

DENBIGH HIGH SCHOOL

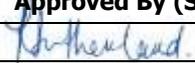


Engagement & Behaviour Policy

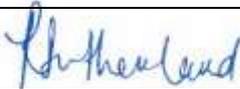
Version No	Date Created	Created By	Amendment
1	April 2020	Daniel Wilde	New policy

Workload Impact Assessed By	Date Assessed	Teacher Workload Impact	Line Manager Workload Impact
Daniel Wilde	Mon 20th April 2020	High	High

High Impact – Policy Implemented by teachers and staff on a daily/weekly basis
Medium Impact – Policy Implemented by teachers and staff on a monthly/termly basis
Low Impact – Policy Implemented by teachers and staff on an annual basis
N/A – Policy is not implemented by teachers or staff

Approved By (Name)	Approved By (Signed)	Date Approved	Date Implemented	Review Date
Kate Sutherland		11/06/2020	June 2020	May 2021

To be completed by the school:

Name of policy	Engagement and Behaviour
Policy version number	V1
Date Policy formally approved by Governing Body	11/06/2020
Date Policy becomes effective	June 2020
Review Date	May 2020
Signed (headteacher)	
Signed (chair of governing body)	
Information about this policy is available to parents/carers	Statutory guidance states that the policy should be accessible to parents/carers. The policy is accessible via the school website.

To be completed by Denbighshire Education and Children's Services:

Policy developed by	Mari Gaskill Ysgol Llywelyn Nicola Griffiths Ysgol Pendref Dafydd Jones Ysgol Melyd Dylan Jones Ysgol Glan Clwyd Ceri Ranson Ysgol Brynhyfryd Tim Redgrave Ysgol Esgob Morgan Darren Taylor Ysgol Twm O'r Nant Nicola Wynne-Roberts DCC
Date adopted by Education and Children Services JMT	
Original policy date issued to Denbighshire schools	
Version number and date	Version 1
Version developed by	
Annual review date	01/11/2019

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Denbigh High School

Engagement and Behaviour Policy

In Denbigh High School our aim is to ensure that all learners become

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To achieve the best outcomes for our learners it is essential that strong collaboration and partnerships exist between the pupil, the school and home.

Learners learn best in a disciplined and orderly atmosphere where they are often reminded of expectations. Our rules are clear and set the standards that learners should aspire to, in and out of the classroom. Good discipline is of whole school importance and the responsibility of each member of staff at all times. A consistent and firm response from our staff to promote positive behaviour, and tackle unacceptable behaviour, reinforces our expectations of the learners.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Our expectations also outline the behaviour, attitude and order each member of our school community should follow at all times.

School Expectations

- Ready – Everyone should arrive at school with the appropriate attitude, preparation, equipment and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Behaviour management

At Denbigh High School we are committed to ensuring that effective teaching and learning takes place and good behaviour is compulsory in all aspects of school life. We seek to create a positive learning atmosphere through:

- Promoting good behaviour and discipline.
- Promoting self-respect, self-discipline, respect towards authority.
- Promoting positive relationships which are based on mutual respect.
- Promoting consistency whilst responding to positive and negative behaviour.

Recognition – An opportunity to reward learners for their achievements.

- **Classroom Level** – Teachers are highly skilled at identifying opportunities to praise learners and recognise their successes. These should be recorded on the school monitoring system.
- **Curriculum Area Team** – Learners will be identified fortnightly by their teachers to receive recognition postcards and fast-passes for outstanding attainment and endeavour in their subjects.
- **Year Team** – Learners will be identified fortnightly by their Form Tutor to receive a praise phone call home and/or fast-passes from their Progress Manager.
- **Senior Leadership Team** – Learners will be invited to meet with the Headteacher and team to recognise their achievements. Where a student has been identified as praiseworthy during a staff briefing, parents will be notified.
- Progress will be celebrated at Celebration of Achievement events.

As at any school, almost all of our learners are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For learners to achieve at the highest level of which they are capable, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for; it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to: -

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Make a difference
- Show equality and fairness.

