

EHS Belonging Policy

Name of Policy / Procedure	EHS Belonging Policy
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GB committee responsible for the policy / procedure	Curriculum Committee
Staff member responsible for writing, reviewing and updating the policy / procedure	AS/JBi/LE
Person responsible for monitoring implementation of the policy / procedure	Governing Body
Workload impact assessment (see below)	Medium

Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis

Medium impact: Policy implemented by teachers on a monthly / termly basis

Low impact: Policy implemented by teachers on an annual basis

n/a Policy is not implemented by teachers.



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Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community. School belonging or school connectedness involves feeling 'personally accepted, respected, included, and supported by others in the school social environment' (Goodenow, 1993).

As an Outstanding Learning Community, a feeling of belonging within a group is essential. Our role is to influence students' sense of community. Individuals have psychological needs and satisfaction of these needs affects perception and behaviour. Our belonging policy strives to recognise this.

A sense of belonging has a huge impact on classroom learning. Research has unveiled that a sense of belonging is core to academic success. We can make a difference by creating a sense of belonging in our classrooms.

It has also been linked with improved mental health, reduced involvement in negative behaviours and as a buffer against the effects of disadvantage.

We know that the parts of 'belonging' to a school that make a difference to children's progress include:

- Warm, positive, consistent relationships with staff: children believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff.
- Peer relationships: children feel accepted and included by other students.
- School engagement: children feel committed to and actively participate in their learning.
- Respectful and nurturing environment: the school generates a sense of community (drawing together parents, children, school staff, outside agencies) and creating a respectful, tolerant, safe environment backed up by authentic concern for children and families.
- Feeling listened to: children feel they can voice worries and that their voice matters about what happens in the school.

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Introduction

Our Belonging Policy is based on the underlying principles of the United Nations Convention on the Rights of the Child, the most complete statement of children's rights ever produced. This is in particular relation to the following articles:

Article 2 (Non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;

Article 3 (Best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children;

Article 4 (Implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights;

Article 12 (Respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life;

Article 19 (Protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;

Article 28 (Right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this;

Article 29 (Goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment;

Article 39 (Recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life; and

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Article 40 (Juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect.

Our purpose is to be an Outstanding Learning Community

Elfed High School recognises the importance of a positive classroom and whole-school atmosphere, where all feel secure, valued and confident to achieve their potential. Our priority is for excellent relationships between people, based on clear expectations and shared values.

The Elfed Belonging Policy has at its heart a desire to encourage young people and motivate them to make positive choices about all aspects of their lives, centred around three key areas:

- 1. Engagement in learning**
- 2. Positive attitudes to behaviour and attendance**
- 3. Respecting themselves and others**

1. Engagement in Learning

We motivate, challenge and support students across a range of individual learning pathways, so that:

- students are engaged in learning
- students concentrate and learn effectively and
- students reach high levels academic achievement, including literacy, numeracy and digital competency

2. Positive attitudes to behaviour and attendance

We have clear expectations, rewards and sanctions to provide positive learning opportunities so that:

- students behave well in the classroom and there is high level of attendance
- students learn to avoid conflict and confrontation
- students are involved in school life and have a say in what happens

3. Respecting themselves and others

We have developed strategic approaches to promote the resilience of all students to deal with adverse events and circumstances so that students have high self-esteem, resilience, and confidence:

- we identify and support students who may be vulnerable, disadvantaged or at risk
- we listen to each other and take notice of student's views and opinions

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- and we encourage students to treat one another with respect and to look out for each other

In addition, we praise and reward students and recognise personal achievements, encouraging students to feel positive about themselves through:

- promoting a culture of recognition (Elfed Excellence)
- pastoral and academic support for groups and individuals
- links with external agencies for extra support
- promoting good mental health

Key Principles:

- Effective management of students' behaviour is crucial to positive learning
- Reward/recognition and sanctions are complimentary strands of intervention that reinforce the school's positive behaviour culture
- Staff will employ an assertive but restorative approach to behaviour management
- Consistency and over-communication of expectations are crucial
- We encourage an open-door approach and operate a culture of high support amongst all colleagues

Core Values and Code of Conduct:

Our culture of positive behaviour at Elfed High School is built upon both our Core Values and Code of Conduct. These are regularly communicated with students and displayed around the school:

Our agreed Core Values:

Respect – respecting and appreciating everyone's uniqueness and acting appropriately.

Honesty – honesty also involves being trustworthy, loyal, fair, and sincere.

