practice and incorporate this into our daily practice. We are aware of adverse childhood experiences and attachment styles, ensuring we always obtain the greatest level of understanding about our young people, ensuring we can provide them with the highest level of support relevant to their needs.

We aim to create a therapeutic learning environment, where young people learn the value of themselves, others, society and the environment. In order to make lasting change to a young

person's behaviour, we believe in an approach that prioritises positive feelings and experiences.

We acknowledge how many rules, both written and unwritten, exist in our lives and particularly in education settings. Having a long list of rules to abide by can feel restricting and lead to people feeling constrained, patronised and uncreative. The rules we have in place at Batchwood have been considered carefully and are there to keep everyone safe (physically and emotionally) and to support everyone to reach their full potential. They have been written with contributions from all of our stakeholders including those in the school community, parents/carers, staff, governors and students. We communicate this through our staff handbook, Home-School Partnership, website and notices in the tutor room. Assemblies, RSHE and Tutor time sessions are also used to inform students and to discuss accepted standards of behaviour; to promote the inseparable link between teaching, learning and behaviour.

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for behaviour that is not acceptable. Our consequence system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

Our Relationship and Behaviour Policy follows Department of Education (DfE) guidance, recognises the requirements of the Equalities act 2010, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

## **Roles, Responsibilities and Definitions**

The governing body will establish, in consultation with the Headteacher, staff and parents/carers, the policy of promotion of positive behaviour and keep it under review. They will monitor the behaviour policy, and through the Curriculum and Learning (C&L) Committee, work with the member of SLT responsible for behaviour, to look at data and spot trends.

- The Headteacher will be responsible for the strategic implementation of the policy
- The Deputy Headteacher supported by the Head of Wellbeing, will be responsible for the day-to-day running of the Rewards and Consequences system, provide half-termly reviews of the Rewards and Consequences system for the SLT and termly reports to the Full Governing Body (FGB)
- The Deputy Headteacher is responsible for reviewing the Relationships and Behaviour Policy on an annual basis and reporting to the Governing body
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
- Parents/carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported the DSL.

### **The Role of the student**

The school's motto 'Passion, Belief, Courage' guides our behaviour policy. We have a defined code of conduct to promote pro-social behaviour as follows:

- Attend school regularly, on time, ready and equipped to learn and take part in school activities

- Attend all timetabled sessions including form time
- Respect each other, property and the school environment
- Wear the correct uniform in school
- Hand in any prohibited items (these will be looked after until the end of each day)
- To move around the school premises with consideration and courtesy respecting others around them

Students are expected to take responsibility for their own behaviour and follow the schools code of conduct and home/school agreement. All students should report any behaviour concerns they have to a member of staff; this includes negative behaviour directed at another student.

### **The Role of the staff**

All staff accept a collective responsibility for the development and encouragement of positive behaviour as well as the challenging of negative behaviour.

It is important that we act consistently and we develop positive relationships between both students and staff. We aim to:

- Build a positive, safe and friendly atmosphere for the community at Batchwood
- Function within a clear structure where behaviour is dealt with effectively and efficiently
- Encourage and reward good work, determination and achievement
- Approach each day as a new opportunity to learn, be it academically, socially or emotionally
- Be consistent in implementing this policy
- Avoid confrontation by approaching conflict and challenging behaviour constructively.
- Reflect the expectations of Batchwood School
- Deliver lessons that are prepared well and ensure work is appropriately differentiated to meet the individual needs of all the students
- Encourage and praise good work and behaviour following the card system

### **Tutors/Mentors**

Every student has a nominated tutor/mentor or member of staff whose subject is the Student. Tutors/mentors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors/mentors take opportunities to support and reinforce positive behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and within the tutor sessions and encourage students to take increased and increasing responsibility for themselves.

Tutors/mentors work closely with the Deputy Headteacher and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and into students' files.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

### **The Role of Parents/Carers:**

Parents/carers and teachers have joint responsibility, with students, for fostering responsible

behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are asked to respect the school's Relationships and Behaviour policy and staff. The Home-School Partnership is signed by parents/carers early when a student starts and the school aims to work with parents/carers should difficulties arise. The school will also inform parents/carers about improvements in behaviour. Early identification of potential difficulties are considered vital in changing behaviour patterns.

Parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' tutors are the first point of contact for parents/carers, and are the foundation of our pastoral system. Parents/carers should treat school staff with the same respect they would expect to receive from them this includes telephone and any electronic or face to face meetings. Just as students and staff must show positive behaviour and respect each other, the same applies for the relationship between school and parents/carers. Parents/carers may be asked to leave the premises and stop electronic communication if their own behaviour does not reflect this and further logical responses may be put in place such as being barred from the premises or other authorities being contacted for support - this is to keep all of the school community feeling safe and valued.

If students are having particular difficulty meeting school's expectations for behaviour, the school or local authority will consider the best way to influence and support change. This will often involve working even more closely with parents/carers to develop, agree and implement individualised support.

### **Definition of school jurisdiction**

This policy applies on school premises and during school hours, on visits and trips, on school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave, work experience or on Alternative Learning Placement.

Staff can apply consequences to students for behaviour outside of the school premises when the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity

### **Rewards and logical consequences**

#### **Positive behaviour (behaviour that is positive, helpful, and values social acceptance)**

Staff always try to build relationships with students and encourage students to choose positive behaviour. Staff will do this by role modelling positive behaviour, listening to students, talking politely, showing an interest and taking part in activities with students. Teachers use a number of classroom management strategies, give chances of success and reward success to help foster positive experiences. Colleague interaction focuses on emphasising the positive and ensuring students have a fair and consistent experience based on equality for all.