Appendix A

Engagement and Behaviour

Rights and responsibilities with regard to staff

- Ready – Everyone should arrive at school with the appropriate attitude, preparation, equipment and appearance which prepares them for success.
- Respect – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Rights and Responsibilities: -

Denbigh High School and its staff have the right to: -

- Enforce the school's behaviour policy, including rules and disciplinary measures.
- Expect learners' and parents' cooperation in maintaining an orderly climate of learning.
- Expect learners to respect the rights of other learners and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

Classroom Expectations.

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Learners should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

It is vital that we manage our expectations based on the pupil's ability and understanding.

All staff should follow the **same procedures**:

- Always start and end a lesson on time.
- Always take a class register and make a note of any pupils who are late.
- Create a seating plan and adhere to it.
- Always state the learning objective and ensure resources are available.
- Remind the learners regularly of the expectations and consistently give praise.
- Do not leave the classroom, unless there is an emergency.

- Keep learners on task throughout the lesson and do not let them leave the classroom, unless there is an emergency.
- Identify the classroom hot spots, and strategically locate ourselves in response to this.
- To know the name of all pupils who are in our care.
- Take personal and collective responsibility for discipline.
- Every day is a new start.
- Every lesson is a new start.
- To hold restorative meetings following an escalation of inappropriate behaviour, specifically when a red-card has been issued.
- Use departmental praise postcards fortnightly.

All staff should:

- Model good behaviour.
- Maintain emotional control – give yourself time to think before reacting.
- Uphold your dignity to sustain a relationship with the child.
- Be calm.
- Be confident.
- Be consistent.
- Show compassion.
- Maintain a professional relationship – separate the behaviour from the child.
- Understand they can influence change and that when an adult changes, everything changes.
- Recognise that everything depends on the adults' behaviour.
- Be proactive in ensuring you keep up to date on individual pupil needs.
- Share good practice and success.

We should follow all of the above to ensure we don't:

- Humiliate.
- Shout – it belittles others and diminishes impact.
- Over-react or act impulsively.
- Punish everyone in a group, or punish something you can't prove.
- Use sarcasm.
- Abuse your authority.
- Use empty threats.
- Make empty promises.
- Hold a grudge.

Behaviour Management Strategy, to create a positive learning environment. (See also Appendix D – 4)

1. Plan Lessons for good behaviour

○ High Expectations

If there are high expectations for all learners, they will be more likely to succeed. You must set clear boundaries and you must re-visit them frequently.

○ Differentiate

Excellent teaching can reduce behaviour problems, but this is not always the case. Research shows that clear explanations and tasks which are matched to the needs of the learners improve attitudes towards learning.

○ Good pace in a lesson

A well-paced lesson can help ensure learners are engaged and productive throughout.

○ An organised learning environment

An orderly and tidy learning environment can help promote good concentration and avoid distraction.

2. Staff-Pupil Relationship

You should ensure that everyone is treated fairly and with consistency. **Every lesson is a new start.**

3. The teacher's passion

If a teacher has passion for the subject, this will be conveyed to the learner.

4. The teacher is ready for the lesson

If a teacher is in the classroom ready to greet the pupils and engage in eye contact, this is an advantage and gives control and control of the classroom. You should consider an appropriate seating plan for each class.

5. Praise

Staff should consider using praise three times to every one reprimand. This can change an individual's attitude during a period of 2/3 weeks. **'Catch them being good'**.

6. Language

Staff should always use positive language. E.g. rather than saying "will you stop talking" you can say "I want everyone to listen now!", rather than "Dylan, don't turn around to talk to Bethan", you can say "Dylan, thank you, I need you to face me and focus on your work'. Try not to use uncertain questions, give polite and courteous instructions.

7. Be consistent

Whatever your behaviour strategy, you must be consistent, and everyone should be treated equitably.

Beyond the classroom

All staff have a collective responsibility to promote positive behaviour beyond their classroom.

Undirected time can contribute to a deterioration in the behaviour of learners.

We can all promote good behaviour through positive interactions at every opportunity.

We should expect to:

- Enjoy relating to one another.
- Welcome all members of the school community.
- Start a conversation at every opportunity.
- Deal with poor behaviour, to ignore is to condone.
- Set high standards of speech, manner and dress.

It is good practice to regularly discuss and review these procedures with all members of the school community.

The behaviour around the school and the late arrival of learners can have a detrimental effect upon your lesson and other lessons going on within the school.

