



Chaucer School

A member of Tapton School Academy Trust

Relationships and Behaviour for Success Policy 2022

Date reviewed: January 2022

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Relationships Policy

Section 1	Purpose
Section 2	Classroom rules
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Section 5	Responses to classrooms based negative behaviours. Specific Information in relation to: - <ul style="list-style-type: none">• Suspension• Permanent Exclusion• Community Issues• Joint Enterprise
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SECTION 1

The Chaucer School relationship policy embodies our culture and ethos developed through a Trauma Informed and ACE (Adverse Childhood Experience) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider school community and includes all young people, all staff, parent(s)/carers and any external agencies who work collaboratively with Chaucer School.

Purpose

Chaucer school believes that all young people are entitled to access a curriculum that is relevant, understanding, adaptive, agile, ACE aware and trauma informed that caters for all learners. We believe in providing every child with the opportunity to engage in a first class education academically, emotionally and socially. We strongly believe that by identifying and breaking down the barriers to learning, we can provide an inspiring curriculum that considers the whole child and provides the necessary level of support for our young people to reach their true potential, while maintaining positive emotional wellbeing.

What are ACEs?

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning.

Trauma Informed practice

It is essential that, wherever possible and appropriate, adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented within school. **It is the responsibility of all staff** in school to be aware of any specific plans and strategies that may need to be implemented to help support young people who have suffered trauma and ACEs. Early intervention can help to decrease the chances that young people will enter the crisis phase leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

A trauma informed approach requires emotionally regulated and always available adults who can provide essential calming of the young people in their care, which will ultimately allow them to **re-set and restore/ rebuild / re-engage** in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment.

In practical terms it means that we may temporarily (for short or longer periods of time) remove students from situations that they are finding difficult to manage. A designated adult will work with the removed student to support them and will only place them back into the original learning environment when it is appropriate to do so.

Behaviour management

We do not operate a 'zero tolerance' or 'one size fits all' approach to challenging behaviour. Instead we apply the theory of a case by case approach that takes into consideration the individual circumstances and context of individual young people in our care, while maintaining high standards and expectations. The develop of the students is at the heart of all decisions.

Staff responsibilities –

'Unconditional positive regard'

Unconditional positive regard is a concept developed by the humanistic psychologist Carl Rogers. It is the **basic acceptance and support of a person regardless of what the person says or does**. In practice, within an education setting this means that staff are non-judgmental and work with no predetermined negative perceptions around individual students and/or their behaviour. All students are given a 'clean slate' following negative interactions with staff and every attempt must be made by staff to rebuild and restore damaged working relationships.

Staff conduct

All staff are responsible for adhering to positive practice that promotes a students' ability to engage in and access their learning. This is based on the understanding that students best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships.

Staff should not model negative behaviours such as (not exhaustive)

- Being confrontational
- Being insulting or abusive
- Being intimidating
- Being condescending/ harshly sarcastic
- Causing humiliation
- Being supercilious
- Any other behaviours that may cause further breakdown of relationships.

It is the expectation at Chaucer that all staff, regardless of their role in school, act in this way. This does not mean that undesired behaviour does not go unchallenged. We continue to have high expectations of behaviour for all students, and support is regularly and continually offered to those having difficulty meeting those expectations.

All staff have experienced training in being ACE aware and Trauma and Mental Health Informed. Specific staff both internal and externally sourced are identified to work with students in order to support their individual needs. This support may be offered in a 1:1 session, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings, and ensure that they maintain the capacity to learn, despite difficult events that may happen/ have already occurred in their lives.

It is expected that agreed amendments and modifications will be made as the systems develop and mature. At all times staff, students, parents and carers will be made fully aware of such changes.

The relationship policy framework is designed to and should be successful in:

1. reducing student and staff stress levels through a significant reduction in negative or confrontational behaviours;
2. providing much greater understanding of the behaviour for success process by students, parents, staff and governors;
3. ensuring that all students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards;
4. supporting staff in developing positive relationships in the classroom, ensuring that students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made. Furthermore, students should not have to suffer low-level disruption from their peers.
5. Develop harmonious relationships, with increased communication between students and staff, parents/carers, where students are able to talk freely about their worries or concerns.