Many of our students will have experienced rejection and trauma in previous education settings; some come to Batchwood as other settings have been unable to meet their needs and this may have resulted in damaged self-esteem, loss of relationships and a negative view of themselves and learning. We know that students with additional needs have to work extra hard and we know that means our staff do too. Noticing the hard work and effort of others gets the best results. That is why our staff notice the 'small things', giving students verbal praise as a positive reinforcement for behaviours such as:

- Putting their hand up in class
- Waiting their turn
- Starting/completing a task
- Not retaliating
- Asking for something politely
- Reading aloud
- Involvement in activities outside the school day
- Extra-curricular activities

Positive behaviour can take many forms at Batchwood School. We set high expectations of students in the learning environment and around the school site. Behaviour that demonstrates the following:

- Tremendous effort
- The supporting of another Student either; academically, emotionally or socially
- Excellent work of a high standard
- Leading the learning
- Academic progress
- Co-operation
- Excellent attendance
- Improved attendance or punctuality
- Community spirit
- Regulating themselves and changing behaviour from unsocial/anti-social to pro-social.

In addition to verbal praise, students are rewarded by:

- House points
- Headteacher commendations
- Attendance prizes including improved attendance awards
- Having work on display
- Tutor group awards for house point totals/uniform
- Positive feedback via email, letters and phone calls home.

A2L points are recorded on the student's card at the end of every lesson and break/lunch time these are reviewed by tutors at the end of each day.

House Points are awarded for various pro-social behaviour and can be used to earn rewards of varying value. See **Appendix B**.

It is essential that all staff follow this practice to motivate pro-social behaviour around the school.

### **Staff addressing Low level negative behaviour - (Meeting the Teacher Standards)**

Addressing low-level behaviour is an important aspect of behaviour management at Batchwood to help reduce behaviours escalating to issues that are more serious. All staff are expected to take a collective responsibility for this. ***All staff should first and foremost be working within the teaching standards or teaching assistant standards when dealing with behaviour in school. These standards can be found in Appendix E.*** Low-level behaviours are classified for recording purposes as C1 or C2 behaviours and are listed in Appendix C.

Teaching staff should make reasonable adjustments to the learning environment to meet individual needs providing differentiated work, resources, seating plans allowing fidget toys and sensory breaks.



Staff will challenge low-level behaviour maintaining high standards of behaviour within their classrooms and throughout the school. Using a variety of behaviour management techniques such as:

- Managing the environment
- Prompting
- Caring gesture
- Hurdle help
- Redirection
- Proximity
- Directive statements
- Time away
- Positive attention
- Moving a Student to a different part of the classroom, or to an isolated desk
- Giving the Student reflection time outside the door of the classroom
- Strategic use of a Teaching Assistant
- Positive phrasing
- Routines
- Reward, feedback and recognition
- Comfort and forgiveness

Staff should attempt to use a clear and calm voice when challenging this behaviour recognising the differing needs in the classroom. If behaviour management techniques have failed, then students should be given a warning if:

- Stopping others from working
- Persistently disrupting the learning environment

The warning should:

- Name the behaviour and check for understanding. E.G 'I asked for quiet and you are talking. I need you to work in quiet now.' This is your warning do you understand?'

If students do not respond to the warning, then students are offered a choice:

- Student either stays in the lesson and corrects the behaviour or leaves if they feel they will get it wrong again. E.G 'You're speaking over me, this is your choice stay or leave please?'

Then the teaching assistant (or student support if there is not teaching assistant) can be called to offer the student a 'way out' and a more positive activity. i.e. going for a walk to calm down and discuss the behaviour and strategies to cope. If this is successful, students should be reintegrated back into class. Any work missed needs to be caught up in a repair.

In exceptional cases, if it is not appropriate to return the student to class, the class teacher should provide work and the students can be supervised and supported by another member of staff.

### **Negative Behaviour (behaviour that causes harm to an individual or group, to the community or to the environment)**

Behaviour deemed *difficult* or *dangerous* is classified in school as C3. Behaviours of this type may require a more structured approach. This sort of behaviour could include but is not limited to:

- Intimidating or threatening behaviour
- Significant damage to property
- Putting themselves or someone else in danger
- Needing to be physically restrained
- Racist, sexist, homophobic or other prejudiced behaviour
- Hitting another student
- Throwing objects

- Absconding from school site (see below)

When faced with behaviour that is either difficult or dangerous staff are expected to de-escalate the situation before setting a consequence or assigning blame, by using techniques from Herts Steps, including:

- de-escalation scripts
- relationship reinforcers – ‘we have worked through situations like this before’
- limited choice
- protective stance
- directive statements
- remind students of positive outcomes

If the student has a Risk Reduction Plan, then staff should follow what the plan states.

Where necessary staff should call for support by phoning reception who will then contact student support. If this is not an option staff can send another student to the nearest classroom to get additional staff support.

*In the event of a dangerous or unforeseeable situation the Headteacher, Deputy Headteacher or Head of Student Wellbeing should be called to support in dealing with the situation as soon as possible.*

### **Absconding from School Site**

#### **Absconding Students - Management**

*Children who go missing from care or home are amongst our most vulnerable Children. Running should be seen as an indicator of underlying problems which may need further intervention, however whatever the reason, children who decide to runaway are, vulnerable and at risk. – Hertfordshire Safeguarding Board.*

Batchwood School takes students absconding very seriously; this policy’s aim is to outline what to do in the event that a Student absconds from School during the school day. It is paramount that the welfare of the child is taken into account and all staff has a duty to react immediately to a Student choosing to abscond.