The following is to be used as basic guidance for the behaviour around school. Ensure as much as possible that you reinforce the procedure below.

Staff must contribute to the maintenance of the following routines and rules: -

- The use of mobile phones within the building is not permitted. This also applies to break and lunch time, and within the dining-room or cloak-room at these times.
- At break and lunchtime, movement within the building should be restricted to the dining-room, cloak-room or the corridors leading to the toilets at the designated times. Specific rooms may be designated for intervention and must always be attended by a supervising member of staff.
- Any item of food bought in the canteen must be eaten in the canteen, unless a valid pass for break or lunchtime extra-curricular activity is produced.
- Toilets are to be treated with respect and left clean and tidy. Students who congregate in these areas will be asked to leave.

Dealing with poor behaviour

While responding to unacceptable behaviour, staff should take note of the below advice:

- All staff should adhere to our whole school strategy for managing behaviour.
- If a learner seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the learner that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a learner that once an incident has been dealt with, then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour, the more effective it is likely to be.
- Sanctions aimed at a learner rather than at the behaviour should be avoided at all costs. Sarcasm, embarrassment, fear etc, will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

Malicious allegations

If an allegation is made against any member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Use of Reasonable Force and Restrictive Physical Intervention

Denbigh High School will be following the above named Denbighshire County Council policy in appropriate circumstances.

Appendix B

Engagement and Behaviour

Rights and responsibilities with regards to learners

- Ready – Everyone should arrive at school with the appropriate attitude, equipment and appearance which prepares them for success.
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- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Learners have the right to:

- Be treated with respect and listened to.
- Be taught in an environment that is safe and conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.
- To use relevant school procedures i.e. complaints, if you feel a situation has not been resolved satisfactorily.

Learners are expected to take responsibility to:

- Meet the behaviour expectations of our school.
- Conduct themselves around the building in a responsible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by staff, obey rules and accept sanctions.
- Behave in a respectful and polite manner to all.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Demonstrate collective responsibility and respect for the school environment.
- Act as representatives of the school when away from the building.
- Not bring inappropriate items to the school.
- Never harm, denigrate or bully other learners or staff.

Items not permitted:-

- Mobile phones (if seen or heard inside the building at any time) may be confiscated – they are only to be used during break and lunch outside the school building. They must not be used anywhere inside the building at any time.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Headphones are not permitted to be worn inside.
- IT equipment other than that issued or approved by Denbigh High School and inclusive of cameras and recording equipment.
- Cigarettes/tobacco/e-cigarettes.
- Illegal items or other drugs/substances.

Learners will be expected to: -

- Adhere to the school uniform policy at all times.
- Eat only in the canteen or cloakroom. Any food bought in the canteen must be eaten in the canteen. The canteen and cloakroom and designated outside areas are to be used for packed lunches.
- Not engage in any commercial activity on the school premises.
- Respect all school property at all times.
- Respect property belonging to others.

Advice to learners:-

- Do not bring valuables or money into the school. Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Use bags for school which are a suitable size and strong enough to carry books and other equipment.
- Contact your Progress Manager if you need clarification on any issue.

Travelling to and from the school

- While learners are travelling to and from the school, they are representing the school and must act in a manner that does not damage the school's reputation.
- Learners should respect the people and property in the local community and behave in a safe and responsible manner.
- Learners who misbehave while travelling to and from the school may be subject to the school's sanctions, and/or those contained in the Denbighshire School Transport Policy.
- Learners' behaviour outside of school that has an effect upon the education and welfare of Learners within the school or is judged to bring the good name of the school into disrepute may also be subject to disciplinary proceedings.

Behaviour outside the school

We value our learners' experiences, both inside and outside of the school, and as such we will expect our learners to behave in a manner that promotes Denbigh High School. However, on occasions learners' behaviour may not be up to the expected standard and as such they may be subject to action from the school.

Malicious allegations by learners

If an allegation is made against any member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Learners that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix C

Engagement and Behaviour

Rights and responsibilities with regard to parents and carers

- Ready – Everyone should arrive at school with the appropriate attitude, equipment, preparation and appearance which prepares them for success.
- Respectful – Our school appreciates the dignity of each member of our community. Everyone should show respect towards themselves and all members of the school community
- Responsible - Everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

Collaboration and consistency between parents and the school will lead to improved outcomes for your child.

