THE HESSLE ACADEMY COMMUNITY TRUST

HESSLE HIGH SCHOOL & SIXTH FORM COLLEGE

BEHAVIOUR POLICY

Effective Date: June 2014

Date of minuted approval by the Board of Governors: 3 November 2016

Review Committee: Secondary Local Board

Review Date: November 2018

Owner: Assistant Head **-** Head of School

Rationale

Staff Code of Practice

Hessle High School and Sixth Form College takes pride in the 'calm, welcoming' learning environment where students are able to thrive both in their academic and personal development. However, the need will invariably arise where we must challenge behaviours which are deemed to be inappropriate. It is essential that at these times we are consistent and fair in our dealings with individuals.

- As teachers we believe that high standards can be attained by adhering to commonly agreed procedures.
- Accordingly we will demonstrate fairness and respect in our dealings with students.
- We will be polite and courteous, using a standard mode of address - forename and surname.
- We will adhere firmly to agreed standards.
- We will be consistent in all our contacts with students.

We will support the Academy's restorative principles in our dealings with all members of the school community.

When we are not teaching:
- We will be a visible and consistent presence at all times on corridors, stairs and around the school, particularly between lessons and at unstructured times in the school day.
- We will accept responsibility for monitoring behaviour and for dealing with any situation which we see.
- We will provide good role models for students in demonstrating good manners, and care for the school site.
- We will take the opportunity provided by lunch times and other opportunities to join students in informal situations.

When we are teaching:
- We will be responsible for matters of discipline within the class including checking uniform and basic equipment.
- We will ensure that all necessary equipment is available and in good working order.
- We will leave suitable work available for students when we are absent.
- We will be punctual to all lessons.

- We will make arrangements where possible for the class to be supervised if we are unavoidably detained.
- We will supervise a quiet and orderly entrance and exit of students to and from the learning environment.
- We will monitor student attendance by taking a class register using lesson monitor every lesson, including Tutor Period
- We will create a climate of high expectation and ensure that students know and understand these expectations.
- We will make the students aware of what the learning in each lesson is about.
- We will allow time towards the end of the lesson for the orderly packing up of equipment.
- We will, where appropriate, check that equipment specific to the learning environment is accounted for and left in good working order.
- We will report any breakage, loss or damage of equipment, furniture or fabric in writing (email) to the appropriate person.
- We will ensure that there is an obvious end to the lesson.
- We will leave furniture tidy and will clean the board where appropriate, as a courtesy to the next class/colleague.
- We will dismiss students in as formal a manner as the area permits and will supervise a quiet and orderly departure of students.
- We will provide an explanatory note for the next teacher if a student is to arrive late at the next lesson.
- We will set Homework according to the timetable, enter details on FROG and ensure students record it in their Student Diary.
- We will complete exclusion reports and enter information on SIMS relevant to student behavior in accordance with this policy

Whilst it is the expectation that all staff take responsibility for managing student behaviour, our Student Services Team is essential. The aims of the student services system are to help, teach and motivate students to develop a positive approach to learning and each other by:
- ensuring students take responsibility for their behaviour, learning and personal development
- ensuring every student is well known by key members of staff, providing personalised care, support and guidance
- provide a tutor for each student as part of the vertical tutoring system who is their first point of contact
- monitoring progress, reporting to parents regularly and involving parents in supporting student development
- identifying academic underachievement and liaising with colleagues to provide appropriate intervention
- identifying and rewarding positive achievement both in and out of the school environment
- identifying students with unmet needs and producing suitable support plans, involving outside agencies as and when appropriate
- giving clear expectations of behaviour based on mutual respect
- providing students with the support to form good relationships with both staff and their peers and the tools to resolve conflict/differences using principles of restorative practice
- encouraging high standards of attendance and punctuality

The Day To Day Management of Students

We expect students to exhibit high standards of behaviour and positive engagement at all times. Relationships with students are enhanced by the consistent use of rewards and sanctions.

Expectations
Clear expectations are essential to ensure that students know the boundaries within which they should behave. A list of expectations in class and around school is also highly visible around the school. The school takes every available opportunity to make parents aware of what we expect from our students. The expectations are important in establishing a safe and positive working environment built on mutual respect for **ALL** staff and students.

Rewards
Rewarding good effort, engagement, behaviour, work and progress should be central to managing student behaviour and learning. Every opportunity should be taken to give students positive feedback both in the classroom and around the school. This can be done by
- verbal praise
- written comments in exercise book or in student diary
- RESPECT card stamp
- Awarding of House Points
- letters or phone calls to parents
- House Postcards
- Department Postcards
- Awarding a 'Golden Ticket'

In all cases it is important that students are made aware what they have done that is being praised.

