



TWO RIVERS  
HIGH SCHOOL



# Behaviour and Conduct Policy

## Two Rivers High School



## **Introduction**

This policy has been developed to reflect the requirements of

- Section 89(1) a-e of the Education and Inspections Act 2006
- Section 110 and 111 of the School Standards Framework Act 1998.
- Keeping Children Safe in Education (KCSiE 2023)
- Mental Health and Behaviour in Schools - GOV.UK ([www.gov.uk](http://www.gov.uk)) (Pg 148 - 149 KCSiE 2023)

It also sets out the legal duties under Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs (SEN). This policy is reviewed every year in accordance to the most recent guidance from the Department of Education (September 2023).

## **Values**

This policy is underpinned by our school values of:

- To build relationships**
- To enjoy and achieve**
- To nurture and care**
- To grow together**

## **Aims**

At Two Rivers High School we aim to:

- Ensure the safety and wellbeing of all students and, as far as is possible, protect them from harm, including self-injury.
- Give all students the best opportunity of being accepted into the community and into society by teaching them what is acceptable and what unacceptable behaviour is promoting British Values.
- Provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.
- Encourage our students to take care of the physical environment and have respect for their own and others' belongings.

## **Our Approach**

In order to help our students develop into well-adjusted and responsible members of society we need to take a *consistent* approach to behaviour in which we:

- Set appropriate boundaries/targets.
- Use a wide range of strategies to encourage and positively recognise acceptable behaviour.
- Provide meaningful and personalised consequences to discourage unacceptable behaviour.

By taking such an approach our students will learn to predict the outcomes of their behaviour and therefore be in a better position to make good choices regarding how they behave.

Our core value of building relationships is central to this approach. We believe that a restorative approach to conflict is best suited to help our students develop the skills needed to form, maintain and repair relationships. Students are taught how to and expected to engage in restorative conversations to address concerns. These conversations are facilitated by staff, however we aim for students to build the

necessary skills to behave restoratively in response to conflict as they progress through the school. Students receive intensive coaching in this area at the start of each year and regular opportunities to build the skills during tutor time and intervention sessions.

Equity is a key concept that underpins much of our practice at Two Rivers High School. Students are individuals and require specific responses to each situation. Consequences when applied should be natural and logical, and should serve to develop understanding of the area of concern for the students involved (See menu of logical consequences – **Appendix 1**).

We believe that behaviour is a form of communication of an unmet emotional need. We should view children who are demonstrating challenging behaviour as being unable to handle distress. In light of this, a culture of punishment will not support the young person going forward. Therefore, we consider logical consequences as an equitable mechanism to deliver this education and help repair situations.

In light of the above, we feel that it is important to distinguish between the difference of behaviour as an unmet need and general conduct. Conduct refers to negative or inappropriate actions that would be viewed as unacceptable in society. We have a duty to challenge students on negative conduct and respond accordingly to help students understanding of socially acceptable behaviour and societal norms.

See **Appendix 2** for more details.

In addition to the general school ethos, teachers will set individualised rules and routines which apply in their classrooms as appropriate. However, the code of conduct acts as a set of rules for all students. These are widely displayed around school, and are as follows:

### **Ready, Responsible, Respectful**

#### **Responding to Behaviours and conduct**

Positive and appropriate behaviours and conduct should be acknowledged and reinforced appropriately. Negative and inappropriate behaviours and conduct should also be acknowledged, and it is vital that these are recorded. The daily diary, Arbor, PROACT-SCIPr-UK® recording books and telephone conversations with parents/carers are vital in sharing information to ensure appropriate level of monitoring and evaluating.

The response to different behaviour or conduct requires specific interventions based on the need of the situation. The tiered level of support document acts as framework for how staff can respond in different situations. (**Appendix 3**).

Conversations with parents/carers may include emails, weduc messages, telephone calls and face to face conversations. Where paper trails are not possible staff ensure all information is recorded on Arbor including what was said and to whom.

#### **Conduct Outside of School**

Schools have the power to sanction students for negative conduct outside of the school premises to such an extent that is reasonable.

Where behaviour outside of the school premises has been raised as a concern, including non-criminal poor behaviour and bullying, staff will do what is reasonable to support where this is having an impact in school. Should the behaviour or conduct result in bringing the school into disrepute, the school does have the right to put appropriate sanctions in place. Parents/carers will be contacted and invited into school to address the conduct of concern in the first instance. If this does not rectify the issue then we will seek the support of external agencies. This may include the police. Consequences may be applied within school.

Staff take responsibility for students' safety during the school day and within the school boundary, however staff do have the power to discipline beyond the school gate. If an incident occurs that is reported to the school the relevant parents/carers will be notified.

