



Dear Parents and Carers

The Governing Body has recently updated our **School's Behaviour policy**. I am enclosing a copy of the policy.

To implement this policy we require the support of the parents and carers of the pupils that attend North Ridge. By working in partnership with the school your child will develop emotionally and socially with a consistent message from school and home about what is acceptable and unacceptable behaviour.

The way parents can help:

- Know what good behaviour is and tell your child what it is.
- If your child behaves inappropriately at home then stop him/ her. It will help if you can use the same methods as school to stop inappropriate behaviour. **We do not recommend physical chastisement as this does not usually have the effect of stopping the child.**
- If we ask to discuss the management of your child's' behaviour please be willing to listen and share ideas. Working together will help to overcome problems far more quickly.
- If you are concerned about your child's behaviour talk to their class teacher. He/ she will be able to help. We may be able to support parents and carers in suggesting strategies to deal with pupils at home if they are behaving inappropriately. We may be able to seek other support and guidance for you.
- Please support us if we have to use consequences with your child whilst they are at school. We will do so only if there is an incident which requires us to do so. We will inform you of behaviour incidents in school.

REMEMBER WE ARE AVAILABLE BY TELEPHONE OR APPOINTMENT IF YOU HAVE ANY CONCERNS ABOUT THIS POLICY OR ANY INCIDENTS INVOLVING YOUR CHILD.

Thank you for your support.

Yours sincerely

Bernice Kostick
Headteacher

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PARENT/CARER AGREEMENT

*I confirm that I have read the North Ridge High **School Behaviour policy** on our guide to a caring school and agree to support the school in the implementation of this policy.*

Childs Name _____

Class _____

Signed _____ (parent / carer)

Date _____

We would like to hear if you have any feedback. Please comment below:



Behaviour Policy

Policy updated and agreed by the Governing Body on 23/09/2019

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 28

Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

Article 36

Children should be protected from any activities that could harm their development.

North Ridge High School is a Rights Respecting School. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

The safety and individual opinions and views of the pupils are paramount.

This policy statement should be read in conjunction with DFE guidance on exclusions, physical interventions and our school policies and guidelines on positive handling, using the quiet room and the pupil's right to dignity and courtesy. This policy is written to help make North Ridge High School a place in where pupils have a right to learn, to work and to feel safe.

Pupils, parents and staff enjoy a happy atmosphere at North Ridge High School. This can be achieved with the co-operation of all involved.

1. Aim

- Pupils have the right to feel safe, secure and happy in order that they can learn and make progress in lessons.
- Pupils will feel secure and happy when learning is active, well directed and relevant.
- Pupils need to respect the rights of others by being considerate, caring and friendly.
- Pupils will develop positive self-esteem through recognising and celebrating the achievements of individual pupils.

2. What is good behaviour?

It is recognised that all pupils are individuals. A happy place is a safe place where everyone:

- Listens to each other
- Follows instructions given by staff
- Does their work
- Looks after each other
- Hands in anything valuable at the office
- Moves around school quietly and sensibly
- Is polite

Pupils are expected to always behave in this way and are helped to understand and recognise what good behaviour looks like at all times. Some pupils may find it difficult to understand what is expected of them – it will be carefully explained and shown to them through a visual code of conduct around school and in classrooms by the staff and examples shown where needed so that they can make responsible and good choices.

3. Standards of Good Behaviour

- Good behaviour leads to a safe school environment where staff can work effectively and meet the needs of pupils in order for them to progress, achieve and grow.
- Good behaviour needs to be carefully developed. Pupils learn best when they are clear about their rights, what they are supposed to do, what this looks like and are consistently encouraged to do it.
- Pupils need to come to school prepared for the demands that will be made upon them by the school and will be given appropriate levels of support to achieve this aim.
- Good behaviour develops best when school and home share the same values, where each appreciate the others' point of view; and where both support each other in achieving these goals.

4. How do we ensure good behaviour at North Ridge High School?

The staff at North Ridge take a restorative approach when teaching pupils to understand their behaviour. Staff respond to pupils' needs by modelling to encourage them to take a positive self-reflective approach. We:

- Recognise and highlight good behaviour as it occurs and help the pupils to understand that how they treat people affects how people treat them (e.g. to have a friend you have to be a friend).
- Encourage the pupils to be responsible for their own behaviour.
- Work with pupils to understand the code of conduct, their rights and their responsibilities.

Everyone thrives on praise and encouragement. Good behaviour will always be recognised.

This may be:

- A word of praise
- A certificate or sticker
- A mention in assembly
- A letter to parents or a telephone call
- Comments on a report
- Special responsibility
- Some other special age appropriate reward
- A place on our V.I.P. table on Friday lunch time
- An educational visit out of school.