#### **During the school day:**

- Staff member responsible for the child reports that the child has left their care to the front office immediately.
- If a staff member witnesses a student going off-site the member of staff should try to engage the student and attempt to encourage them to stay onsite. If the student continues to walk away the member of staff should follow if they have means of communicating with school i.e mobile phone. They should let the front office know they are off-site following a student. If it seems that talking with the student is not helping the situation or after 5 minutes the member of staff should return to school. – The only exemption to this is if the member of staff feels that there is a real danger to pupil safety ‘for example the student is threatening self-harm’. In this instance the member of staff should follow from a safe distance and inform the front office of the situation, where a ‘999’ call can be made.
- Front office inform Student support and a member of the Senior Leadership team (SLT). Student support will start to look for the student; search starts from where the Student was last seen, through the building including toilets and store areas and then throughout the School grounds. If either the Student support team, SLT or any other members of staff directed

to look for the student are unable to locate the student within the school buildings or grounds the following actions should be taken:

- Senior Leadership Team inform Headteacher/School Office that a child is out of the care and supervision of staff and is believed to be “offsite”. This should happen immediately after the search has been concluded and within 10 minutes of the original report that the child is missing.
- School Office staff to log in the absconding record that a Student is off site and time reported – this should be done as soon as the office staff has been informed that the student is ‘off site’.
- Headteacher will inform parents or direct a member of staff to do so.
- Parents to be advised that the school will report the Student to Missing Persons or in cases where it is believed that the child is in immediate danger the Headteacher will authorise a 999 call to the Police. This should happen in the first 15 minutes of the report coming in that the Student has absconded.
- Missing persons/Police to be called and the following information to be given:
  - Student’s name
  - DOB
  - Personal description
  - Time and location last seen
  - Circumstances around the young person choosing to abscond
  - Parents name, contact details and address
  - Information shared relevant to the young person if applicable
- Staff member reporting to missing persons should record the time and the reference number for future information.

*NB: Hertfordshire Constabulary automatically reports young persons under the age of 16 to Hertfordshire CSF Client Services Team. If the Young person has an allocated worker, they will be informed that the Young Person is missing from School.*

- Parents/carers informed of the reference number and given information on who to call if the young person arrives at home.
- Form tutor informed that the young person has absconded and what action has been taken so far.

**Return after a short period within the School Day:**

- Once the Student is back in school they should be placed at the front of school.
- School office, Head of Pastoral/DoP and Headteacher informed that they are back onsite.
- Reception, directed by a member of the Senior Leadership Team (SLT), to inform parents and Missing Persons/Police that the Student has returned.

**Return Interviews:**

- SLT member or DoP to conduct a return interview. A return interview should cover the following points and should be held in a private space where the student is able to speak openly and freely:
  - Explore why the student chose to abscond
  - Summarise why the student thought absconding was the best option for him
  - Connect their feels to their behaviour
  - Discuss strategies for the student to use in circumstances where they think they may choose to abscond

### **Children Looked After:**

Where a child is looked after and he has absconded the SENDCo or Headteacher should consult with his worker in regards to suspected circumstances leading to them absconding. The SENDCo should consult with the worker prior to any return interview being held. The worker will decide if the return interview should be held by the school or a professional worker from their service.

All information that is able to be shared should be done so by the Headteacher where he feels it necessary and appropriate

### **Consequence:**

When a Student absconds there needs to be consequences for their actions which are in line with the schools behaviour management policy. The Headteacher will decide the overall consequences and he will take into account the students behavioural needs. Listed below are some potential sanctions:

- Internal removal from lessons
- Catch-up
- Exclusion
- Educational consequence on the dangers of absconding

This is not an extensive list as the sanctions are decided on a Student by Student basis and the severity of their actions.

### **High Level Behaviour**

#### **Child on Child abuse**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or online. All staff know they play an important role in preventing and responding where they believe a child may be at risk.

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Staff do not downplay this behaviour and are expected to challenge this behaviour if they see it and report it to the DSL/SLT.

Behaviour that constitutes child on child abuse may include but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) see counter bullying policy for further information.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

## Smoking, Controlled substances and legal highs

Batchwood School is a smoke-free environment. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, vaping material, lighters, matches or pipes.

The school has a zero tolerance stance on illegal drugs (including alcohol) and legal highs.

- Following the identification of a banned substance, staff should report this to SLT and take note of any witnesses present.
- A member SLT then manage any confiscation of items and store them safely.

*The school's logical response to this high level behaviour will take into account severity, frequency and context of the situation including any mitigating circumstances and can be found in **Appendix D**.*

### Consequences or logical responses:

The school will help students learn how to behave in a more positive manner with Educational or Protective consequences.

Batchwood seeks to help students learn how to behave in a more pro-social manner through consequences that are 'obvious' helping students recognise the reason behind it. These will take the form of Educational or Protective consequences.

For example:

**An Educational consequence:** If a student does not complete a task in lesson then obviously they need to finish it at break or lunch.

**A Protective consequence:** If a student has been dangerous whilst playing football then they cannot play until they prove they are able to be safe.

By doing this we believe it helps avoid students feeling punished, which only hardens, numbs and often strengthens the power of resistance.

### Consequences can include:

- using break or lunch time to repair relationships or catch up work
- after school consequence for work catch up or repair damage
- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event if they have been unsafe
- confiscation of property
- learning how to be safe
- suspension from school – either for a fixed period or permanently

The table of consequences, examples of behaviour that might trigger a consequence and the form this consequence might take are outlined in **Appendix C**.

### Catch Up (after school)

Teachers and support staff are able to give after school catch up's. Parents will be informed of the catch up taking place, details of the reason why, how long and on which day will be discussed with the parents before a student is kept after school. Arrangements should be made to ensure a pupil is able to safely get home, this will usually be parent/carer collection, the student walking home or public transport. If this is not possible a member of staff can use a school van to transport the student home. The length of the after school catch up will reflect the amount of lessons the pupil has missed.

### **Internal suspension (one to one)**

Students may be withdrawn from lessons for longer periods, to work under supervision of staff in a 1:1 away from their teaching group. Work should be provided and students may not have access to break activities with peers. Parents/carers will always be informed of internal suspension by the Deputy Headteacher or Head of Wellbeing. They may be called into school to discuss the incident and plan responses. The context of the incident leading to internal suspension will be reflected in the length of time a student spends away from the classroom.