Without doubt, the essential prerequisite for the scheme's success is a constant, calm, consistent commitment from all staff to operate within the agreed framework.

The relationship policy is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. Students' individual context and personal situation must be taken into consideration when undesirable behaviours are being presented and potential actions and responses are being implemented, while high expectations are maintained.

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. Support and administrative non-teaching staff will also be expected to praise and rewards students appropriately and establish positive relationships with students whenever it is possible to do so. Senior members of staff must always model the practice of positive relationship building.

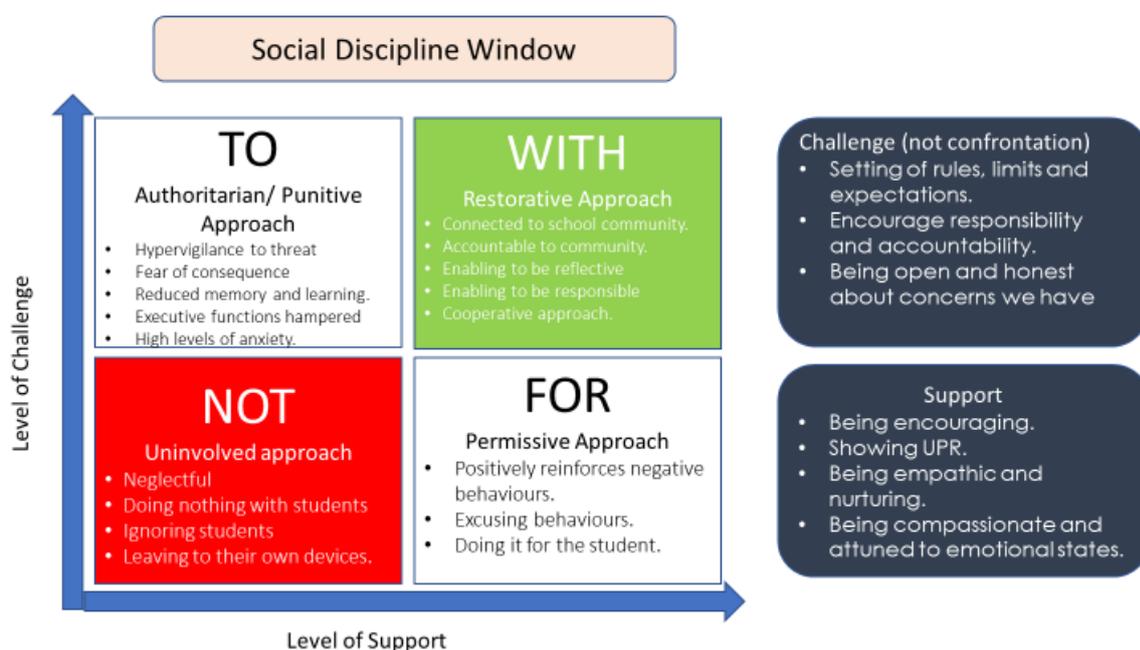
Staff must understand the importance of operating consistently within the recognised framework in term of both rewards and sanction process.

If the system is to be successful, the following must be understood by all concerned:

- Consistency in approach to both rewards and sanctions within the classroom is essential.
- The fact that there will be a consequence for negative behaviours is inevitable is more important than the severity of the sanction.
- Once the sanction/response has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow up' strategy, with each student's case being viewed in an individual sense.

Members of staff will receive regular support and professional development opportunities in order to develop and implement the skills to successfully establish maintain and restore positive relationships with all stakeholders.

At Chaucer we have a clear vision that to achieve success for all stakeholders, we must work **WITH** our young people. We do this by using the principles of the social discipline window. We will work **WITH** our young people and families offering high levels of support alongside high expectations to achieve our shared goals.



Section 2 – Classroom rules

Our classroom rules are outlined below:

1. Follow instructions first time and without questions or argument.
2. Arrive on time, fully equipped and ready to learn each lesson.
3. Show respect to staff and students when they are talking by listening.
4. Put your hand up and wait for your turn to speak without disturbing others.
5. Stand behind your chair quietly at the end of lessons until you are dismissed.
6. Always try your best with all learning.