Integrity – integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

High Aspirations – a strong desire, longing, or aim; ambition: intellectual aspirations. A goal or objective that is strongly desired.

Self-Belief – the way that you feel about your skills, abilities, appearance and behaviour.

Student Code of Conduct:

- Move quietly and calmly around the school;
- Wear uniform correctly and with pride at all times;
- Be kind to others and respect the school environment;

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- Arrive to school and lessons on time, with the correct equipment;
- Behave in a manner which allows students to learn and teachers to teach;

Definitions

There are two types of undesirable behaviour at school. These are

a) misbehaviour; and

b) serious misbehaviour.

These also apply outside of the school premises, in cases whereby the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a student at the school.

Teachers may also challenge or sanction students for inappropriate behaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school
- Could pose a threat to another student, a member of staff at the school, or a member of the public
- Could disrupt the orderly running of the school.

The definitions below are designed to provide examples of each category. However, they should not be considered a definitive and/or full list.

Misbehaviour is defined as

- Disruption in lessons, in corridors outside of lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning, including lack of required equipment, and/or towards others, including the use of foul language
- Use of mobile phones inside the school building (see Mobile Phone Policy)
- Incorrect uniform
- Poor punctuality

Serious misbehaviour is defined as

- Repeated breaches of the school rules
- Swearing directly at or verbally threatening a member of staff
- Refusal to cooperate with a member of staff or follow instructions
- Any form of bullying (refer to definition below and our Anti-Bullying Policy)

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- Sexual assault and/or sexualised behaviour/language, which is any unwanted sexual behaviour that causes humiliation, pain, fear and/or intimidation (see Appendix 2)
- Truancy from a lesson or school
- Vandalism
- Theft
- Physical altercation with other members of the community
- Smoking, which includes vaping etc
- Racist, sexist, homophobic and/or any other form of discriminatory behaviour
- Possession of any prohibited items. These include:
 - a) Knives or weapons;
 - b) Alcohol;
 - c) Illegal drugs;
 - d) Stolen items;
 - e) Tobacco, cigarette papers, cigarettes, e-cigarettes and/or lighters
 - f) Fireworks;
 - g) Pornographic images;
 - h) Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

There is no legal definition of bullying. However, at Elfed High School, the act of bullying is seen as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally; and
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical bullying, such as an assault;
- verbal bullying, such as teasing, making threats and/or name calling;
- cyber-bullying - bullying via mobile phone or online (for example via email, and often using forms of social media networks).

Often perpetrators of these behaviours may not consider their actions to be 'bullying'. Nevertheless, the school takes incidents of bullying very seriously. It is recognised that these actions may not always take place within the school grounds and/or during the school day. However, any student of the school is subject to sanctions, which may include police intervention. We do not tolerate or accept bullying anywhere and will endeavour to work with students, parents, and community members to address all instances of bullying (see Anti-Bullying Policy).

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Roles and Responsibilities

The promotion of positive behaviour and relationships is the responsibility of the school community as a whole.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Belonging Policy and its application, promote equality for all students. The roles include: -

- a) The Governing Body defining the principles underlying the school's Belonging Policy.
- b) The Headteacher and Senior Leadership Team in framing and establishing an environment that encourages positive behaviour and regular attendance.
- c) All staff in ensuring that the policy is consistently and fairly applied.
- d) Students who are able to behave in a way that promotes the learning of all in the community.

The Responsibility of the Form Tutor

The role of the Form Tutor is hugely significant in supporting and guiding students through the ups and downs of school life. Each Form Tutor will be a listening ear to the thoughts, feelings and needs of their tutees. They will set high standards, build positive learning relationships across the form group and model good practice. They will take the lead in monitoring the attainment, achievement and attendance of their tutees.

They will need to establish good working relationships with parents/carers. Form Tutors need to be caring, dependable, conscientious and trustworthy as they lead their form through the school.

Home School Agreement and External Partnerships

An important aspect of the EHS Belonging Policy is the concept that all interested parties work together to the benefit of all. Students, parents, carers and the school will sign an agreement each year to reinforce this and regular contact between all stakeholders is encouraged.

Parents/Carers can contribute in the following ways:

- Regularly accessing the Class Charts Parent App
- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's use of Restorative Practice

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They can ensure that their child is ready for the school day by:

- Being punctual
- Wearing correct school uniform
- Having correct equipment and appropriate school bag

They can communicate with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day

Support from Flintshire LEA and external agencies is an integral part of the EHS Belonging Policy. Multi Agency meetings are held every half term to coordinate support.