### **Rewards and Sanctions**

Classes are encouraged to develop their own list of rewards and sanctions. Sanctions are agreed based on the principles of logical consequences.

At Two Rivers High School our aim is to promote independence and becoming citizens who respect British Values. We believe that a differentiated approach to positive reinforcements and consequences for inappropriate behaviour will enable our students to progress to adulthood.

	<b>Rewards</b>
Discoverers	Trips out Café Visit, other community visits (with parental permission) Use of positive symbols Positive Facial / verbal feedback Praise Postcards Prize Box Sensory activities Music, dancing Ticks, star charts, stamps, stickers Achievement Point System
Explorers	Verbal Praise Informing parents/carers Written note for parents/carers Raffle tickets/prize box Certificates Treat/reward time Achievement Point System
Adventurers	In class rewards, privileged, responsibilities In school rewards biking, climbing wall (with supervision) Out of school rewards – walk around lakes, trips (with parental permission) Bigger rewards – trips Achievement Point System

Pioneers	11+ privileges Off Site Privileges (only available with parental permission) Independent Travel Trips out Achievement Points System
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### **Achievement Points**

The achievement points system is designed to systematically reward good behaviour and attendance and works as follows:

Each week if students get 100% attendance and 0 behaviour points they will earn 5 Achievement Points.

Further Achievement Points can be given by staff at their discretion; for work within lessons, conforming to the Code of Conduct and working above expectations.

5 Achievement Points can also be awarded by Senior and Middle Leaders on recommendation by form tutors.

Rewards for Accruing Achievement Points – This will be refreshed termly.

100 points – Postcard home from Middle Leader

150 points – Agreed reward during tutor time

200 points – Cake and hot chocolate with members of the Senior Leadership Team.

At the end of each academic year, the top 10 students with the most achievement points will earn a £10 voucher.

### **Critical incidents**

Staff at Two Rivers High School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (**Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK**) approach, in which all staff members are trained, is used to manage violent and/or extreme behaviours.

Where a student requires support from a physical intervention either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to the Positive Management of Severe Challenging Behaviour Policy and Procedures.

Action will be taken against students who have been found to have made malicious accusations against school staff, and measures will be put in place to prevent any further incidents.

### **Student Support**

All students have the opportunity to discuss concerns about their own or others behaviour and conduct to the School Council, which allows the student voice to be

heard, or their form tutors/class teachers. Teaching Assistants and our School Counsellor can also support students.

Students who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the student and decrease the severity and frequency of incidents.

Students who require extra support for their behaviour are able to access, if appropriate:

- Counselling.
- Drawing and Talking Therapy.
- Emotional Coaching.
- Forest School.
- ELSA – Emotional Literacy Support Assistant
- Holistic Therapies (Relaxation techniques, Reiki, Indian Head Massage).
- Lego Therapy.
- Music Therapy.
- Nurture Groups.
- Play Therapy
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Pet Therapy.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Talking Therapy.
- Sensory Occupational Therapist referral
- Behaviour Support referral (external)

Our belief is that behaviour is closely tied with emotional regulation and building students ability to regulate independently is at the heart of our behaviour curriculum. Zones of Regulation is embedded throughout the school. Students experience Social and Emotional Literacy curriculum lessons throughout their school journey.

### **Staff Support**

New staff receive PROACT-SCIPr UK principles training. Thereafter, staff attend an initial two-day workshop for PROACT SCIPr-UK® training as soon as possible after appointment, all members of staff attend a refresher course once a year. Staff also have the opportunity to attend training events in school and out of school as appropriate and have the support of the link person in school.

Student IBSPs are written with support from the Behaviour Coordinator. This is in consultation with the form teacher as well as parents and carers.

It is accepted in school that a student with challenging behaviour or conduct is not just the responsibility of an individual teacher but is the responsibility of all staff. It is acknowledged that each staff member will feel differently about dealing with incidents. It is up to each staff member to make their feelings known and seek advice from the Senior Leadership Team (SLT)/ Behaviour Coordinator.

It is also acknowledged that in dealing with a difficult situation staff will feel differently and will have different ways of coping. All staff will have the opportunity to de-brief after an incident.

## **Working with Parents/Carers**

Parental co-operation is vital in fostering the good behaviour of students. For this reason, tutors and class teachers are encouraged to maintain regular contact with parents. However, if parents feel that their needs have not been resolved then a complaints procedure is in place, in order for a positive outcome for all parties involved. Please see **Appendix 4** in how parents can support positive behaviour for learning in school.