We believe that all parents have a right to be heard, understood and respected. However, school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour.

Parents and carers are expected to:

- Support the school.
- Adhere to all school policies and procedures.
- Work in partnership with staff to ensure good behaviour.
- Maintain communication.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Resist discussing any concerns in front of your children or other parents.
- Avoid using social media as the front line for complaints.
- Adhere to acceptable standards of behaviour at all times.

Malicious allegations made by parents

If a parent makes an allegation against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Allegations should be dealt with using appropriate policies and procedures.

Parents that are found to have made malicious allegations are likely to have breached the Unacceptable Behaviour Policy. The school should therefore consider

whether to apply an appropriate sanction, or contact the police if there are grounds for believing a criminal offence may have been committed.

Appendix D

- **D – 1 Procedure for sanctions resulting from unacceptable classroom conduct**
- **D – 2 Procedure following failure to attend restorative meeting following Red Card**
- **D – 3 Sanctions following serious misconduct**
- **D – 4 Suggested classroom management strategies to avoid confrontation or escalation**

Appendix D - 1

Procedure for sanctions resulting from unacceptable classroom conduct.

The sanctions do not need to follow any sequence. At any point, the display of unacceptable behaviour or attitude could warrant an immediate yellow or red card.

Action	Scenario	Consequence	Monitoring
Learner Expectation Concern	Not following Expectations: Ready Respectful Responsible	Conversation with the student during the lesson. Use de-escalation strategies	Recorded on the school monitoring system
Yellow Card Issued	Continues to not follow Expectations: Ready Respectful Responsible OR One incident that is judged by staff to warrant a yellow card	Briefly detain the student at the end of the lesson and remind them of the impact their behaviour had on the learning of themselves and others. Seek an assurance that the next lesson will be a fresh start and that engagement will improve	Recorded on the school monitoring system and parents informed
Red Card Issued	Continues to not follow Expectations: Ready Respectful Responsible OR One incident that is judged by staff to warrant a red card where the lesson cannot reasonably continue with the learner remaining in the room	Removed from the remainder of the lesson which is spent in the isolation room Break-time detention and restorative meeting issued for the day following the incident with the member of staff issuing the Red Card	Recorded on the school monitoring system and parents informed

Appendix D – 2

Procedure following failure to attend restorative meeting following Red Card:

Red Card - Break Time Restorative Meeting with the subject teacher

If this is not attended then it escalates (record non-compliance on school monitoring systems)

Restorative Meeting with the subject teacher's line manager

If this is not attended then it escalates (record non-compliance on school monitoring systems)

2 x Detentions with the Progress Manager

If this is not attended then it escalates (record non-compliance on school monitoring systems)

After School Detention with the Head teacher or Deputy Head teacher

If this is not attended the exclusion tariff for '8a - Repeated non-compliance with school sanctions' will apply.

Appendix D-3 Tariff of Sanctions

Violent conduct or the threat of violent conduct

Code	Offence	Exclusion length
1a	One punch, unprovoked but no injury.	N/A
1b	Unprovoked assault causing injury requiring in-house first aid or A & E or at least causing visible damage.	2 day
1c	Fight in which one party is injured as a result of extreme violence by the other.	5 day Final written warning. Potential permanent exclusion depending on the severity of the incident.
1d	Fight in class – 2 willing participants	2 day
1e	Fight elsewhere - 2 willing participants.	2 day
1f	Fight where staff have to physically intervene	3 day
1g	Any violent conduct to staff.	Permanent exclusion if corroborated and deliberate.
1h	Threats to staff along the lines of “I’ll get you sacked if you touch me/do that etc.” or “I’ll get my dad up to sort you out”	1 day
1i	Threat of violent conduct if serious and corroborated towards a member of staff.	3 day – Could be permanent straight away. Final written warning.
1j	Less serious threat and/or with limited corroboration.	1 day