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The Responsibility of the Teacher and Support Staff

When working with our students, we expect teachers and other staff to:

- Greet students in the morning and at the start of every lesson
- Employ a prompt and engaging start to lessons
- Recognise positive behaviour
- Be seen looking and walk the room
- Be consistent in applying the Code of Conduct and classroom expectations
- Correct uniform issues both in the classroom and around the school

Classroom Expectations and Routines

The Elfed Belonging Policy is based on clear classroom expectations. Every classroom will display posters explaining classroom routines and the expectations at the beginning and end of every lesson:

Respect Yourself and Others – Parchwch Eich Hun ac Erail

- Always do your best and be kind.
- Bring everything you need for each lesson.
- Listen to instructions and follow them straight away.
- Take responsibility for your own actions.
- Mobile phones are switched off and out of sight.
- No eating or chewing gum.
- Listen to others.
- Wait to be asked to contribute your ideas.
- Display a growth mindset.

Start of lesson

- Teacher and students greet upon entry at the door.
- Seating plans adhered to every lesson.
- Starter which recalls previous learning is immediately available.

During the lesson

- Questions are well thought out.
- There are opportunities for independent practice.
- Precise subject specific vocabulary is used.
- Responses are justified.
- Student learning is regularly checked and assessed.

At the end of the lesson

- Students stand behind their chairs.

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Students leave in an orderly fashion, ready for their next lesson.

Positive Attitudes to Behaviour and Attendance

Attitude to Learning Grades

Teachers provide an Attitude to Learning grade for each student in line with the Assessment Cycle. When determining this grade, considerations are:

- effort in class
- organisation
- engagement with home learning opportunities
- Growth Mindset
- motivation
- behaviour

1	Outstanding - Students who <u>ALWAYS</u> show high standards in each of the above areas.
2	Good - Students who <u>USUALLY</u> show good standards in each of the above areas.
3	Inconsistent - Students who <u>SOMETIMES</u> meet standards in each of the above areas.
4	Cause for Concern – Students who <u>FREQUENTLY DO NOT</u> meet expectations in most of the above areas.

Reward and Recognition

At Elfed High School, we are committed to recognising achievement through our Elfed Excellence programme. This includes, but is not limited to:

Achievement Points

Teachers reward students for exceeding their expectations using Achievement Points on Class Charts. Achievement Points are used to inform year group and whole-school competitions and stand-alone recognition events.

Praise Postcards and Verbal Communication

All staff are encouraged to send regular Praise Postcards and make phone calls home to recognise hard work, positive behaviour and/or commitment to our Core Values.

Weekly Core Values Awards

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During assemblies, Heads of Year will award one student each week who has shown commitment to one of our five Core Values of Honesty, Integrity, Respect, High Aspirations and Self-belief.

Termly Subject and Attendance Awards

At the end of each term, Subject Areas nominate students for a Subject Award. Awards are given at the discretion of the Subject Area, for example to students who show high levels of achievement or improvement in the subject. Heads of Year may recognise full or improved attendance at various points throughout the year.

Stand Alone Recognition Events

Throughout the academic year, students who are identified as having exceeded expectations may be invited to participate in one-off reward events. Examples may include reward trips, Senior Leadership Lunch, personalised letters and meetings with Governors. The identification of students who participate in these is at the discretion of Heads of Year and the Senior Leadership Team, in recognition for their hard work, positive behaviour and/or commitment to our Core Values.

School Colours

School Colours may be awarded to students for outstanding achievement and/or service to the school. Teachers may nominate students who have been involved in significant extra-curricular activities or have enhanced the reputation of the school through their efforts.

Sanctions

Sanctions may be issued for misbehaviour/serious misbehaviour:

- i) Behaviour Points**
- ii) Severe Clause**

i) Behaviour Points

Behaviour points are recorded on Class Charts so that any patterns can be tracked. They should indicate the beginning of restorative approaches when the lesson has finished.

If a student has received behaviour points during the day, this information may be shared with parents at the end of the day. This may be done by the class teacher involved, following a discussion with the Head of Department or Learning Director.

Students who have received a behaviour point may be informed at the end of the lesson that they are required to attend a Restorative Correction at the teacher's convenience.

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Form Tutors will monitor any behaviour points given to their tutees and identify the need for support, which should be discussed with the Head of Year.

