



At St David's High School our culture is based on our ASPIRE values (Achievement, Service, Perseverance, Inclusion, Respect & Excellence). In particular the 3 values of Achievement, Perseverance and Respect (APR) underpin our expectations of positive behaviour in our school. We encourage all pupils to follow our "Positive Pathway"; make the correct choices and promote our ethos of ASPIRE. In order to ensure that resolution is at the heart of our behaviour policy, we have adopted a restorative approach to support pupils who have strayed from our "positive pathway".

Our Behaviour Model



Our behaviour model is underpinned by our three school rules; **be ready; be respectful; be safe** which gives all our pupils the capacity to ASPIRE. We have made reference to articles 28 and 29 of *The United Nations Convention of the Rights of the Child (UNCRC)* to highlight that all pupils have access to a fair and equal education where their rights and beliefs are respected. We have also included our ASPIRE behaviour policy motto "First attention to best conduct".

We have aligned our behaviour policy with our positive rewards system in order to encourage pupils to choose the correct pathway and stay on track for success. Each pathway has three phases [NB. *The term phases will not be used when implementing this behaviour policy*] which run concurrently; providing all pupils with the opportunity to make a 'positive' choice to achieve success.



Positive Pathway:

- Phase 1
 - Pupils are awarded ASPIRE merits for demonstrating a commitment to school values.
- Phase 2
 - Recognition ceremonies are held each term where pupils can receive an ASPIRE certificate and a small reward for remaining on the 'Positive Pathway'.
 - Parents/Carers will be informed of achievements.
- Phase 3
 - Celebrating Success Day(s) where pupils who continuously remain on the positive pathway will be rewarded with excursions, prizes and in-school events.

Restorative Route:

- Phase 1
 - Pupils are reminded of St David's expectations in line with our chosen 3 ASPIRE values (APR). Staff will use Pivotal scripts at this time.
- Phase 2
 - Pupil spend time (5 minutes maximum) outside of the classroom to reflect on behaviour shown and poor choices that have led to the reminder(s) being issued by teacher. Staff will give pupils an ASPIRE reflection card (appendix 1). This will also be displayed in outside the classroom to avoid any further confrontation between pupil and staff.
- Phase 3
 - Part A → Class teacher will contact the PTC (Principal Teacher of the Curriculum) who will remove the pupil from the classroom and hold a restorative discussion with the full aim of resolving issues and reintegration. All 3 parties (pupil, teacher and PTC are responsible for selecting the most appropriate way forward, however it is the PTC who will make the final decision based on what he has discussed with teacher and pupil. *[NB – policies produced for classroom display will not allude to Phase 3 part B]*.
 - If poor behaviour is persistent and continues over multiple periods, PTCs can schedule an APR without calling a DO. This will be scheduled by calling Pupil Support. PTCs can manage behaviour within their faculty in whatever way they feel appropriate (e.g. faculty conduct sheet)
 - All referrals regarding behaviour will be sent to the PTC via SEEMIS who will then have the option to refer further to Guidance staff/senior leadership team (SLT). Non-promoted staff should only refer to PTC. Non-promoted staff members are welcome to speak to or email Guidance staff if an issue arises. Otherwise they should contact their PTC in the first instance.

Part B → If the pupil is still unwilling to cooperate then the PTC will arrange for another promoted member of staff (Duty Officer) who will remove pupil and trigger an APR meeting. PTC's also have the option of contacting the PTC Support for Learning to arrange an 'APR Week' which will see the pupil hosted by the ACE Base for a suitable length of time [maximum one week].



Role of the Duty Officer (DO)

The role of the Duty officer is to support PTCs when all other options have been exhausted. They must ensure that they remains “clean” with the class teacher not interacting with them or giving them a detailed account of what has gone on beforehand. When a DO is required the PTC will call the School Office who will then radio for a DO. The PTC will share the reason for involving the DO during the phone call to the school office (see appendix 2). The DO will simply de-escalate the situation by removing the pupil so that the teaching and learning of the rest of the class can continue. It will be at the discretion of the DO where they take the pupil (spare classroom etc.). This will automatically trigger an APR meeting to resolve any conflict and ensure that positive relationships are restored. A text will also be sent home via pupil support to the parent/carer of any pupil who has been removed from class by a Duty Officer to make them aware and to follow up at home.

Faculty APR Meeting: Before School/Break/Lunchtimes

APR – Achievement/Perseverance/Respect Meeting

The aim of a restorative APR meeting is to resolve the issue which arose in class and repair the pupil-teacher relationship. These meetings can take place on any given day and will be arranged by the PTC, class teacher and pupils. The date and time of the APR must suit all parties. If the APR meeting is taking place at lunchtime pupils and staff will get lunch first which can be eaten during the APR if necessary. PTCs will inform pupil when (day & time) their APR Meeting is.

An APR meeting cannot be on the same day as incident and will be scheduled for the next available time in the *week e.g. incident on Monday, APR scheduled for Tuesday or Wednesday*. A text will then be sent home to pupil's parent/carer.