A series of internal suspensions may result in a fixed term suspension. Students and parents/carers will always be informed when this is the case.

De-escalation rooms or alternative safe spaces may be used to support students in crisis. When using these rooms, students are always supervised. Batchwood does not use seclusion at any time and pupils in crisis are always supported and monitored by members of staff. If a pupil asks to be left alone, staff may withdraw in line with that pupil's wishes as long as they are still visible or adequately regulated and safe.

### **Suspension/Exclusion**

Only the Headteacher can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school.

The following incidents or offences will usually lead to a fixed term suspension (guidelines):

- Threatening behaviour, including verbal abuse, physical aggression or violence towards students and/or staff
- Deliberate damage or vandalism (including the school's IT systems)
- Persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (in or out of school – see 3.2) (permanent exclusion may also be deemed appropriate)
- Inappropriate use or posting on Social media that could be considered grossly offensive, indecent, obscene or menacing character and or cause needless anxiety to another (if deemed of a serious enough nature this could also result in a permanent exclusion)
- Disruption to the well-being of the school
- continual refusal to comply with the Behaviour Management consequences
- Any physical assault on any member of staff and/or student
- Bringing the school into disrepute
- Bringing an offensive weapon onto the school premises
- Bringing inflammatory or inappropriate material into school that will cause offence
- Filming or taking inappropriate photographs of other students/staff without their permission
- Making malicious allegations against a member of staff which cause significant detriment/harm/offence to another person
- Smoking/vaping during the school day or on school property
- The consumption of, or the intoxication from alcohol or other substances

See the Exclusions Policy for more information.

### **The Police**

It will be for the Headteacher or the Deputy Headteacher to decide whether the police should be involved in any given incident. Parents/carers will be informed if a decision is taken to contact the police. If parents/carers cannot be contacted the school will ensure that an appropriate adult is present. The role of the appropriate adult is to ensure that the rights, entitlements and welfare needs of the student are met. This is likely to involve:

- Ensuring the police act properly and fairly.
- Helping the student to communicate clearly and be understood (while respecting and supporting their right to silence, if they so wish).
- Helping the student to understand their rights and how to use them. It is important to note that the “appropriate adult” cannot provide legal advice and that making the person aware of their rights does not constitute advice on how/when to exercise those rights.

The school may contact the police where offences involve theft, harassment (bullying), assault, damage, drugs and offensive weapons. The school will follow guidance of investigating officers which can include:

- Keeping accurate records of interviews and admissions as a member of staff could be called as a witness.
- Storing any seized items securely on school site until the police are able to collect them.
- Ceasing school investigations and/or interviews must stop once the school has been notified that a criminal investigation is under way.

### **The Right to Search**

The DfE publication: ‘Searching, Screening and Confiscation’ gives the school the power to search providing:

- The students agree (this will be influenced by the students age or other factors)
- Headteachers and staff authorised by them who have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item e.g. knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers

Further information can be found in the link below:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **The Use of Restrictive Physical Intervention**

At Batchwood School we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require further support, which could include physical intervention. All staff have Hertfordshire Steps training to help keep pupils and others safe and are highly skilled at using these techniques to support pupils. In order to protect pupils and staff, there may be times where staff may need to use reasonable, proportionate and necessary (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations staff may use restrictive physical intervention (RPI). Further information about this approach can be found in the school Reducing the need for Restrictive Physical Intervention Policy.

### **Support and Prevention**

The following interventions may be used to support students who are having difficulty in coping with the school environment and require additional support.

#### **Success Plans**

A daily success plan may be used when a student is having difficulty managing their behaviour and is used to help them improve, via feedback. In conjunction with the student, parent/carers and form tutor/DOP targets are set and staff record achievement against the targets at the end of each session throughout the day. At the end of each day the success plan is reviewed with the student identifying positives and progress towards targets discussed.

#### **Pupil wellbeing support**

Mentors provide targeted support and guidance to identified students to help them overcome social, emotional, mental health and wellbeing challenges, which act as a barrier to their learning. Mentors bridge academic and pastoral support roles ensuring students are provided with every chance to help them to engage more effectively in their learning and to participate in school life.

The barriers to learning can be wide-ranging and often very personal to the individual pupil. Mentors help pupils to identify and address what is getting in the way of their learning. They do this by building professional helping relationships with the pupils referred to them through regular 1:1 sessions and consistent daily interactions.

Intensive mentoring aims to provide:

- Sustained, ongoing and deliberate engagement with pupils
- Give identified pupils support to share their voice
- Time to address the mental health and wellbeing needs of the pupil
- Genuine investment and care for the pupil to succeed at school
- Consistency
- Clear goals, in collaboration with the pupil, to work towards
- Assistance with transitions

### **Planning Risk reduction plan: (Reasonable adjustments)**

Students who are not responding to the schools behaviour policy may require a differentiated response. Staff will follow the Herts Steps Behaviour flow chart to help identify next steps. This will be done in collaboration with the student, parents, tutor, DOP and behaviour support team. It may include some or all of the following:

- Anxiety mapping
- Roots and Fruit
- Predict and Prevent
- Risk reduction plans.

These plans set out reasonable adjustments the school will make in order for a student to be successful at Batchwood it may include differentiated responses, consequences and rewards for the student.

### **The Hub/Student support team**

There are occasions when a student is not engaging in learning either because of an earlier crisis, something has happened at home and is upsetting them, or through mental health reasons. There are always reasons behind why this behaviour manifests. The student is not deliberately refusing to engage, quite simply, they are unable to. The role of the Student Service Team and/or Pastoral Hub and the therapeutic staff play a pivotal role in resolving these issues. The solutions are often long term and may include the interventions of a number of professionals.

Students who are acting out of character or who have expressed they are struggling for a reason outside of the classroom should be offered support by in the first instance the TA who should try and resolve the issue. If it is more complex and cannot be resolved in the classroom, the Student Support team should be called to help resolve the issue. This may take the form a restorative session between pupils or staff and pupils, or simply talking through the issue with the student and then supporting them back into the classroom.

