

# Fairfield High School for Girls

## Policy for Outstanding Conduct and Behaviour

To be used in conjunction with the Policy for Use of Reasonable Force to Control or Restrain Pupils



<b>Approved by:</b>	Full Trust Board	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	September 2021	
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<b>Person Responsible:</b>	Headteacher	

**Outstanding progress for all**

## **Policy for Outstanding Conduct and Behaviour**

The Trust Board of Fairfield High School for Girls has produced this policy to underpin the school's efforts to provide the best possible learning environment for its pupils, consistent with the school's general aims and principles.

### **Principles**

This policy is intended to give guidance on the system of pastoral care, which will support the maintenance and development of standards of learning and behaviour at Fairfield High School for Girls. To achieve this, the following principles should be adhered to:

- a. That the main priority of this document will be support for the learning environment that exists at Fairfield High School for Girls.
- b. That the first priority in all situations will be the well-being of the pupils at Fairfield High School for Girls.
- c. That the policy will be a document agreed to and therefore supported by all staff.
- d. That the procedures outlined in this policy are fair in terms of distribution of workload amongst all staff.
- e. That staff who follow this policy when dealing with behavioural issues will have their actions supported by the Senior Leadership Team and the Trust Board of the school.
- f. That all parents/carers are made aware of the contents of this policy and the implications for their child/children.

We expect staff, pupils and parents/carers to unreservedly and positively support the aims of the Policy for Outstanding Conduct and Behaviour.

### **Aim of the Policy**

Consistent with the priorities outlined above, we have the following aims for this document:

- a. To maintain a happy, safe and well-organised community.
- b. To ensure that all pupils are enabled to work hard and receive the best possible education.
- c. To achieve a high level of positive behaviour by constant encouragement rather than by dependence on punishment and sanctions.
- d. Where sanctions have to be used, to maintain a chain of graded responsibility, which will support all staff in their enforcement of the school rules.
- e. To solve problems speedily and efficiently in an attempt to halt any escalation in problematic behaviour.
- f. To develop a positive reward system that will encourage a high standard of pupil behaviour and achievement.

- g. To ensure that all systems of punishment and rewards are understood by all pupils and parents/carers and are seen as a fair way of upholding the rights and interests of all concerned.
- h. To foster a sense of responsibility and self-discipline.
- i. To communicate effectively with each other so problems may be anticipated or averted.

### **Values that underpin the Behaviour Policy**

- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We separate the behaviour from the pupil.
- The behaviour is unacceptable, not the pupil.
- Linking positive behaviour to a pupil's identity builds self-esteem.
- Give pupils confidence by giving them responsibility.
- Mistakes are a normal part of learning.
- An approach to discipline should be positive and consistent with the desire to foster the development of mature, considerate young people, capable of accepting responsibility for their own behaviour.
- It must be consistent with the recognition that pupils are capable of reforming both attitudes and behaviour.
- Courtesy should be expected and given at all times.
- Good order and courtesy can be encouraged in certain practical ways, such as insisting on quiet movement on the left of corridors/staircases and expecting pupils to stand at the beginning of lessons or when a staff member or visitor enters the room.
- Pupils should be encouraged in their positive endeavours by the giving of praise, where it is appropriate.
- Consistency on the part of staff is an important principle. This does not mean rigidity or inflexibility so that the same action is always taken in response to a certain misdemeanour. Members of staff are responsible people who deal with a set of circumstances according to their own judgement, in communication with colleagues and in line with the disciplinary framework laid down below. Consistency implies that staff are willing at all times to respond to problematic behaviour that challenges the school ethos.

### **Roles and Responsibilities**

#### **The Trust Board**

The Trust Board is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

## **The Headteacher**

The Headteacher is responsible for reviewing and approving this Policy for Outstanding Conduct and Behaviour.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing this policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff will undergo regular Behaviour Policy training as part of the whole school CPD programme.

## **Parents/Carers**

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school, usually via the child's Form Tutor, of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher promptly.

## **Fairfield High School for Girls Expectations**

As with any workplace there needs to be clear expectations of what is acceptable behaviour to enable everyone to work successfully, safely and enjoyably. Fairfield High School for Girls is no different.

### **Attendance**

In accordance with Fairfield's Policy for Pupil Attendance and Punctuality, pupils are expected to attend school every day and all timetabled lessons and registrations on time. Lateness is not accepted and pupils must be prompt to lessons.

### **Conduct**

Pupils should come to school fully prepared with the correct equipment including a school bag every day. Pupils should demonstrate pride, positivity and politeness at all times by moving around the school building sensibly, safely and quietly. This means never running or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas, pupils should keep left on corridor and move slowly on the narrow stairs.