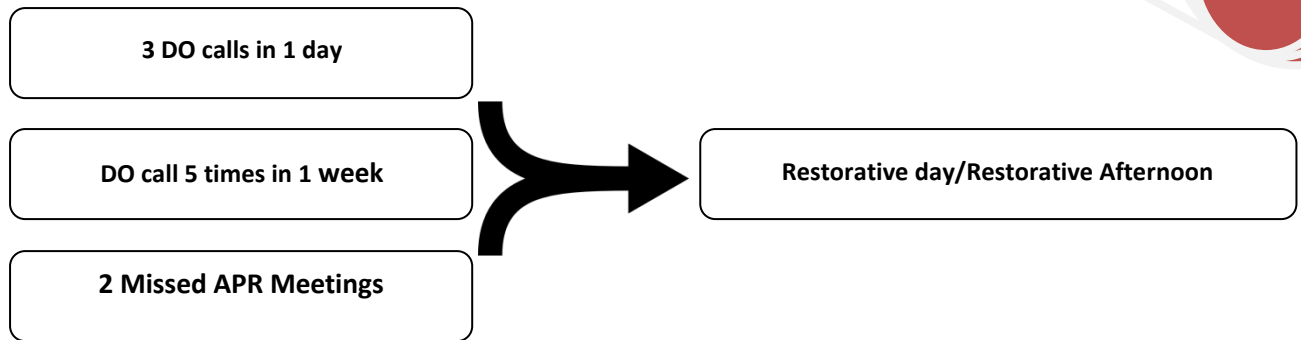
During an APR Meetings

Within the APR meeting, staff and pupil(s) involved in the original incident are invited to come together to repair/restore pupil/staff relationships.

If a pupil misses an APR meeting, this will be rescheduled for the next available day (e.g. miss Monday, rescheduled for Tuesday).

Restorative Day (RD) /Restorative Afternoon (RA)

The aim of a Restorative Day is to prevent pupils from being stuck in a downward spiral, caused from making poor choices and resulting in a DO being involved, or worse, exclusion. Pupils who have triggered multiple DO calls (3 in 1 day, or 4 times in a week) will be placed on a Restorative Day. This will take place in the ACE base where pupils will be given time to calm down, reflect on their behaviour and work through their class work. Staff will be contacted by support for learning/behaviour support staff to supply work for the pupil whilst they are on an RD. However, the DO/ACE base will make a judgement call on whether nurture base or pupil support would be better suited. This decision will be based on the details of the incidents that have resulted in multiple DO calls and also the background of the pupil.



3 DO calls in 1 day

Office staff will monitor DO spreadsheet and radio for a member of the Guidance department to pick up pupil in question. If Guidance staffs are unavailable this can be carried out by the DO or SLT.

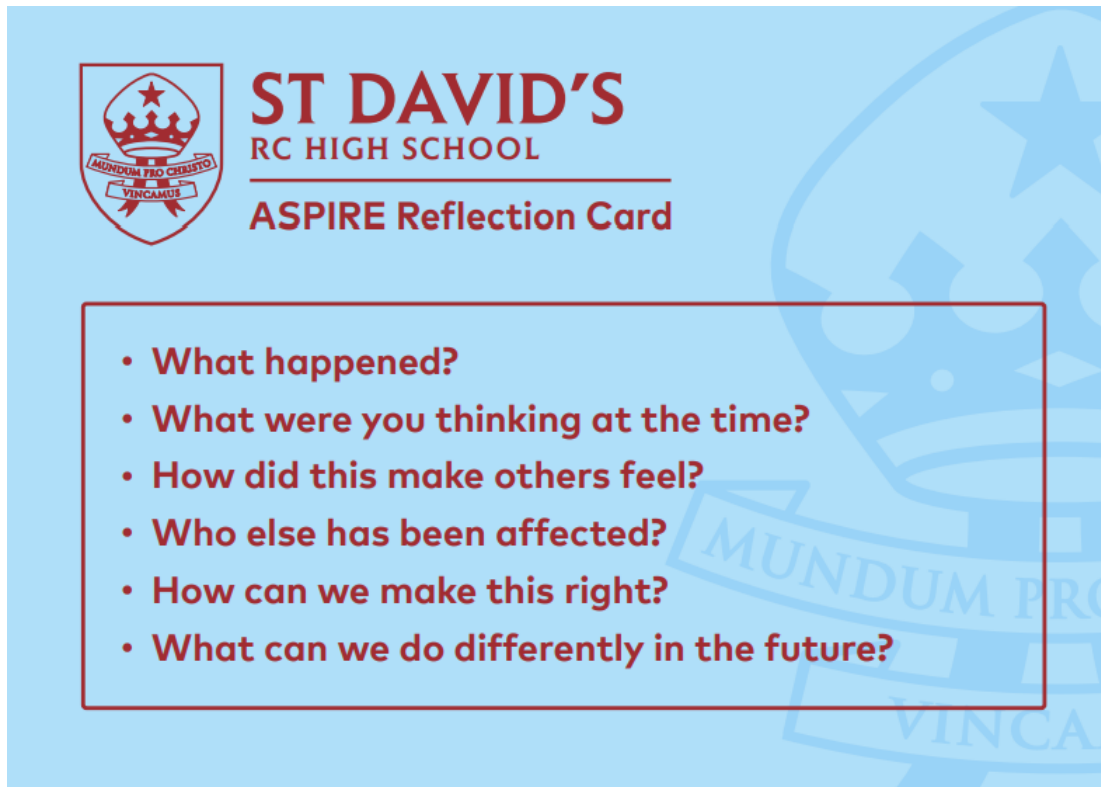
DO call 5 times in the week

Guidance staff will monitor the DO calls via SEEMIS and will call pupil out of class when thresholds have been breached. *[NB –all referrals will clearly state if DO has been involved]*. They will then call home after the pupil has been checked into the Restorative Day. Guidance staff/SLT will drop into Restorative Day to have a restorative conversation with them.

If staff members feel that the pupil in question has accepted responsibility and is willing to return to class, the pupil will be released to reengage with their regular timetable. The following day, pupils will have a fresh start and be expected to ***be ready; be respectful; be safe.***



Appendix 1



Appendix 2

Duty Officer Involvement Category Headings

1. Disruptive Behaviour
2. Refusal to carry out instructions
3. Insolent or Offensive behaviour
4. Verbal abuse to staff
5. Refusal to attend class
6. Other