5. Inappropriate behaviour

Occasionally some pupils may simply forget how they are expected to behave at school, whilst others may find it difficult to accept that the rules apply to them. It is not fair that the behaviour of a few pupils can spoil the atmosphere of the school for everybody.

We will stop this happening by:

- Responding to the pupil's individual needs and pre incident issues that have caused the pupil to display inappropriate behaviour
- Directing pupils to the calm room / safe space (see guidance outside each room) taking a restorative approach to the incident
- Moving the pupil within the classroom / managing the layout of the classroom making it more effective
- Working with the pupil to write a social story to help them understand what is expected and what this looks like
- Working with the pupils on appropriate targets and rewards to further support and direct good behaviour which will be laid out in a (differentiated) behaviour contract
- Giving effective reprimands and reminders of appropriate behaviour and the school code of conduct
- Separating the pupil from the class to give them time to reflect

It is recognised that pupils are individual and therefore particular consequences may be more effective for some pupils than others. It is important to know and understand the pupil. In all instances sanctions must be used reasonably. The withdrawal of food and drink is not acceptable.

All pupils at North Ridge have SEND and will need individualized approaches to supporting their behaviour. Where required a pupil will have a behaviour plan and positive handling plan to support them.

A pupil will be asked to make amends for his/her poor behaviour by:

- If appropriate, apologising to those concerned
- Missing break time/ choice time
- Helping to pay a repair bill or replacement costs for damaged or stolen property
- Correcting his or her own misdemeanour.
- Completing a repair and reflection sheet with the person involved (restorative approach)

6. Consequences of unacceptable behaviour

North Ridge High is a school designated for pupils aged 11- 19 years. Although some pupils do not always behave in an age appropriate way because of their learning difficulties we still aim to support them in understanding how they should behave so that they:

- can behave in the school community safely
- can enjoy a life outside school freely mixing in the wider community safely
- are prepared for the time when they leave school and go on to further education safely

Some pupils may require separate advice from an educational psychologist or clinical psychologist and possibly a behaviour programme.

Initial reminder verbal / visual check using the target system, followed by:

- A stronger verbal check
- Distracting the pupil by giving a quiet activity to do alone
- An explanation of why the behaviour is inappropriate
- A visual schedule of now and next
- A social story to remind of appropriate behaviour
- Removal from the situation, or removal of the class from the situation
- Work is completed in the pupil's own time as and when appropriate based on the individual
- Recording of the incidents if they happen frequently (a,b,c chart)
- Parents and carers invited in to discuss the behaviour
- Formulate a behaviour programme if necessary with agreement between school, home and other professionals involved
- Write a behaviour plan and if appropriate and necessary a Positive Handling Plan

N.B. Communication with parents and carers at all stages is paramount

7. Acts of Violence

Fighting (including play fighting) kicking, thumping or any act of violence, bullying or stealing will not be acceptable and will always be challenged. Appropriate and clear targets will be set with the pupil and a behaviour contract put in place to support appropriate behaviour. Plans and schedules will be updated and amended according to need.

In a case where a pupil repeatedly misbehaves, possible physical or emotional causes will be investigated.

8. Lateness (see Attendance and Punctuality Policy)

Most of the pupils at North Ridge High School have very little control over the time they arrive in school as they travel by school transport. Independent travellers arriving late and unexplained lateness to lessons after break and lunchtime will be monitored and appropriate action taken. This will encourage the pupils to take responsibility wherever possible for their own punctuality.

9. Incidents on the way to and from school

The school will take action for incidents of unacceptable behaviour by pupils which occur to and from school where this affects the safety of other pupils or the reputation of the school.

10. Fighting

This is not acceptable behaviour and usually occurs for trivial reasons. The pupils will be given a consistent message that fighting is wrong and if they see anyone fighting it should be reported to a member of staff. Staff will always take a restorative approach when dealing with any incidents.

11. Recording and Reporting

- All incidents regarding behaviour are reported by staff on IRIS Adapt via the schools server. Incidents are monitored by leads for behaviour and senior staff. There are regular reports to SLT (Senior Leadership Team) and to Governors.
- Monitoring supports school in identifying trends and putting in supportive strategies to enable pupils to develop positive behaviour.
- Any incidents which involve acts of violence will be additionally recorded on Local Authority forms and will be sent to LA Health and Safety team.
- Any incidents which contravene the Equalities Act will be reported on a regular basis to the Governors.