House Points System
The formal system for rewarding students is the House Points System. Students can be awarded House Points by staff for a range of positive outcomes including, but not exclusively good attendance, effort, behaviour and progress. The students have access to their House Points via their tutor and can monitor their progress over time. The students have access to prizes upon reaching particular House Point milestones. They are also given an opportunity to donate their prize to their House Charity.

House Points System in practice
House Points can be used as a reward in lesson for:
- outstanding effort
- outstanding progress
- enrichment
- teamwork
- taking responsibility in school
- sport

House Points can be used as a reward (using RESPECT card) out of lesson for:
- following the corridor code
- wearing full school uniform with pride
- showing respect for the environment and each other
- clearing away debris in the dining hall

Responding To Inappropriate Behaviour - Consequences

1.   Behaviour Management – In the Classroom (see Appendix 1a and b)
Teachers have a range of strategies to manage student's engagement in the lesson and consequently their behaviour. We trust our staff to use these skills and their own professional judgement to understand when a consequence in accordance with this policy is required. However, as a staff team we must ensure that we are giving consistent messages to students regardless of subject area, teacher and time of the day.

When applying a consequence, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a consequence has been given. There should be no need for confrontation. Students who challenge staff inappropriately will automatically move to the next consequence up. Misbehaviour and low level disruption will not be tolerated as this impacts on the individual learner, the class progress and the well-being of all.

A student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a student within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

In addition to these consequences a department may use a variety of strategies to ensure that homework and coursework are completed. This may involve sending a standard letter home or using a '**catch up**' session at a break or lunchtime. The emphasis here should be on working with parents/carers so that they are informed and can help to ensure that any work set is completed and is of a good standard.

Maintaining a calm and consistent approach is vital and in certain cases returning to deal with a student at a later stage will be beneficial to both parties. This will provide the opportunity for staff to examine their approach and perhaps seek advice from their Subject Leader or House Leader

It is very important that matters are brought to an agreed outcome and students sense the 'certainty' that staff are determined to achieve high standards of work and behaviour.

Information re students reaching C2 and above will be logged on SIMS and will automatically be viewed by the House Leader and Senior Student Support Managers on a daily basis.

Staff taking a student into their class must register the student on SIMS.

b. Detentions
All detentions must also include a restorative discussion.

Short interviews of up to ten minutes can be arranged at the end of any school session without notice (unless students catch the school bus), but for longer than that staff must inform parents 24 hours in advance.

A formal detention must be approached as an opportunity to support the student in making better choices in terms of their behaviour and attitude. If viewed as simply a punishment it is unlikely to result in a positive outcome. In terms of a restorative discussion staff may need to seek advice from your Subject Leader and / or House Leader before meeting with the student.

Students who are bussed into school are **not** exempt from after school detentions when parents have had 24 hours' notice.

A student copy of the detention is given at the time of the incident to take home to parents. Parents will also receive a phone call from the class teacher (in the event of a C3 detention), the Subject leader (in the event of a C4 detention) and House Leader (in the event of a C5 SLT Intervention).

If a student receives **two** C4 consequences, they will be required to complete an additional 1 hour after school detention. (**Detentions set in this way will be led by AHT – Head of School or House Leaders).**

If a student accumulates **three** C3 consequences in any half-term they will be required to complete a one hour afterschool detention. If a student accumulates **six** C3 consequences in any half term they will be required to complete one day in Internal Exclusion room. If a student accumulates **nine** C3 sanctions in any half term they will be required to complete two days in Internal Exclusion room. (**Detentions set in this way will be led by AHT – Head of School or House Leaders).**

If a student fails to attend a C4 detention without good reason and/or prior notification they will receive a one day internal exclusion and will still be required to sit the missed detention. If a student fails to serve the detention after this they will receive a two day internal exclusion and they will be required to sit the missed detention. If a student continues to defy the Behaviour for Learning Policy further consequences will follow and escalated accordingly.

Further sanctions:
- *Extended Internal Exclusion*
- *Extended External Fixed Term Exclusion*
- *Permanent Exclusion*

c. *C4 Department Isolation*
Subject Leaders will organise a rota for pre-arranged removal of students to be used when this is seen to be helpful in managing the behaviour of an individual.

At the start of the academic year, Subject Leaders will allocate lessons for departmental/faculty isolation. Although staff have responsibility for discipline in their classroom, and we do not "send out naughty children", there may be times when staff feel that their ability to manage a particular student in a particular lesson is nearing its limit.