In the event that the situation is more serious or complex the member of staff dealing with the incident should make the Pastoral Hub aware of the situation and if need be complete a Cause for concern recording the information on CPOMs. The Pastoral Hub will then contact parents or make referrals where necessary. This situation may require extra on going intervention to support the student and would in most cases involve the students tutor or DOP.



## **Pastoral Support Plans, Support from Other Agencies**

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support program where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:

- Students will be encouraged to set their own targets
- PSPs will break down the program into fortnightly tasks and identify rewards and consequences
- PSPs are reviewed continually throughout their set time
- Parents/carers will be involved, and may be asked to sign a contract
- If the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/carers. We may seek expert input from other agencies, including:

- Attendance Improvement Officer (AIO)
- Services for Young People
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Other relevant agencies and services

Working with parents/carers; we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

Should the PSP not have the intended impact, the following can be considered and implemented as appropriate

- A flexible curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Emergency review of EHCP

### Details on Specific rules

#### Introduction

Our rules and the consequences for not keeping them are summarised in this Appendix and Appendix C, and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a consequence in line with our consequences system.

#### ***Uniform and Appearance***

Uniform must be worn at all times on the way to and from school and when representing the school off site. Students with documented sensory needs will be able to wear appropriate clothing agreed by the Headteacher. If a student is not wearing correct uniform the form tutor will make a phone call home and request that the student wear correct uniform the following day. Items of non-school uniform may be confiscated and given back at the end of the day. Students wearing inappropriate clothing will be referred to their DoP and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style, length or colour.

One set of ear studs, a discreet necklace and a ring are permitted. Hoop or dangly style earrings, and any other facial piercings are not permitted for safety reasons. Any additional jewellery, which falls outside these guidelines, may be confiscated, put in a named envelope, and passed on to the DoP. It will be returned at a mutually agreed time unless there are exceptional circumstances. Exceptions to these guidelines will need to be agreed with SLT.

#### ***Mobile Phones and Electrical Goods***

Phones with a video or photo taking capability can easily be misused in a school setting. They will always be handed in to their tutor at the beginning of the day, and returned when they go home.

Students may not, during the school day, use or have on their person, electronic equipment such as smartphones, tablet devices, connected smart watches or any other electronic device capable of recording or transmitting data. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item or an agreement has been made as part of a student's plan. Further consequence will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

#### ***Inappropriate Language***

Any student heard swearing will be reminded by the teacher at the time to use appropriate language. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Staff will use the following script: 'Appropriate language, thank you.'

### ***Damage to Property***

The member of staff at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will result in a consequence. Damage should be dealt with by the Subject Leader in charge of that teaching area. Home will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

### ***Misuse of Computer Equipment***

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as hacking or improper use of the internet, can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

### ***Offensive Conduct to Other Students***

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Staff have a duty to and should always challenge any form of harassment or bullying ensuring incidents are recorded on CPOMs and appropriate consequences should be set.

### ***Offensive Conduct to Member of Staff***

Abusive language/rudeness or defiance towards a member of staff is not accepted and students will face a consequence this may include a restorative session between the staff and student involved. Students defying a member of staff or using inappropriate language to a member of staff can expect to face consequences including losing break/lunch to complete tasks/work to repair working relationships. Threatening, violent, aggressive conduct or repeated misconduct including beyond the bounds of the school day, will be taken seriously and require SLT involvement in line with our consequence system, which covers for permanent exclusion for certain single one-off serious incidents.

### ***Deliberate Classroom Disruption***

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

### ***Theft***

All cases involving theft including taking property without permission will be investigated by a senior member of staff. The Police may be informed and further consequences such as suspensions or exclusion may be considered. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

### ***Alcohol and Drug Related Offences***

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of logical consequence. In cases where illegal substances are involved the police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences. Sharing an illegal substance, possession or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

### ***Possession or Use of an Offensive Weapon***

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents/carers will be invited to collect it or the weapon will be disposed of. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way.

### ***Possession of Other Offensive Items***

Possession of pornography, racist or inflammatory literature is forbidden.

### ***Obstruction of Justice***

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of consequences imposed.

The above are all extremely serious and dangerous activities. Any student participating in any of these will face consequences to their actions. This may involve suspensions, permanent exclusion and, where appropriate, the police and/or Children's Services being notified.

### Rewards

Batchwood School attempts to 'catch them getting it right' or 'catch them being better' and believes that a combination of intrinsic and extrinsic rewards helps to motivate and enhance the learning outcomes of every pupil. Intrinsic rewards, those directly related to the task at hand, motivate a child to want to learn and achieve and contribute to a growth mindset, development of self-esteem and self-worth.

Intrinsic rewards may include:

- Recognition of achievement
- Specific and targeted praise and encouragement
- Sharing good work and behaviour with peers or adults
- A feeling of achievement and accomplishment.

Extrinsic rewards are often tangible and are given to a person as a result of achieving a particular objective. It is recognised that extrinsic rewards can promote a young person to want to repeat a desired behaviour. However, extrinsic rewards should be used in a structured and planned manner so as not to build an over reliance on tangible rewards.

#### The Card System

The extrinsic rewards we use at Batchwood school are Attitude to Learning (A2L) points and House points.

In a day you can earn:

- 40 A2L points
- House Points

Use of Attitude to Learning and House points should be accompanied by intrinsic reward and positive reinforcement from staff. The member of staff gives these points as part of the lesson plenary explaining to the student what and why they have achieved.