12. Team Teach

All staff at North Ridge are trained in Team Teach (Level 2) which supports staff to respond to behaviours that challenge, whilst promoting and protecting positive relationships. Staff are trained to develop appropriate de-escalation strategies. When necessary and as a last resort staff may use physical interventions in order to keep a pupil or others safe. Any pupil who requires a physical intervention will have a plan agreed with the family and other professionals where necessary.

13. Anti-Bullying

Unfortunately bullying happens in all schools. Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Both physical and verbal bullying can cause long-term distress for pupils. Bullying is unacceptable behaviour and will not be tolerated.

Bullying can take different forms:

- **Verbal bullying** (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- **Psychological / Emotional bullying** (excluding, tormenting, hiding things, making gestures, etc.)
- **Physical bullying** (pushing, kicking, hitting, spitting, or any other use of physical violence)
- **Cyberbullying**

Sometimes bullying happens for no reason at all, but it can often fall into specific ‘types’ of bullying:

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying
- Bullying related to SEN or disability
- Sexist/Gender/Transgender bullying
- Ageist bullying
- Disability bullying

In our school, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated. A Super Learning day takes place annually bringing the whole school together to discuss the message that bullying is not acceptable and will be challenged at all levels.

We aim to educate our pupils about bullying and how it can be prevented by:

- Adopting the principles of being a Rights Respecting School
- Raising awareness of, and defining all types of bullying
- Gaining a knowledge and understanding as to why some pupils bully and its various forms
- Positive action to prevent bullying within the scheme of work for PSHCE teaching pupils about keeping safe (online/when in the community/ in school etc.) as well as in Citizenship and opportunities within other curriculum areas.
- Developing a consistent response to any bullying incidents that occur and logging all incidents and informing parents and carers.
- Provision of support for all members of the school community who may be involved in a bullying situation and supporting this process by taking a restorative approach.
- Developing and supporting home, school and community partnerships.

When bullying takes place we at North Ridge:

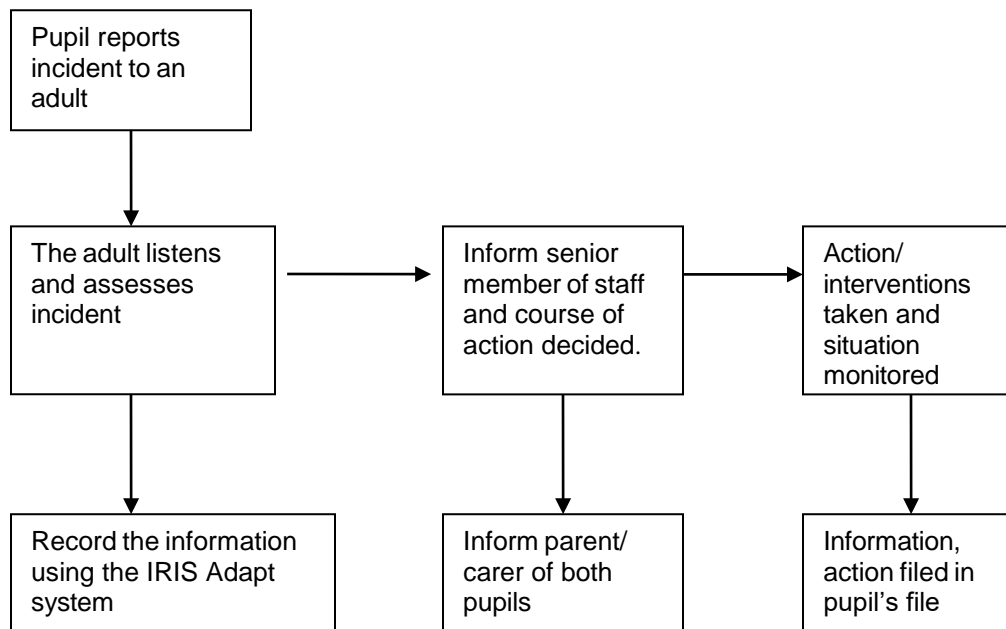
- Create a safe environment where pupils are able to discuss their views, share their opinions and feel valued and listened to.
- Create a climate of trust and confidence so that pupils feel able to communicate to staff about difficulties experienced by themselves and other people.
- Discuss issues openly in school council meetings, lessons and assemblies.
- Support the victim by taking the incident seriously.
- Explain the hurtful nature of the action to the bully.
- Make sure the bully makes amends for his/her actions and keeping a watchful eye on them.