Section 3 - Around school rules

1. Show responsibility by all being on time for school at 8.30 every day.
2. Be polite and show respect for all other people.
3. Follow instructions first time and without questions or argument.
4. Wear your school uniform correctly at all times.
5. Respect your school environment, never drop or leave litter.
6. Eat and drink in the right places at the right time.
7. Walk around the school responsibly and quietly and keep to the left.
8. Only use phones in phone zones; do not take photos or videos of yourself or others.

Section 4 – Rewards

Central to the philosophy is the right of all staff to praise students, including contacting parents as a matter of routine. Spontaneous day-to-day praise is a key foundation in all good schools.

Stamps

The first formal phase of the rewards system is the use of individual staff stamps.

Stamps will be awarded both within and outside the classroom. These will be rewarded for;

- To recognise and praise not just work, but any instances of showing responsibility, respect and kindness

The stamp will lead to recognition through our system of certificates and rewards trips.

From September 2021 the certificate levels for stamps will be as follows:

- 250 – Bronze
- 500 – Silver
- 750 – Gold
- 1000 – Platinum
- 1500 – Diamond
- 2000 – Head teacher's Award
- 2500 – Governor's Award
- 3000 – Chair of Governor's Award.

Positive Planner comments

Within the student's planner spaces have been created for 'positive planner comments' to be written linked to the key values of the school.

- **Respect** – Be respectful of others, ourselves and our environment.
- **Responsibility** – Be responsible for ourselves and our actions.
- **Kindness** – Be kind. Always.

When a student receives 8 positive planner comments this will be 'logged' by staff and an automated email will be sent to parents to let them know. Students that receive 8 positive planner comments each week will gain access to rewards activities at the end of a term or half term. The types of activities will be chosen and suggested through student council reps.

SECTION 5 Responses to undesired behaviours

In terms of classroom-based sanctions, five key phases are identified. It is hoped that the vast majority of students will choose to spend their time at Chaucer operating with the rewards framework.

It is also expected that for the students whose behaviour for learning is deemed to be unacceptable, only a small minority will move beyond phase 3.

It is essential that all students, parents and teachers understand this framework and its continuum of sanction/responses.

When students do disturb the academic progress of their peers or fail to show respect, responsibility or kindness to others, then they will be removed from that class. For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction,

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The most logical and appropriate sanction/response is applied to specific behaviours taking into consideration individual context, at all times being ACE aware and trauma sensitive.

Phase 1 Remind – Calmly remind students of the high expectations we hold in school around behaviours for learning and ensuring students are aware that their decisions are having on the progress of others and themselves. Anchor the conversation in a positive example of how they have behaved positively before (30 second intervention).