#### 5/4 A2L points

- Has worked independently and /or collaboratively
- Has supported the learning of others
- Interacted well with the rest of the group and has a proactive attitude toward learning
- Full contribution to lesson - high output. No negative interaction
- Concentrate on listening to the teacher – join in discussion and complete tasks when difficulties arise
- Work collaboratively when required
- Ask and answer questions, showing interest and enjoyment in their work
- Take pride in the finished product and show enthusiasm to learn

#### 3 A2L points

You will have progressed at your expected level of progress. A2L is generally positive throughout the lesson

#### 2/1 A2L points

- Some negativity in lessons – poor interaction with peers and/or staff
- Unsettled but able to remain in the lesson. Working below the standards required of them
- Minimum effort – tasks may be incomplete
- Significant behaviour difficulty contained without the need for removal

### **0 A2L Points**

- Refuse to complete any work
- Disrupts the lesson
- Leave lesson without permission

### **End of term trips**

At the end of each half term students can choose a trip, this is seen as a way to ensure every pupil gets a positive experience, enabling the opportunity to learn valuable social skills and build positive relationships. The only exception to this would be due to health and safety reasons following a risk assessment.

### **House Points explained**

- Students can be awarded 1 house point in a lesson by a teacher.
- Students can show their work to a member of SLT to be awarded 3 extra house points to reflect the effort that has been put into it
- The Headteacher can award 4 house points
- There are 'double-bubble' lessons that change each week where house points awarded by the teacher are doubled!
- All house points collected also go towards the four houses Attenborough, Hawkins, Pankhurst and Parks.

### **Spending House Points**

House points can be traded in to buy items from the prize cabinet.

- 60 points can be spent on the bronze tier of prizes
- 180 points can be spent on the silver tier prizes
- 400 points can be spent on the gold tier prizes

Once the house points have been spent, you cannot spend them again, although they still count towards your overall total.

Every term your individual house points that you can spend are reset to zero, although your overall total is kept until the end of term.

## House Points

Teacher	Form teacher	DOP/SLT	Headteacher
R1 (one house point)	R2 (two house points)	R3 (Three house points)	R4 (four house points)
<p>Noticeable politeness above the expected</p> <p>Taking pride in how pupils present their work</p> <p>Supporting or encouraging another pupil in class work/behaviour</p> <p>Completing home work</p> <p>Reading aloud in class</p> <p>Remained focused throughout the lesson</p> <p>Complete work, ignoring the disruptive behaviour of others</p> <p>Outstanding subject skills</p> <p>Completing marking feedback</p> <p>Leading the learning</p> <p>Learning a new skill</p> <p>Attempting a new skill for the first time</p> <p>Showing progress to meeting your end of year target</p> <p>Completing one 2 one sessions</p> <p>Contributing in class and/or assembly</p> <p>Caring for the school environment</p> <p>Clearing at lunch and break</p> <p>Improving attendance in subject lesson.</p> <p>Settling back into lessons after a removal</p> <p>Handwriting improvement.</p> <p>Improving general appearance</p> <p>Anything that has been missed out as an R1</p>	<p>Settling quickly in form</p> <p>Working as a form group/ team</p> <p>Encouraging other members or the form to follow form tutor targets</p> <p>Helping a member of staff</p> <p>Taking part in assembly</p> <p>Taking part in a school performance</p> <p>Scoring 35 A2L in a day</p> <p>Scoring 65 behavior points in a week</p> <p>Meeting a target set by form tutor.</p> <p>Improving general attendance.</p> <p>Completing form time home work</p> <p>Completing house challenges</p> <p>Looking after personal belongings</p> <p>Respecting form room</p> <p>Showing kindness to other pupils when in crisis</p> <p>Noticeable effort in a day</p> <p>Helping with displays</p> <p>Leading a activity/ game</p> <p>Using initiative.</p> <p>Going above and beyond</p> <p>Successful completing a success plan</p> <p>Actively avoiding conflict</p> <p>Anything that has been missed out as an R2</p>	<p>Promoting the public reputation of the school</p> <p>Completing a successful work experience</p> <p>Attending an interview ( work or education)</p> <p>Completing community work</p> <p>Achieving external award/certificate</p> <p>Pupils building positive relationship with each other</p> <p>Scoring the perfect week on their card</p> <p>Having no removals in a week</p> <p>Noticeable change in behavior in a week</p> <p>Significantly reducing removals in a week</p> <p>Successful completing a PSP</p> <p>Anything that has been missed out as an R3</p>	<p>Exceeding their expected progress KS3</p> <p>Exceeding their expected progress KS4</p> <p>Securing a college place</p> <p>Securing a sixth form place</p> <p>Securing an apprenticeship</p> <p>100% Attendance</p> <p>Outstanding report (Post Card)</p>

# Consequences

### Trauma Informed Practice

Batchwood school are advocates for Trauma Informed Practice and incorporate this into our daily practice. We are aware of adverse childhood experiences and attachment styles, ensuring we always obtain the greatest level of understanding about our young people, ensuring we can provide them with the highest level of support relevant to their needs.

### “INSTANT, REPAIR AND CATCH UP”

#### Purpose

The purpose of this sanction is to provide a response that matches more closely with the behaviour of the student. It is intended to be incremental but above all has two main functions.

1. To provide an opportunity to repair relationships and to identify better ways of coping in the future.
2. To provide an opportunity to make up for lost or wasted time and to complete work to an appropriate standard.

*Three levels of response are available to staff in response to student behaviour.*

#### **C 1 – Instant (Subject teacher or TA)**

This refers to a circumstance whereby a member of staff would say to a student “I need you for an *‘instant’*. This would take place as soon after the issue as possible and its purpose would be to enable the student to apologise for a low level mistake or inappropriate behaviour, achieving a speedy recognition and repair before returning quickly to the timetabled session. This should not take more than 5 minutes.

#### **C2 – Repair (Subject teacher/Form tutor)**

In this circumstance the member of staff would let the student know that they were required for a *‘repair’*. This would take place on the day or day after the issue during registration am/pm, break or lunch time. Its purpose is to carry out a more structured recognition and repair and most likely the need to make up work missed during the lesson. Whether the student repairs first and makes up work later or vice versa is not prescribed. If the first *‘repair’* is not successful a second *‘repair’* will be attempted.