Procedures for dealing with bullying incidents at North Ridge:

When dealing with bullying incidents the following core principles have been identified as essential:

- Both parties are involved in the discussion and outcomes of the incident
- Records are completed for all incidents on IRIS
- Regular communication takes place with parent/carers
- Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action
- Regular monitoring of incidents

FLOW CHART: THE APPROACH TO DEALING WITH BULLYING AT NORTH RIDGE:



IF PARENTS/CARERS ARE AWARE THAT THEIR CHILD IS BEING BULLIED THEY SHOULD INFORM SCHOOL SO THAT THE MATTER CAN BE DEALT WITH.

14. Racism

Racial abuse is an attack on the fundamental identity of a person and it is extremely hurtful.

The pupils and staff at North Ridge benefit from the rich traditions and cultural heritage of pupils and staff from all over the world.

RACIST BEHAVIOUR OF ANY KIND IS TOTALLY UNACCEPTABLE TO THE SCHOOL AND WILL NOT BE TOLERATED. WE KEEP A LOG OF ALL RACIST INCIDENTS AND THESE ARE COMMUNICATED TO MANCHESTER EDUCATION AUTHORITY

Consistency is very important in reacting to racism in all its forms.

ACTION TO BE TAKEN

1. Follow the bullying protocol
2. On witnessing an incident – intervene.
3. Report the incident.
4. Complete the incident report on IRIS
5. Where appropriate, disciplinary measures will be taken.

15. Homophobic and Sexist behaviour

At North Ridge pupils are given equal access to all aspects of school life, regardless of gender. As a Stonewall School Champion, North Ridge is committed to eliminating discrimination on the grounds of sexual orientation and gender reassignment. We support all pupils in developing an understanding of, and respect for, LGBT people. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Developing an understanding of sexuality and gender are an integral part of RSE lessons, which are taught throughout the Summer Term.

HOMOPHOBIC AND SEXIST BEHAVIOUR OF ANY KIND IS TOTALLY UNACCEPTABLE AND WILL NOT BE TOLERATED

There must be consistency in reacting to homophobia and sexism in all its forms, it is an attack on a person's identity and is very hurtful.

ACTION TO BE TAKEN

1. Follow the bullying protocol.
2. On witnessing an incident – intervene.
3. Report the incident.
4. Complete the incident report on IRIS.
5. Where appropriate, disciplinary measures will be taken.

16. Child on Child abuse.

All our staff recognise that children are capable of abusing their peers, including online.

Our Child on Child Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below

- The procedures to minimize the risk of peer on peer abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported
- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022. All reports will be taken seriously and a member of the DSL team will deal with the report supporting the pupil and their family. We will liaise with GMP and other agencies including school nurse, Early help, Social care, CAMHS and internal professionals who may be able to help (art therapist). We will risk assess the situation within school and ensure there is a clear plan in place to ensure pupils involved are well supported and monitored.

17. Searching, screening and confiscation

School staff can search a pupil, with their consent, for any banned items.

School staff only undertake a search without a pupils consent if we have 'reasonable grounds' for suspecting a pupil may have a prohibited item in their possession.

'Reasonable grounds' would be:

- Hear other pupils talking about the prohibited item; or
- Notice a pupil behaving in a way that causes staff to suspect they're concealing a prohibited item
- If parents or other professionals raise concerns about pupils having items on them e.g.

drugs/tobacco alcohol/weapons

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

School staff can also search for any item that's:

- Banned by our school's rules
 - Please refer to our school policy on searching pupils

All school staff will follow the school policy on Searching pupils (2022). This gives guidance on action to take if a banned item is found.

17. Staff training

All staff at North Ridge are trained in Team Teach which is a holistic approach to understanding behaviour. In addition to this staff participate in a range of CPD to develop their knowledge and skills in understanding behaviour and how best to support pupils.

NORTH RIDGE - CODE OF CONDUCT

We want everyone to feel happy at North Ridge High so we:
Listen to each other
Follow instructions given by staff
Do our work
Look after each other and hand in anything valuable at the office.
Move around school quietly and sensibly
Are polite to each other

STAFF WITH KEY RESPONSIBILITIES FOR ANTI BULLYING AND SAFEGUARDING

Designated Safeguarding lead (SLT): Mrs B Kostick
Designated safeguarding team: Mrs G Foord, Mrs E Redpath, Ms S Thornton, C. Flannagan, D. Lord
Miss D Lord

Other Key Contact Staff (Behaviour Lead)

Deputy Head: Mrs G Foord
Assistant Head for Behaviour: Mrs S Darby
Lead TA4 for Behaviour: Mr R Smith

Lead Governors

G Whitley - Safeguarding
D Cunningham – Behaviour

Reviewed by Governors on 14/10/22