In some cases, behaviour points may lead to further sanctions being issued, for example:

- Restorative Corrections – up to 10 minutes during or after school
- Extended Corrections – up to 60 minutes after school following prior arrangement with parents/carers
- Subject Reports, Wellbeing Plans or IEPBs
- Loss of privileges e.g. reward trips

ii) Severe Clause

Many incidents of misbehaviour can be dealt with by the Form Tutor, Class Teacher, Head of Subject, Learning Director or Head of Year.

On rare occasions, severe incidents may necessitate students being removed from class or general circulation by a senior member of staff. This is referred to as a 'Severe Clause'. The senior member of staff will be Head of Subject, Head of Year, Learning Director or SLT, depending on the circumstances.

The Severe Clause is recorded on Class Charts so that there is a clear system for referring and tracking such incidents.

A range of sanctions will be considered and may include an Extended Correction, Internal Exclusion, Fixed Term Exclusion, or in incredibly rare cases, Permanent Exclusion.

Examples of incidents that may warrant a Severe Clause include, but are not limited to:

- persistent disruption to learning
- swearing directly at a teacher
- refusal to cooperate with a member of staff
- significant violence towards others
- serious breaches of safety rules
- suggestive, inappropriate or discriminatory remarks, e.g. racism, homophobia
- any other behaviour outlined as 'serious misbehaviour' above

Fixed Term Exclusions will only be given by the Headteacher, or Deputy Headteacher in their absence, and will be administered in accordance with the Welsh Assembly Government Guidelines and recorded on Sims.

Physical Intervention

In some circumstances, staff may need to use physical intervention. In line with Welsh Government Guidance ('Safe and Effective Intervention' 097/2013), intervention should be applied for two different purposes. This is to 'control' and/or to 'restrain' a student(s).

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- "Control" can mean either passive physical contact (e.g. standing between students or block a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back);
- When members of staff use "restraint" they physically prevent a student from continuing what they were doing having been told to stop. Restraint techniques are usually used in more extreme circumstances. For example, where two or more students are involved in an altercation where physical intervention is needed to separate them.

All school staff have a legal power to use physical intervention to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. However, staff will be aware of the sensitivities associated with any form of physical contact with students.

Prior to using physical intervention, staff should be aware that physical intervention should:

- Always be used as a **last resort** and, wherever practicable, a member of staff should warn a student(s) that intervention may be used before using it;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

The school will confiscate any illegal items or items which may cause harm to others. These items will not be returned to students and will likely be transferred to the police. The school will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with leaders and parents/carers, only if appropriate. Searching and screening students for items which may cause harm to others is conducted in line with Welsh Government Guidance on 'Searching for Weapons' (097/2013).

Designated members of staff can search without consent for any of the items deemed inappropriate. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. The school is not liable for any damage to, or loss of, any confiscated item(s). Parents/carers will be informed of any confiscated item and may be required to collect the item from the school office.

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Supporting and Monitoring Ongoing Behaviour Concerns

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's Additional Learning Needs Co-ordinator (ALNCo) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Behaviour Support

The school will work with appropriate services to provide extra support as available to support students to change their behaviour. These may include: Behaviour Support Service FCC, Educational Psychology Services FCC, Careers Wales mentoring, ESW, Group and Individual work, Peer Support network, Youth Service, Learning Coach and School Youth Worker.

Self-reflection / Social and Emotional Aspects of Learning

The principle of encouraging students to reflect on their behaviour is to be maintained. IEP(B)s will also emphasise student targets.

Staff Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention on a biannual basis. New members of staff are provided with training as part of their induction process. The use of effective behaviour management strategies also forms part of our continuing professional development.

Individual advice, support and strategies to support staff, at all levels, is provided on an ongoing basis by members of the pastoral team.

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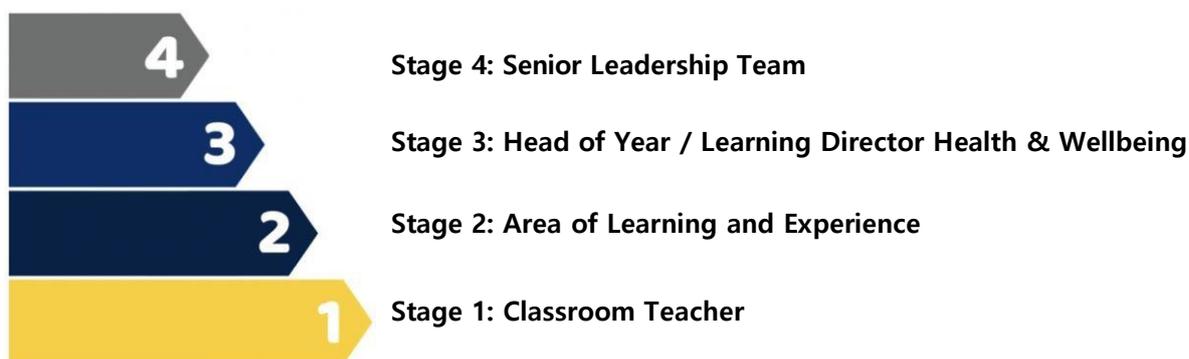
APPENDIX 1