#### **C3 – Catch up (Teacher/relevant DOP for year group who if necessary will consult with SLT, escalating if necessary)**

This higher level response will be typified by the staff member issuing the student a *‘catch up’*. This would require the student to attend after the school day, it would be as close to the issue as possible taking into account the need to notify parents and arrange transport. The purpose would be to address the behaviour of a student who has repeatedly refused to engage in an appropriate repair or complete work to an acceptable standard or when lower level responses are not improving the behaviour of the student. A *‘Roots and Fruits’* form should be completed in collaboration with the pupil to help identify



issues and support strategies to improve participation in learning which lead to success plan. Possible support from other staff members such as the student's tutor or in some instances SLT may be considered to be appropriate.

### DOP/SLT intervention

If the need arises for a further intervention due to the student not completing a consequence successfully, then a member of SLT will support the member of staff. The consequence can be repeated with a member of SLT present or it may be deemed necessary that parents/carers are brought in for a meeting to discuss the issues that have led to the need for the intervention and to look for further support strategies.

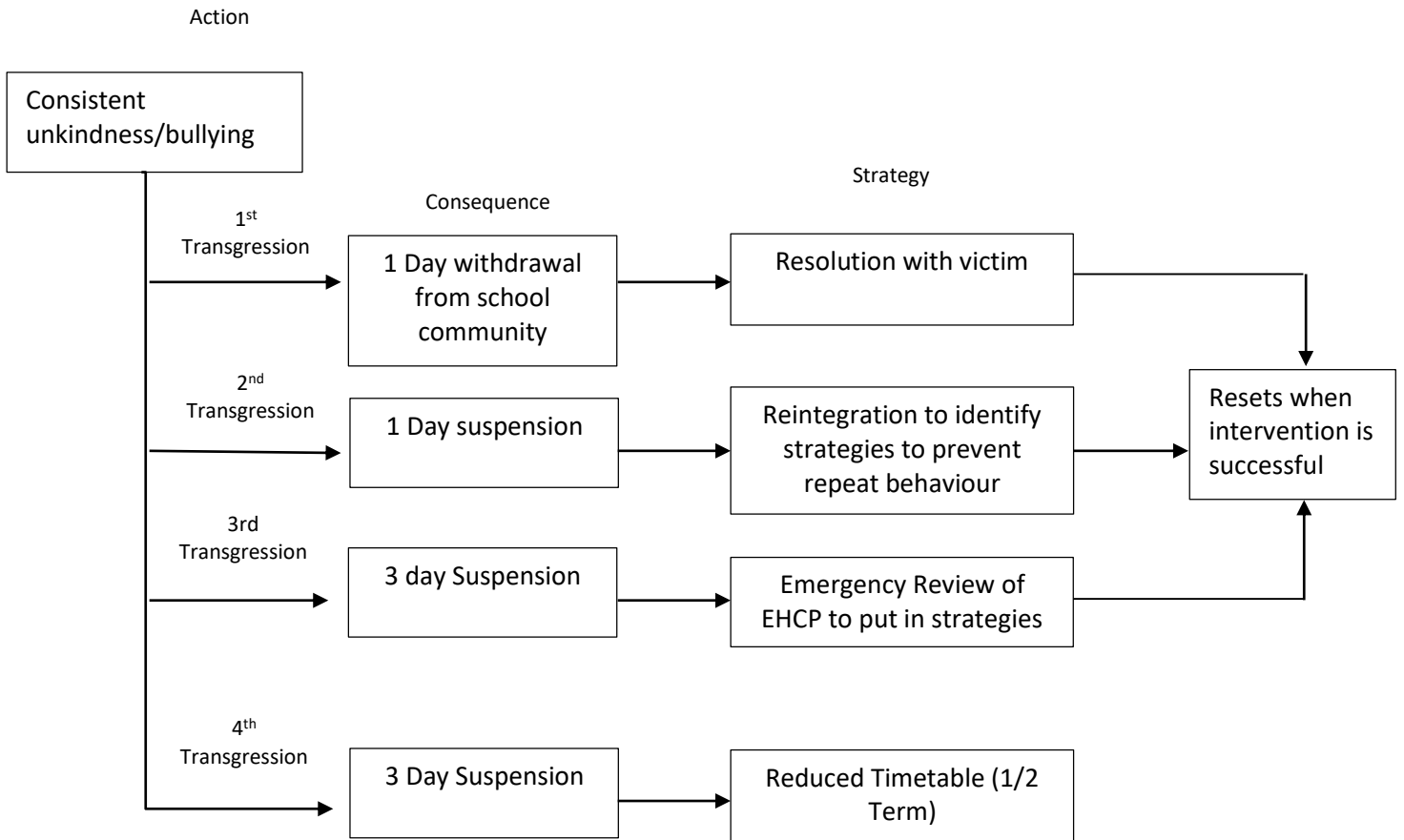
Below are examples of how the logical consequence system may be used. These will be used with flexible consistency, ensuring that the individual incident and young person's circumstance are considered.