Pupils should speak in a polite and courteous manner at all times. Swearing, shouting and verbally abusing others will not be tolerated.

### **Uniform**

Fairfield has a uniform policy, which is detailed in the Fairfax and on the school website, highlighting the standards pupils are expected to adhere to at all times.

Pupils are reminded that when in uniform they are a proud representative of Fairfield and their behaviour should help contribute towards the positive reputation of Fairfield High School for Girls.

### **Bullying**

Any incidents of bullying that are reported at Fairfield will be dealt with swiftly in accordance with the Policy for Anti-Bullying.

### **Smoking, Drugs and Alcohol**

Fairfield has a policy for drugs and drug related incidents. Pupils found in possession of illegal substances, alcohol or weapons, may face permanent exclusion. Pupils are forbidden from taking any drugs (including alcohol), dealing in drugs or smoking on the school's premises, when wearing the school uniform and when representing Fairfield at external events. If pupils are suspected of being in possession of such items, Fairfield reserves the right to search and confiscate pupils in line with the DFE guidelines. If any illegal substances are found, Fairfield High School for Girls reserves the right to involve the Police.

### **Fairfield Property**

Pupils have a shared responsibility to ensure the schools equipment, furnishings, buildings and grounds are used sensibly with care and respect so that it is a welcoming place we can all be proud of.

If pupils notice any school property that has been damaged by others or themselves accidentally, it must be reported to a member of staff immediately. Families/carers of pupils who maliciously damage school equipment are expected to reimburse the school to repair/replace said damaged item.

### **General Aims for Discipline, Rewards and Sanctions**

- We aim to maintain a happy and well-organised community in which all pupils are enabled to work hard and receive the best possible education. In order to succeed in this, a high level of positive behaviour is required and we believe, achieved by constant and positive encouragement, rather than by dependence on punishment and sanctions.
- A general atmosphere of good order is both conducive to courteous conduct and a reflection of it. Where possible, strategies leading to de-escalation should be employed.
- This is not to suggest that punishment and sanction are not to be administered whenever they are deemed appropriate within an ethos of care and social responsibility.

- All staff are responsible for enforcing school rules and orderly behaviour in school and chains of graded responsibility are used as a means of upholding them. Any infringements of discipline are promptly and carefully dealt with by means of a variety of approaches. We aim to solve difficulties speedily in an attempt to halt any escalation in problematic behaviours.
- Conversely, the school reward system operates throughout the school, involving the regular reckoning of accumulated points. Presentation Evenings are held to celebrate pupil achievements and Praise Assemblies are held on a regular basis.

### **Classroom Expectations**

At the core of outstanding conduct and behaviour in lessons is high quality teaching in the classroom. Pupils at Fairfield are expected to follow the 'Fairfield Classroom Expectations'. These can be found in the Fairfax and displayed around the school site.

All staff should have the same start of lesson routine based on the Fairfield Classroom Expectations:

- Pupils must arrive on time to lessons.
- Sit in the seat chosen by the teacher.
- Place bags under desks and coats on the back of chairs.
- Put Fairfaxes and equipment on their desk. Pupils should have the appropriate equipment and stationery needed for the lesson.
- Stand in silence behind their chairs and wait to be greeted, as instructed by the teacher, and sit down when asked.
- Place bottles of water on the floor or in their bags. Only water is allowed during lessons.

During the lesson all staff should ensure pupils follow the Fairfield Classroom Expectations:

- Pupils must stand when a member of staff enters the room.
- Pupils must stay in their seat during a lesson - they are not allowed to leave the classroom without permission from the teacher.
- Pupils must not go to the toilet during a lesson, unless in possession of a toilet pass.
- Pupils must not use mobile phones. If a mobile phone is seen or heard, it will be confiscated.
- Pupils must follow all instructions from their teacher and display a positive learning attitude in every lesson.
- Pupils must concentrate and complete work to the best of their ability.
- Work sensibly and maturely, speak respectfully to adults and pupils in the classroom and follow any other talking rules from the teacher.
- Put their hands up to speak, unless directed otherwise.
- Record Home Learning tasks in their Fairfax and hand them in on time.
- Present work as neatly as possible to the best of their ability.

At the end of the lesson all staff should ensure pupils follow the Fairfield Classroom Expectations:

- Clear books and equipment away and pack their bags in a timely manner.
- Ensure that classrooms are clean and tidy for the next class. There is a collective responsibility to straighten desks, tuck chairs under and tidy up any paper or litter on the floor.
- Stand behind desks in silence to mark the end of the lesson.
- Leave the classroom in an orderly fashion when instructed by the teacher and move briskly to the next lesson.