That is the time to remove the student from your lesson, before it reaches crisis point, while the member of staff is still in control, and when the removal can be seen as a management tool to give both parties time to calm down.

A C4 one hour detention will take place after the incident between the learner, class teacher and Subject Leader. A restorative discussion will take place during the detention as part of the re-integration process.

C4 Department Isolation is not a "fire and forget" solution. The process is concluded only when the student is reintegrated into your class.

d. *C5 SLT Intervention*
If staff feel that they need immediate support following a high level incident they may use the red C5 SLT Intervention card. Staff should send a student (not the student involved in the incident) to Reception to ask a member of Senior Leadership Team for assistance. The member of SLT will remove the student and place them in the Internal Exclusion room until further investigation. This may result in a Fixed Term Inclusion or a period of time in the Internal Exclusion Room. This will also result in a 1hr SLT detention.

e. **Internal Exclusion Room**

Following incidents of inappropriate behavior in lessons or during unstructured time, students may be removed from normal lessons for a set period of time, termed Internal Exclusion (IE). IE is normally held in the LEAP area and allows students a period of reflection time to consider their choices in terms of behaviour and the implication of their behaviour both to themselves and other members of the school community.

Students will be given appropriate work to do during the period of time spent in the IE room and supported by senior staff in considering moving forward and resolving the issue.

The period of time in IE will end when the key staff involved agree that matters have been resolved.

House Leaders may also refer students to the Internal Exclusion Room (Learn, Engage, Achieve, Progress (LEAP) or in a Sixth Form lesson, as a last resort). This may be as a result of a failed report/student out of uniform or as a result of a serious discipline issue.

f. **Re-Integration Room (LEAP)**

Following a period of sustained low level disruptive behavior either in lesson or during unstructured time, students may be slowly re-integrated back into mainstream lessons.

2.   Behaviour Management – Outside the Classroom (see appendix 2)

High standards of behaviour are expected outside the classroom. All students are expected to be polite, courteous, and respectful to everyone on the site and to comply with reasonable requests or instructions made by staff on the first time of asking. Students are expected to have regard for their own safety and that of others.

We operate a Respect Card System to encourage positive behaviour around the site. Students accrue negatives for not meeting expectations and positives for going above and beyond normal expectations.

If a student received five positive stamps on their Respect card they will be awarded five House Points by their tutor.

Students who receive five negative stamps on their Respect card will have a 45min House Leader detention.

Tutors will check respect cards during tutor sessions. It is the responsibility of the tutor to notify the House Leader when a student has accrued five negative stamps.

Longer Term Behaviour Management

Stages of Referral – STEP process (see Appendix 3)

(a)   The identification of a cause for concern

   Criteria:
       (ii)   Several cumulative incidents over a period of time
       (iii)   Major incident

   The House Leader will decide if a student is a cause for concern.

(b)   School Strategies

   These will be co-ordinated by the House Leader in an attempt to modify/improve student behaviour and attitudes to learning.

   Strategies may involve
       (ii)   production of a Student Support Plan
       (iii)   case conference of subject teachers
       (iv)   advice for staff from Director of Learning Support
       (v)   parents in lessons
       (vi)   work placements
       (vii)   flexible timetable
       (viii)   time in LEAP (IE room or Re-integration)
       (ix)   Pastoral support Plan
       (x)   emotional welfare support

   Parents will be informed of the strategies employed and be an integral part of the process.

   Where a student is statemented or has an EHIC for additional learning support the strategies discussed will be found on the EHIC.

(c)   The involvement of outside agencies
   Where success at stage (b) is considered to be below expectations or extreme behaviours are evident, the involvement of outside agencies may be requested.

   This may include:
       (i)   Educational Psychologist
       (ii)   Emotional Welfare Support Staff
       (iii)   Social Services.
       (iv)   CAMHS
       (v)   Connexions
       (vi)   School Nurse

Student Services
Student Support Managers, together with the Director of Learning Support and House Leaders meet weekly to review the school's student concern register. The concern register includes students causing concern that have been referred by the House Leaders for welfare, behaviour or other reasons.

They will identify further support channels and when appropriate be involved in the setting up of appropriate support plans.

In addition, academic progress with be reviewed by the team at each LPS cycle and a log of various 'interventions' is kept.

Fixed Term Exclusions

Exclusions are used in the case of severe one off incidences or persistently poor behaviour. The response allows the school to:

(a)   highlight to all concerned the unacceptable nature of the behaviour.
(b)   create time to work with the student/parents and relevant outside agencies, where necessary, to improve future behaviour and attitudes to learning.