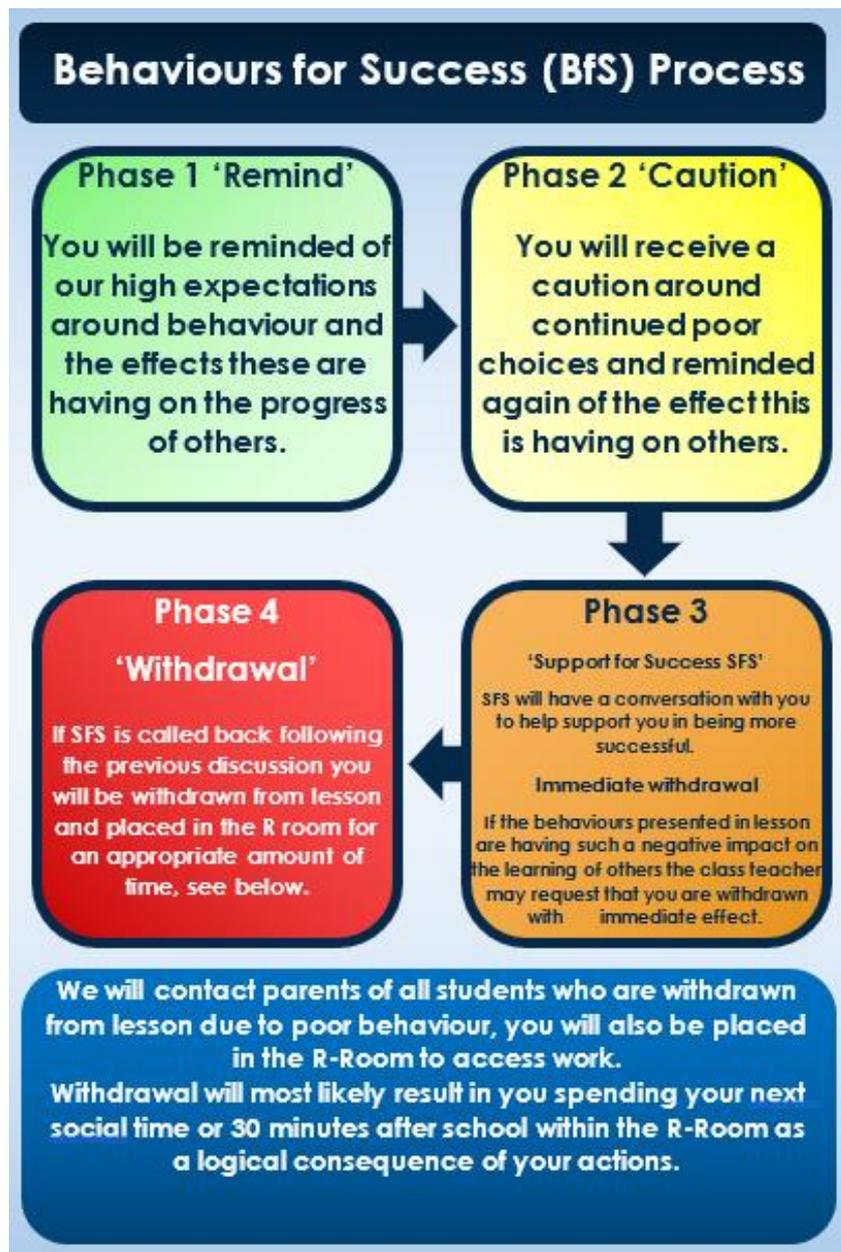
Phase 2 Caution – Calmly caution the student around their continued poor choices around conduct again explaining the importance of appropriate behaviours for learning in the classroom – further 30 second intervention.

Phase 3 – Support for Success SFS – A Support For Success member of staff will have a conversation with the student to assess what additional support (if any) is required for them to be successful in lesson. Explained to student by member of SFS that a further call out will result in them being placed in the R room with a loss of the student's next social time, see below.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

Phase 4 – Withdrawal If SFS is called back to the same classroom for specific student, they will be removed and placed in the Recovery room for an appropriate period of time. This may be substantial or shorter in duration. It may be deemed appropriate for students to remain in the R room at the end of the day for an additional 30 minutes.

Phase 5 – Refusing or failing to follow process in the R room will result in a more serious sanction. This may include further isolation within school, or ultimately suspension.



Serious incidents of behaviour will result in students being placed in the R-Room, pending further investigation if necessary or which may lead to a suspension or permanent exclusion.

These include (not exhaustive)

- Persistent and relentless breaches of the school policy.
- Threatening behaviour/ Verbal abuse towards an adult.
- Physical assault of an adult or young person
- Dangerous behaviour, including arson.
- Drug or Alcohol related incident.
- Possession of an offensive weapon.
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct.
- Peer on Peer abuse/ Bullying, including online.

Phase 6 – Suspension and Permanent Exclusion

For serious cases of misbehaviour which contravene the principles set out in the relationships policy, suspension may result for a period of up to 15 days. Work will be provided in the case of an suspension and it is expected that parents accompany their child to a re-admission meeting before the student returns into school.

For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct or, persistent disruption where the student has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Head of School. This will be in accordance with guidance set out by the DFE, a copy of which is available from school. Examples of such incidents will result in a full independent investigation that will include liaison with the Police or Community Youth Team Officer where information will be sought around the law/process.

The school will also take into consideration 'joint enterprise', which can mean that if more than one student is involved in the same incident, irrelevant of the role they played, all students will receive a sanction.

Governors support process.

We have a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Chaucer School. The different stages are as follows.

GSP stage 1 – Written warning

GSP stage 2 – Single governor meeting.

GSP Stage 3 – Full governors panel.