Movement should take place on the bell or at the correct time. Pupils should not be allowed out of lessons early.

If pupils leave the classroom for any reason, they must be given a staff pass and the out of lesson section in the Fairfax should be filled in. Only one pupil at a time should be allowed a visit to the toilet unless there are special circumstances such as feeling sick or nosebleeds where another pupil may be allowed to accompany them.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring into other schools.

### **Rewards**

Our emphasis is on rewards to reinforce positive behaviour through constant positive encouragement. We believe that rewards have a motivational role, helping the pupil to see that positive behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

It is earned by the maintenance of high standards as well as particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. These are examples of rewards that are issued to pupils.

## **Whole School Rewards**

School reward points are used to reward all pupils. The rewards recognise our school vision:

- Successful learners
- Confident individuals
- Responsible citizens

Reward points can be awarded for a number of things, including classwork, effort, attitude, progress, exam results and involvement in extracurricular activities.

Certificate/Presentation Evenings:

GCSE Certificate Evening is held during the Autumn Term for the Presentation of GCSE Certificates.

Lower School Presentation Evening for pupils in Years 7, 8 and 9 is held in the summer term. Certificates of Merit and medals are awarded to deserving pupils.

All Year groups have Praise Assemblies every Academic Year, to celebrate pupils' achievements.

Pupils receive school reward points and certificates for a variety of achievements some of which can include:

- Progress.
- Achievement.
- Credits.
- 100% attendance.
- 100% punctuality.
- Overall improvement.
- Improvement in specific areas.
- Best form attendance.
- No crosses.
- Pupil of the term.

Other rewards used to motivate pupils include:

- Postcards from Form Tutors and Heads of Year.
- School trips/events.

## **Departmental**

Pupils receive rewards for a variety of achievements some of which include:

- Progress.
- Achievement.
- Completing a Home Learning task to an exceptional standard.
- Practical work.
- Producing a particularly outstanding piece of work.
- Producing consistently good work.
- Attendance at extra-curricular activities.



Examples of rewards issued include:

- Certificates, badges and small prizes.
- Special letters and postcards sent home.
- Written praise and reward stamps in books.
- Verbal praise.
- Display within classroom.
- Referral to Senior Leadership Team for praise.
- Modelling best practice to pupils.
- Praise walls.
- Photographs of events displayed on school notice boards, articles in the school newsletter and local newspapers.

### **Discipline and Sanctions**

Teachers may discipline pupils for misbehaviour during the following times:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

When poor behaviour is identified, sanctions can include the following:

- A verbal reprimand.
- Extra work or repeating an unsatisfactory work until it meets a required standard.
- The setting of written tasks as punishment, such as writing lines or an essay.
- Loss of privileges – for instance not being able to participate in a non-uniform day or the school prom.
- Missing break time.
- Detention including school inset days, lunchtime, break time and after school.
- School based community service such as picking up litter; tidying a classroom; helping clear up the dining hall or removing graffiti.
- Regular reporting to a named person at particular timeslots during the day, for example, first thing in the morning immediately on arrival at school to carry out a uniform check or to speak about behaviour (how pupils should conduct themselves throughout the day); being placed 'on report' for behaviour monitoring.
- Internal isolation.
- In more extreme cases, schools may use temporary or permanent exclusion.
- Confiscation, retention or disposal of a pupil's property.
- Parents/carers may be invited to attend review meetings to discuss pupil conduct and support as appropriate.
- Pupils and parents/carers may be invited to attend a Pupil Issues Trustees' Panel.

## **Search Procedures**

The school has the power to search and is not required to inform parents/carers before a search takes place, or to seek their consent to search their child.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Please see the DfE guidance on searching, screening and confiscation.

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

This is not an exhaustive list. The school will confiscate any items, which are deemed 'inappropriate'. Depending on the items, these may be returned via parents/carers; passed on to the police or disposed of.

Prohibitive items are:

- Knives or weapons
- Alcohol
- Illegal drugs/substances
- Stolen items
- Tobacco, cigarettes, cigarette papers, e-cigarettes, lighters and matches
- Fireworks
- Pornographic images

## **Electronic Devices**

School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items, the device and/or files may be returned via parents/carers; passed to the Police or erased depending on the circumstances.

## **Use of Reasonable Force**

In addition, all members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Please see the policy for the use of reasonable force to control or restrain pupils.

## **Links with other Policies**

This policy must be read in conjunction with:

- Policy for Exclusions
- Policy for Anti-Bullying
- Policy for Drugs and Drug Related Incidents
- Policy for E-Safety
- Policy for the Use of Reasonable Force to Control or Restrain Pupils