Graduated Sanctions and Response to Misbehaviour/Serious Misbehaviour

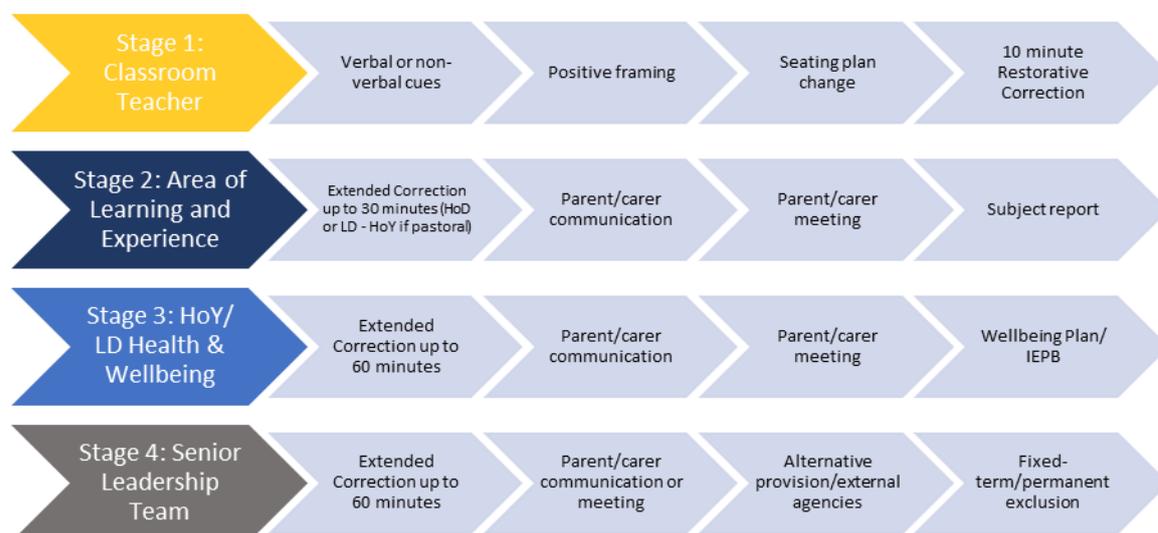
All sanctions are to be considered with a view to supporting the student to make more positive choices regarding learning behaviours and conduct.

In every instance, and as a professional standard, the school expects all staff to initiate a restorative conversation with students to support positive, productive professional relationships between staff and students. This should be done at an appropriate time with a view to supporting students to make positive decisions in the future regarding learning behaviour and conduct. It is recognised that middle leaders (Heads of Subject and Learning Directors) and the Senior Leadership Team may need to provide support to facilitate this, where appropriate.

Dealing with incidents of undesirable conduct will follow a graduated intervention approach, which is illustrated below:



Examples of likely interventions/sanctions at each stage



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Exclusions

The use of an exclusion will be determined by the Headteacher. Any decision will be applied in line with Welsh Government Guidance, ('Exclusions for Schools and PRU' 255/2019).

Sanctions, including exclusions, may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

APPENDIX 2

Prohibited Sexual Harassment and Peer on Peer Abuse

Peer on peer abuse can take many forms. This can include (but is not limited to):

- abuse within intimate partner relationships;
- bullying (including cyberbullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity.
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature.

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- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing.
- Purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography.
 - Sharing pornography via the internet or email.
 - Creating or maintaining websites with sexual content.
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

The school will respond promptly and appropriately to any sexual harassment or peer on peer abuse complaints. Appropriate steps will be taken to stop the harassment, prevent any recurrence and support both the victim and the perpetrator. Sanctions for incidents of sexual harassment or peer on peer abuse will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will address the effects of harassment or abuse and advise about and if possible will provide counselling services for victims, or academic support services if the harassment has affected performance.