Abusive language directed at or deliberately used in the presence of members of staff or the public		
2a	Swearing at staff – or other offensive terms e.g. bitch, mong, racial comments etc.	1 day
2b	Offensive language, swearing or insulting comments or images sent over social media or any other form of electronic communication directed at a member of staff.	2-day external exclusion (consider permanent exclusion depending upon severity)
2c	Offensive terms not used to a member of staff but used within earshot about him/her to other pupils or used in response to something the teacher has said or done	1 day
2d	Swearing loudly in class, particularly for effect	1 day
2e	Rude gesture (e.g. middle finger) made to member of staff, behind his/her back etc. but not something more childish like pulling tongues	2 day

Theft		
3a	Theft of school property or property belonging to staff of the school, or the property of pupils which has been legitimately brought to school	2 day
3b	Going into a member of staff's personal possessions e.g. handbag without permission even if nothing taken.	2 day

Malicious damage		
4a	Malicious damage, particularly to school property or the property of staff of the school.	Depending on the severity of damage 1-day internal exclusion 1-day external exclusion 2-day external exclusion
4b	Graffiti	Depending on the severity of damage 1-day internal exclusion 1-day external exclusion 2-day external exclusion

Provoking a confrontation		
5a	Provoking a confrontation with or a deliberate refusal to co-operate with a reasonable instruction from a member of staff	1 st offence – 1-day isolation 2 nd offence – 2-day isolation 3 rd offence – 2-day isolation Any offence after 3 carries a 1-day exclusion
5b	Pupils who are tardy or slow in obeying instructions.	Consult IEP. Use classroom sanction system if in class and is a result of defiance.

Bringing an offensive weapon on to school premises		
6a	Bringing an offensive weapon on to school premises	Length of exclusion dependant on the context and the weapon. Potentially a permanent exclusion.

Prohibited substance		
7a	Bringing (or use of) a prohibited substance such as controlled drugs on to school premises or in school time. (Sanctions to mirror DCC policy).	1 st offence – 1-day fixed term exclusion 2 nd offence – 3-day fixed term exclusion 3 rd offence – 5-day fixed term exclusion 4 th offence – permanent exclusion
7b	Possession of the paraphernalia or equipment needed for the taking or use of prohibited substances.	As above 7a in accordance with DCC policy. If there is evidence of ‘supply’ the incident will be dealt with as 7c below.
7c	Supplying a prohibited substance such as controlled drugs on to school premises or in school time.	5-day fixed term exclusion & final written warning leading to permanent exclusion.
7d	Being under the influence of alcohol	1 st offence – 1-day internal exclusion 2 nd offence – 2-day internal exclusion 3 rd offence – 1 day fixed term exclusion
7e	Being in possession of cigarettes and/or a lighter	1 st offence – detention with letter home 2 nd offence – detention 3 rd offence – Internal exclusion
7f	Supplying cigarettes or E cigs (not sharing)	1 st offence – detention 2 nd offence – internal exclusion 3 rd offence – fixed term exclusion

Non-cooperation with sanctions or consequences		
8a	Repeated non-cooperation with sanctions or punishment imposed by staff of the school.	1-day internal exclusion

Disruptive behaviour in class		
9a	Any disruptive behaviour in class that doesn't fit into any of the previous statements.	Based on the evidence decide whether to exclude.
9b	Accumulation of 4 red cards in a rolling school term.	1 st offence – 1-day exclusion 2 nd offence – 2-day exclusion 3 rd Offence – 3-day exclusion

Appendix D – 4 Suggested classroom management strategies to avoid confrontation or escalation

Techniques	Details
Pause-direction	Use a pause after calling a name to establish and sustain attention. "Sharon (pause)... - back to work, thanks. "Michael.. facing this way and listening, ta".
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands three times; or standing next to a 'learning zone' poster in the room. "Four on the Floor" – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'
Tactical ignoring May be appropriate for attention-seeking behaviour	This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. 'Well done Phil – you remembered to put your hand up to answer a question.'
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: 'Yes, you may have been talking about your work but I would like you to...'' 'Yes, it may not seem fair but ...'
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, 'When you have finished your work, then you can go out' than, 'No, you cannot go out because you have not finished your work.'
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: 'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: 'I need you to get on with your work or (consequences) – it's your choice.' 'Are you choosing not to follow our rules on _____?' or 'Sit over here or next to Peter (implicit choice).'
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: 'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: 'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime – full stop.' 'What does the Code of Conduct say about how you are expected to enter the room?' 'What's our rule for working noise?'