Parents are always informed by a member of the SLT if a student has been physically supported, or a critical incident has occurred without physical intervention. A meeting will be offered in order to discuss appropriate behaviour and behaviour plans, as well as support for parents if necessary.

It is the role of the Pastoral Assistant Headteacher to develop closer links with parents and also liaise with other agencies where appropriate.

The Behaviour Co-ordinator at Two Rivers High School is Tom Silk.

## **Banned Items**

The following list is not exhaustive but serves to provide examples of banned items:

- Mobile Phones and Devices – Devices should be handed to form tutors for safe keeping throughout the school day if they are needed to support students with independent travel
- Cigarettes
- E-cigarettes, shisha pens or liquids for these
- Lighters / Matches
- Tablets (Unless agreed for educational purposes)
- Energy Drinks
- Chewing Gum
- Aerosol Cans – Including deodorants
- Fireworks or snaps containing gunpowder
- Expensive items or unnecessary money
- Any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Staff have the right to search students and their belongings and confiscate items which could harm. In these circumstances' parents will always be informed. If a student is misusing a mobile phone the student will be asked to deposit it in the main office, it may be confiscated and parents will be called to collect the phone.



## Menu of Logical Consequences

The list below are examples of how a logical consequence maybe applied to different contexts. The examples are not exhaustive and other methods may be used if the situation calls for it.

Behaviour / Conduct	Logical consequence
Damage to property	<p>If you destroy something you try to fix it, clean it, or repaint</p> <p>Write a letter to headteacher, site team or cleaners apologising for your actions.</p> <p>Deliver an assembly to remind students of rules and values</p> <p>School Assistant – carry out responsibilities as outlines by class teacher or SLT</p>
Name calling, put downs or hurting a student	<p>Write an apology letter</p> <p>Write a reflective piece of work during social time</p> <p>Present to peers about the impacts of name calling</p>
Classroom disruption	<p>Apologise to the class or classes disrupted</p> <p>Loss of social time</p> <p>Support the teacher in getting resources ready or doing a job for teacher</p> <p>Time away from class (working in a different room)</p>
Derogative comments (protective characteristics)	<p>Letter of apology</p> <p>Researching people who have made a positive change to the world and share this with a group of people in school</p>
For hurting someone's feelings	<p>Apologise for your actions</p> <p>Restorative and relational activity to rebuild relationships to acknowledge emotions and feelings of others</p> <p>A doing something kind for others activity – supporting younger students</p>

<b>Inappropriate showing of body parts</b>	<b>Read social story to self or to another Create a PANTS poster (NSPCC) Do an assembly</b>
<b>Not completing work</b>	<b>Complete during social time</b>
<b>Not working in a line / running in corridor</b>	<b>Practicing walking down the corridor Creating a poster to share with others 'why we walk'</b>
<b>Unkindness outside</b>	<b>Play nicely or choose to play on your own</b>
<b>Coming into class late</b>	<b>Paying time back during social time</b>
<b>Failure to complete a natural consequence</b>	<b>Refer to tiers of support</b>



# Code of Conduct for Students

## Two Rivers High School

At Two Rivers High School we are: Ready, Responsible, Respectful

**This means that we expect students:**

1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk around the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say/indicate sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

**In return students can expect staff:**

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground and corridors well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.
13. To ensure safeguarding concerns are passed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

## Tiers of Support

Level of Support	Support Options
Tier 1 Interventions	<ul style="list-style-type: none"> <li>• Class based interventions i.e environmental changes – sensory adaptations</li> <li>• Restorative Conversation</li> <li>• Natural Consequences</li> <li>• Contact with parent -Form tutor</li> <li>• Strategy discussion at Middle Leader Level</li> <li>• Internal Therapy support considered</li> </ul>
Tier 2 Interventions	<ul style="list-style-type: none"> <li>• IBSP / RA</li> <li>• Parent meeting with ML + Tutor</li> <li>• BEBO (Behaviour Bounce Off Meeting) / Circle of Adults with staff</li> <li>• Restorative Meetings</li> <li>• Natural Consequences</li> <li>• Referral to external support</li> <li>• Sensory OT referral / Behaviour support referral</li> <li>• PCSO support</li> <li>• Additional PROACT-SCIPr training</li> </ul>
Tier 3 Interventions	<ul style="list-style-type: none"> <li>• Restorative Conferencing</li> <li>• External Support (Ed Psych / Social)</li> <li>• Alternative provision / therapeutic input</li> <li>• Suspension / Exclusions</li> <li>• Emergency Annual Review</li> </ul>

## 10 WAYS THAT PARENTS/CARERS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (P.E kit, swimming kit etc)
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child .... But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.