In cases of severe or persistently poor behaviour other strategies will be considered as an alternative to a Fixed Term Exclusion before a final decision is made by the Executive Headteacher

A senior member of staff will meet with the student and parent prior to re-admittance of the student. The school seeks to work in partnership with parents.

In all cases the re-admittance of the student will follow the principle of restorative practice.

There may be occasions where a member of the Board of Directors/Governors is asked to sit in on the Return to School Meeting for serious issues or whereby persistent defiance occurs.
The Executive Headteacher has the discretion to operate outside the boundaries of this policy but ensuring they abide by statutory guidance (June 2012).

Permanent exclusion is seen as a last resort when all other strategies have been used without a successful outcome (cumulative exclusion). In addition occasionally one off serious incidents may warrant a recommendation to the Board of Governors for Permanent Exclusion.

Mobile Devices

Class Teachers
If a student is using a mobile phone or other electronic device entering, leaving or during a lesson they should be instructed to refrain from doing so and put the device away from view. If the student responds positively to this request the only action would be to log the incident on SIMS.

If a student does not carry out the request they should be removed formally from the lesson and a report sent to the House Leader as soon as possible. Staff should not attempt to take the device from the student.

House Leaders
Will monitor the logs on SIMS and identify students who need to be challenged and dealt with accordingly; normally this will result in devices removed and locked away for a set period of time.

The use of earphones/headphones are also not permitted in lessons and movement between lessons. However, in our digital age staff may choose to allow students to use mobile devices or applications on them to support learning. It is the teacher's responsibility to manage this entitlement within the confines of this policy.

In this digital age social media plays a significant part in our lives. When used sensibly it can enhance learning and relationships. However, when used irresponsibly it was be detrimental to the safety and engagement of young people in school life. The use of mobile devices and social media in school is a privilege afforded to responsible students, it can be removed. Equally if there is sufficient evidence to suggest that mobile devices or social media are being used for 'poor behaviour' we reserve the right to

monitor the social media account via students own device. An unwillingness to assist the investigator in their work will result in an assumed guilty judgement by the Senior Staff involved.

The Power to search
The Headteacher and staff authorised by them have a statutory power to search pupils and their possession, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

Prohibited items are:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E- cigarettes

Harassment
All our students and staff are entitled to protection from any form of harassment. That means that we do not tolerate any action, comment or written remark which causes distress or offence, this includes using technology to pass messages.

The sort of comments which might be involved are those which make reference to race, colour, gender, sexual orientation, disability or special need, though anything which causes distress or offence is unacceptable.

In the first instance issues of alleged harassment between students should be referred to the House Leader. At this stage the nature of the problem will be fully investigated and discussed with the Assistant Headteacher – Head of School. In the event of a complaint that is clearly a case of harassment and not, for example, a problem in handling a relationship, the matter will be examined in terms of appropriate action to support the victim and help the individual responsible make better choices in terms of behaviour. This action ranges from counselling the offender about their behaviour, to, if the harassment is repeated, the exclusion of the offender from the school premises until such time as parents have been consulted and the student undertakes not to continue such behaviour. Such an undertaking, which will be written, signed and filed (on a Behaviour Contract), will entitle the offender to be re-admitted to all the facilities offered by the school. Repeated, wilful infringements of the policy will result in intervention by the Board of Governors.

In cases of alleged harassment, that on further investigation are found to be essentially a peer dispute, the House Leader will seek to carry out a restorative conference with the students in order to re-establish good relationships between the individuals concerned.

A log will be kept of any referrals of alleged harassment.

All cases of racial harassment or other forms of discriminatory incident will be recorded and the outcome of action taken made clear. This will be done on a standard form kept by Assistant Headteacher- Head of School.

In incidences where the alleged harassment is against the Assistant Headteacher – Head of School, this should be directed to the Executive Headteacher.

The data will be analysed to enable the Senior Leadership Team and Board of Governors to monitor patterns and trends and intervene with positive impact.

Monitoring and Evaluation

The Assistant Headteacher – Head of School will produce termly data for the following areas:

- Attendance
- Fixed Term Exclusions
- C4 Department Isolations
- C5 SLT Interventions
- Discriminatory incidents (reported)
- Recorded peer disputes
- Restorative sessions (recorded)
- Internal exclusion sessions
- Recorded bullying incidents

The above data will be shared with members of the School Leadership Team and given to the Board of Governors on at least three occasions each academic year.