This is aimed at being a preventative intervention involving student, parent, leadership and governance. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered. Where behaviours continue beyond this point, Secondary Inclusion Panel (SIPP) may be called.

SECTION 6 PROTOCOLS

1. Mobile phones/electronic devices (including headphones): Items should be switched off and not be visible from 8.25am until 2.55pm (2.30pm on Wednesday) unless at break time or lunchtime in a designated phone zone. Any mobile phone/device that is seen during this time either being used or not will be confiscated. The first confiscation of a mobile phone/device will be held by the office and returned at 2.55pm. Further confiscations will be returned only to a parent via a parental meeting with Assistant Head teacher or Head of School.
2. During registration any student who does not have their planner or does not have the correct uniform should be referred to SFS.

SECTION 7 Additional information

Appropriate behaviour for learning is defined as being attentive and having an interest in schoolwork, having responsible learning organisation, working efficiently in a group and seeking help when necessary. It also involves behaving respectfully towards staff, showing respect and kindness to other students, only interrupting and seeking attention appropriately, and being physically peaceable.

Chaucer is a place for learning and it is essential that the conduct of all members of the school is supportive of the learning process. Behaviours which prevent or interrupt learning will be challenged. Our aim is to do this by emphasising the importance of good relationships between staff and students based on clear and consistent expectations, firm but fair responses to inappropriate behaviour and positive reinforcement of appropriate behaviour through the use of the behaviour for success processes.

The aim of this extended element of the Relationships Policy is to offer specific information in relation to a particular set of behaviours that may be displayed in and around the school and its community.

The school determine the necessary sanction in line with behaviour for success and may include: parental contact, parental meeting, and referral to a student support colleague (e.g. Designated Safeguarding Manager / Restorative Practitioner). A student may also be suspended for a fixed period of time with a parental meeting to ensure successful re-integration. The students file will record all suspensions and incidents of serious disruption to learning, along with all reasonable adjustments provided to help secure the successful engagement of learners. Arrangements will be made for a work pack to be provided for the student to complete at home during the suspension period.

Out of class behaviour

Poor behaviour out of class has an impact upon learning. Out of class, students are expected to behave responsibly, respectfully, and allow others the right to be free of disruption. Defiance, dangerous behaviour or bullying disrupts the good order of the school and creates an atmosphere in which learning is impaired. Every member of staff at Chaucer is expected to challenge and address poor behaviour outside class. Serious incidents of such poor behaviour will result in action by the year leader or member of leadership team. Parents will be notified as appropriate.

Incidents which occur within the community, whilst a student is wearing school uniform will be sanctioned appropriately in line with behaviour for success processes, as this is seen as 'bringing the school's name into disrepute'.

Electronic devices:

Students have the right to use electronic devices when:

1. They are in outdoor spaces before, during and after school.
2. They are in allocated 'phone zones'
3. They are in class and the teacher has advised the student that the device can be utilised to enhance learning (e.g. calculator / as a medium to share music for performance).

The electronic device and its safety remain the responsibility of the child.

Students do not have the right to use electronic devices when:

1. They are moving between lessons
2. They are outside of an allocated space
3. They are in class

Students should not take photos or videos of themselves or others at any point while on school premises.

Sanctions for electronic devices:

If an electronic device is seen on a student in school other than allocated spaces at agreed times then the member of staff will confiscate it and hand it into the main office where it will remain until the end of the school day. If a student refuses to handover their electronic device then they will be withdrawn from lessons until the situation has been resolved. This may include a parental support in confiscating the item and/or parental meeting. A second confiscation will lead to the item being confiscated until parent or carer is able to collect it and a third confiscation will lead to a parental meeting.

You may wish to also refer to Search Policy and Positive Handling Policy in conjunction with this document.

Parents

Parents will be made aware of the expectations within school of appropriate behaviour for learning through the website.

Media

The Head of School or a nominated spokesperson will handle all media enquiries. The school will not comment on individual cases but will refer to the school policy and the procedures in place to manage any incidents of poor behaviour.

Monitoring and Review of the policy

Application of the policy will be monitored by a member of leadership and reports submitted to the relevant Governing Body committee in the *summer* term. The policy will be reviewed every two years, or in the light of changing information. The review will be led by a member of leadership.