Appendix E

List of relevant policies: All available through the DCC website

- Policy for dealing with unacceptable customer behaviour
- Schools managed transfer policy
- Learner Transport Policy
- Collective Grievance Policy
- HR policies

School based policies (*school to insert list of relevant policies*).

Child Protection/ Safeguarding in Education (Model policy)

Use of Reasonable Force & Physical Intervention (Model policy available)

Preventing Misuse of Substances Policy: Secondary schools

Complaints

All Wales Child Protection Procedures

<http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/>

North Wales Safeguarding Board Website that has all the individual policies and guidance which includes the resolving professional differences e

<https://www.northwalessafeguardingboard.wales/policies-and-procedures-children/>

Appendix F

ACE list

- **Child maltreatment**
 - Verbal abuse
 - Physical abuse
 - Sexual abuse

- **Childhood household includes:**
 - Parental separation
 - Domestic violence
 - Mental Illness
 - Alcohol abuse
 - Drug abuse
 - Incarceration

(<http://www.wales.nhs.uk/sitesplus/888/page/88517>)

Denbigh High School - Engagement and Behaviour Policy COVID-19 Addendum

This is a temporary addendum to our main policy in response to the reopening of schools during the COVID -19 Pandemic and refers to COVID-19 specific behaviours only. The school will continue to use the current policy for all non-covid19 related behaviours

Aims

1. Our aim is to provide a **safe learning environment** for pupils and staff during the Covid-19 pandemic. Ensuring the health and safety and welfare of all children within the limitations of the government guidance and our best endeavours to respond to it in all faith and due diligence.
2. We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe
3. We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Expectations

Our environment has needed to be radically altered to offer the safest operating procedures for pupils and staff which may not be those best designed for optimal learning or wellbeing but are in accordance with government guidance issued.

Our school expectations still underpin everything we do, but to ensure our school community is as safe as possible these now include now include the following:

- **Arrive and leave school only at your allocated entrance**
- **Wash hands using soap thoroughly on arrival to school and at other points throughout day, especially before eating and as directed by an adult.**
- **Use hand sanitiser if hand washing not practical, as directed by adult**
- **Follow the modified layout and systems of movement around the school**
- **Follow the 2M distancing guidance around school wherever possible**
- **Do not touch or hug other adults or pupils**
- **Try not to touch your face with your hands, especially your mouth, nose and eyes.**

- If you need to cough or sneeze use a tissue and then put it in the bin. If you don't have a tissue, then cough or sneeze into your elbow/ upper arm. Immediately wash your hands.
- Tell an adult straight away if you feel unwell or have been coughing quite a lot.
- Do not share equipment, drinks bottles, food, cutlery or plates and cups etc
- Follow instructions about staying within your allocated group even if you have friends you want to be with in another group outside, in the dining room or anywhere else in school.
- Only use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks you must stay 2m away from them. You must wash your hands thoroughly and dry them.
- You must **NEVER spit or cough at anyone or anything. This is VERY DANGEROUS FOR OTHERS**
- Only use the resources, equipment or apparatus in the classroom or outside that an adult tells you is safe to use.

School staff will:

- Promote the school values in and around school paying particular attention to explicitly teaching the specific safety rules at an age appropriate level as related to the virus
- Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.
- Plan lessons to reinforce the social distancing and hygiene messages.

Children will:

- Follow the additional school rules related to COVID 19
- Be responsible for their own actions and their impact on others.
- Accept sanctions and be willing to be reflective to change behaviours
- Students will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g. spitting or coughing.)