Behaviour Level	Example of Behaviour	Consequence
<b>C1</b>	Casual swearing Ignoring simple requests Out of care and supervision Refusal to hand in access card Damage to card or loss of card Name calling Not completing work in a lesson Damaging classroom equipment Making negative comments to staff/peers and visitors Provoking or encouraging others to behave in a way which would earn them a C1. Any other behaviour that is at C1 level	Instant – Subject teacher or TA  Repair – Subject teacher or TA
<b>C2</b>	Not completing work in more than one consecutive lesson of the same subject Disruption to other students work Behaviour that puts anyone at risk or harm Not attending form am/pm Not being in correct full uniform Failing to hand in prohibited items Persistent name calling Removal/ Self removal Intimidating or threatening behaviour Any other behaviour that is at C2 level	Repair- Subject Teacher/Form tutor
<b>C3</b>	Absconding Needing to be physically restrained Encouraging or provoking another student to behave in such a way that they abscond or need to be physically restrained Deliberate damage of school property Any one of racist, sexist, homophobic or other prejudiced behavior verbal or physical attack to anyone Any other behaviour that is at C3 level	Catch up (Relevant DOP for year group who will if necessary consult with SLT, escalating if necessary)  Restorative session/Meeting with parents Form tutor/DOP/SLT

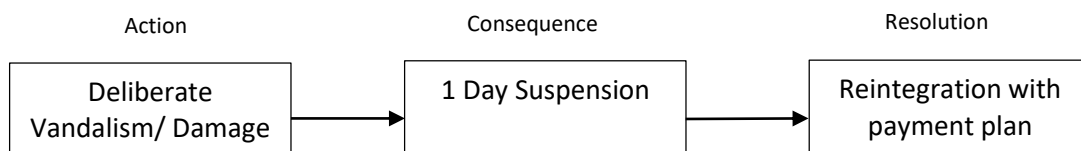
<b>High Level</b>	Repeated C3 Persistent bullying any other person Any one of racist, sexist, homophobic or other prejudiced behavior Serious verbal or physical attack to anyone Use of drugs Any behaviour deemed seriousness enough to warrant a period of Isolation or a fixed term exclusion.	Follow Appendix D Internal suspension Fixed term suspension PSP Alternative Provision Permanent Exclusion
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Dealing with dangerous or harmful behaviour

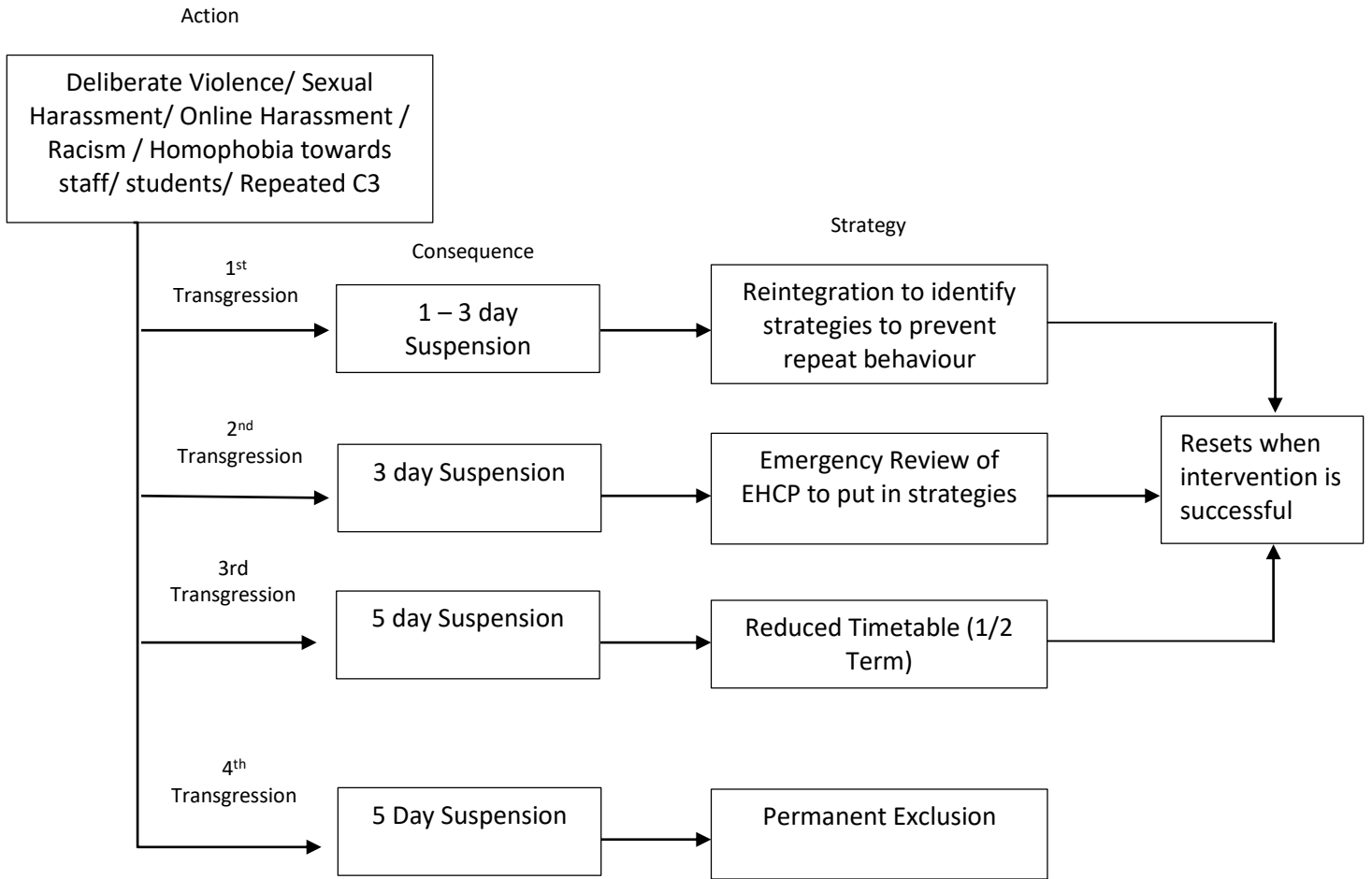
**Bullying/persistent unkindness**



**Vandalism**



# High Level Behaviour (Criminal Offences)



# Teacher Standards

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children,

and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Teaching assistant Standards**

### **Personal and professional conduct**

#### **Teaching assistants should uphold public trust in the education profession by:**

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

### **Knowledge and understanding**

#### **Teaching assistants are expected to:**

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

### **Teaching and learning**

#### **Teaching assistants are expected to:**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

### **Working with others**

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.