Dissemination of policy

New staff will be introduced to this policy as part of the induction process. The policy will be available on the school network and other interested parties may apply for a copy. Students will be made aware of the policy as part of the tutor time programme.

Appendix: -

HOME SCHOOL AGREEMENT

At Chaucer we are committed to a strong relationship between the school, each student and parents/carers. The purpose of the Home School Agreement is to ensure that we each acknowledge and commit to our part in that relationship and to the expectations that being a part of Chaucer School brings with it in order to ensure the success of all our learners. In addition, we each commit to act at all times in a reasonable and respectful manner to each other.

The school's responsibilities are to:

- Provide quality first teaching to develop each student's talents
- Provide consistent expectations and a robust rewards and sanctions process that is transparent and understood by all stakeholders through positive discipline
- Provide support and care for each student and raise self-esteem
- Encourage and reward good attendance, progress and behaviour
- Provide a safe, secure and well-ordered environment
- Ensure the safety on line of the whole school community
- Engage in regular communication between school and home
- Check and sign Student Planners on a weekly basis

Signed..... Form Teacher

Parent / Carer's responsibilities are to:

- Accept and support the school aims and values
- Accept and support the school expectations of their child (Positive Discipline)
- Make sure their child attends school on time every school day
- Make sure that full uniform is worn every day
- Make sure that their child is properly equipped for learning (pen, pencil, ruler, scientific calculator and planner)
- Show interest and involvement in the work and homework of their child and provide a suitable, quiet place to work at home
- Support the school's approach to online safety, the safe use of IT and IT equipment
- Check and sign the Student Planner on a weekly basis
- Attend Progress days and parents' evenings and keep in touch with school

Signed..... Parent / carer

Student's responsibilities are to work alongside the school in Positive Discipline including:

- Attend school on time every day.
- Wear full correct school uniform every day
- Come to school properly equipped to learn with school bag, pens, pencils and all necessary equipment for the day including PE kit
- Always listen, take part and work hard in lessons and with homework
- Use the Student Planner properly
- Cooperate with and respect others, their right to learn and their property
- Follow the student code of conduct and classroom expectations
- Read, understand and adhere to the Student Acceptable IT Use Policy
- Be safe, never leave school without permission
- Follow all reasonable requests made by members of staff and seek help when needed

Signed..... Student

Appendix – Suspensions and Permanent Exclusions.

Suspensions and alternatives to suspension *'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Heads of Schools in using exclusion as a sanction where it is warranted.'*

(DfE Exclusion from maintained schools, academies and student referral units in England 2017).

1) Suspension (previously identified as 'Fixed Term Exclusions').

The School will use Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Exclusions will also be used when the good order of the school is threatened and/or student behaviour could potentially damage the reputation of the school. The Executive Headteacher and Head of School (Assistant Headteacher at the discretion of the Headteacher) may suspend for the following reasons:

- Serious incidents where school expectations are breached (for example – see **Section 5** of the relationship policy).
- Persistent and relentless disruptive behaviour.
- Refusal to engage with school processes.

The number of days students are suspended for will be at the discretion of the Executive Headteacher and the Head of School. The length determined could be between 0.5 days to 15 days.

The Executive Headteacher and Head of School also retain the right to permanently exclude a student for persistent disruptive behaviour or a single, one-off, serious incident.

2) Offsite Inclusion In some cases.

Off-site inclusion may be considered as an alternative to suspensions. Schools within TSAT and the locality work with each other so that students can spend time off site in other school's inclusion provisions. This may be used to avoid prolonged suspensions and ensures that good order is maintained, a consequence is issued but a student can remain in supervised care.

3) Permanent Exclusion

'A decision to exclude a student permanently should only be taken: - in response to serious or persistent breaches of the School's Behaviour for Learning Policy; and - where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the School.'

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2017).

The Executive Headteacher and Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or an adult in school
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.*
- Making a malicious serious false allegation against a member of staff.

- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of our community.

The Headteacher may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including peer on peer abuse (which would include racist or homophobic abuse).
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Any serious incident which the School deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

In addition, the School also considers the following to be serious incidents that may result in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

*Offensive Weapons - Definition

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Executive Headteacher or head of school to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.