Communication with parents

- We shall share this addendum with parents before school starts.
- Parents are expected to support the school in this new approach.
- If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.
- Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
- The support from parents that school will need during these unprecedented times will be shared on the school website

Positive behaviours Denbigh High School:

in class	around the school
<ul style="list-style-type: none"> • Follow adult direction at all times. I will be Responsible, Respectful and Ready to take part in school activities safely. • Take off face masks (if you choose to wear them) before we enter school • Wash our hands upon arrival, after break, always before eating and before going home • Use hand sanitiser in the classroom whenever the adult asks • Keep our hands away from our mouth • Use a tissue or an elbow to cover our mouths when we cough or sneeze • Tissues go in the bin (catch it, bin it, kill it) 	<ul style="list-style-type: none"> • Follow adult direction at all times. I will be Responsible, Respectful and Ready to take part in school activities safely. • Move calmly around the school following the arrows and the one-way system • Keep our hands and feet to ourselves • Keep 2 metres from our classmates, paying particular attention in corridors • Only use the equipment that has been provided outside the classroom • Use equipment safely • Act respectfully towards the school building and my fellow students at all times
<ul style="list-style-type: none"> • We do not move around the classroom without permission from the adult • Keep a 2m distance from others • Sit at our own desks • Leave our desks and equipment provided in the set position • Never leave the classroom without permission 	<ul style="list-style-type: none"> • Remain in our designated break zones (we cannot move between these) • Play non-contact games

Inclusion

- Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.
- It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Our Sanctions

Most of the sanctions in our behaviour system are still relevant, however at no point will any child be asked to join another group by leaving their classroom or join a multi-group detention.

This will be adapted within their classroom setting wherever possible. They may be asked to take some time away from their group at the edge of the room or to leave the room to a designated safe space if absolutely necessary for safety and wellbeing of others.

If a learner is having difficulty following our expectations in relation to Covid-19 we will follow the following tiers of intervention and consequence

L 1	Education	Explanation and reminders of rules stated to pupil and class in the context of Covid 19	<p>Share learning resources / drinks / food bottles etc. against guidelines</p> <p>Refusing to wash hands</p> <p>Refusing to wash their desks / follow hygiene guidelines given by school – and shared with parents</p> <p>Moving desk / moving to be closer to another pupil in class</p> <p>Get up from their seats during a lesson</p> <p>Jumping the dinner queue or similar - thus breaking social distancing guidelines</p> <p>Not following the one-way system</p> <p>Not following any altered routines for arrival or departure.</p>
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L 2	Reminders and redirection	Reminder of rules restated, visual reminder to pupil and de-escalation strategies used – directed to the pupils not adhering to the expectation	A repeat of Level 1 following intervention will escalate to Level 2
L 3	Reminders and redirection	Referral to Progress Manager for 1:1 discussion	Repeatedly Move desk / moving to be closer to another pupil in class or getting up from their seats during a lesson Roaming at break / lunch / lesson time – against guidance given Refusing to stay within their class group
L 4	Sanction	Time away to work in designated area with SLT lead.	Further refusal to comply
L 5	Sanction	Removed by DHT/HT. DHT/HT will make an appointment to see the parents to discuss strategies to reengage the learners in the social distancing and hygiene requirements or the possibility of 1-day FT Exclusion	Using Covid-19 as a threat to another pupil/member of staff Persistent unhygienic behaviour such as spitting, coughing or refusing to wash hands Repeatedly and purposefully ignoring social distancing and hygiene rules Repeatedly refusing to follow any altered routines including those for arrival, breaks and departure.
L 6	Zero tolerance	removed by DHT or HT, SLT Phone call home by HT to collect child, FTE Exclusion applied based on their own individual timetable	Extreme or persistent Unhygienic behaviour such as spitting, refusing to wash hands Malicious threats to cough spitting in the faces of others Violent or aggressive behaviour which includes the threat and act of coughing spitting in the faces of others

		FTE followed by a return to school meeting with the head Teacher – possible change of timetable/attendance pattern/home group	Spitting / choking in the face of a pupil / teacher Fighting / biting / aggressive towards other pupils which could cause transmission
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Exclusions:

If the behaviour of a child is such that a child is posing serious threat to the safety of others and the school has exhausted all strategies to reduce that risk, then exclusion remains an option. **Spitting or other physical actions aimed at another pupil or staff member as a deliberate act to harm and intimidate is a serious act, which for those of 10 and above can be classed a criminal offence. This will be taken very seriously by the school and further action may be taken, if all other interventions fail.**

However, the head teacher would seek guidance from the Local Authority before carrying out an exclusion or more serious sanction as in the context of the virus, the safety of the pupil at home may also be seriously compromised and this risk should not be diminished, but viewed as part of the overall risk assessment for the child, taking on board the views and advice of all relevant stakeholders and agencies.