



# Behaviour Policy

November 2022

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## **1. Introduction**

***At Heworth we strongly believe no one has the right to disrupt learning, enabling every child to achieve, we also understand that at times students need support to ensure they can reach the high expectations we set for all students at Heworth Grange.***

We will work together to provide the best learning experience possible for all students and ensure that it takes place in an environment that is safe, supportive and positive; an environment of mutual respect and where the progress of each student is central to everything that we do. We will always respect, encourage and support the dreams and aspirations of every student throughout their time at Heworth. All students can be confident that no obstacles will prevent them from attaining their goals whether that be on the basis of their gender, ethnicity, beliefs, sexual or gender orientation, personal circumstance or social background. All students have the right to expect that they can reach the very highest levels of achievement at Heworth Grange and that no barriers exist that can prevent that success. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

**We believe that these values are achieved through a clear and straightforward positive behaviour policy that:**

- Has clear and consistently high expectations, allowing all students to learn and all teachers to teach
- Does not tolerate any form of bullying, including those on the grounds of ethnicity, gender, sexual orientation or disability.
- Insists that all members of the school community deserve to be treated with respect.
- Recognises that good behaviour is achieved through a positive learning culture and students should receive tangible recognition of their achievements through a simple and clear rewards system
- Places clear responsibilities on students through a clearly defined set of boundaries and associated consequences. These boundaries and consequences will always be fair and proportionate.
- Expects that students treat the school's environment and each other's property with respect.
- Is communicated to all stakeholders (students, staff, parents, carers and governors) of the school.
- Promotes and embeds our school values of:
  - Every child – no excuses
  - High expectations
  - No Islands
  - Engaging learning

## **Rights and Responsibilities**

Every student attending Heworth Grange is valued and respected and should have the right to learn in a safe and well-ordered environment. All those involved in the life of the school have a responsibility for ensuring good behaviour.

A description of responsibilities for all members of the school community.

Students	Parents	Staff and LAB
<ul style="list-style-type: none"><li>• To treat staff and fellow students with respect.</li><li>• To accept and follow all rules to enable the school to run smoothly and ensure maximum opportunity for learning.</li><li>• To be polite and considerate to all members of the school community and members of the wider community.</li></ul>	<ul style="list-style-type: none"><li>• To be aware of and support the school's values and codes of conduct</li><li>• To share with the school any reasons which may have an impact on their child's behaviour at school</li></ul>	<ul style="list-style-type: none"><li>• To adopt a constant, calm and consistent commitment to the school's positive behaviour policy. To lead by example at all times.</li><li>• To exercise, at all times, their professional judgement in applying the school's behaviour policy in an appropriate manner.</li></ul>
<ul style="list-style-type: none"><li>• To attend school regularly (over 96% of the time)</li></ul>	<ul style="list-style-type: none"><li>• To ensure that their child attends over 96% of the time and arrives on time</li></ul>	<ul style="list-style-type: none"><li>• To pro-actively monitor the attendance of all students</li></ul>
<ul style="list-style-type: none"><li>• Be prepared for learning by having the necessary equipment and bag.</li><li>• Pay attention in class and play an active part in their learning</li><li>• Complete all classwork and homework</li></ul>	<ul style="list-style-type: none"><li>• To provide all necessary equipment and uniform to meet the high expectations.</li><li>• To support their child in their learning</li></ul>	<ul style="list-style-type: none"><li>• To provide a classroom environment that is calm, inclusive, appropriately challenging and motivating</li><li>• To praise students for their good behaviour, commitment and achievements by using the</li></ul>

## **Legislation and statutory requirements**

This policy is based on advice, contained in the following documents from the Department for Education (DfE):

Behaviour in schools, July 2022

Searching, screening and confiscation at school, July 2022

Equality Act 2010: advice for schools Use of  
reasonable force in schools  
Supporting students with medical conditions at school

### **Basic Expectations and routines:**

The non-negotiables that we enforce in order to create a culture that promotes good behaviour:

1. Show respect to others at all times
2. Demonstrate courtesy and consideration for others at all times
3. Follow instructions first time
4. Do not disrupt the learning of others
5. Listen in silence when a member of staff or student is talking to the class
6. Have high standards in everything that you do

The code of conduct we expect from our students is as follows:

### **Actions and Consequences**

In all curriculum areas and around the school, consistency of the behavioural system is key in ensuring that the climate for learning is positive and allows progress to be made. All staff and curriculum areas in the school apply a simple straightforward set of actions and consequences.

Low level disruption can be characterized as (but is not limited to) the following:

Off task behaviour	Not paying attention
Talking when asked not to	Lack of work/effort
Inappropriate conversation/language	Attempting to disrupt the learning of others
Chewing	Poor attitude to learning

Staged behaviour response

While teachers are actively encouraged to employ positive behaviour strategies in lessons, there is a whole school policy for when students do not comply with expectations.

In lessons students are given two informal warnings if their behaviour is not compliant with the non-negotiables.

- If a student's behaviour is still non-compliant then a formal warning is given to the student. Teachers use the term formal warning.
- Formal warnings are logged via class charts and this data is frequently analysed.
- If a student's behaviour for learning has not improved following a formal warning, the student is referred to Reflection

- Reflection is a room students continue to access the curriculum and stay until the end of the lesson or longer periods as and when required.
- Two members of staff are on call in any given period and can assist if necessary.

In addition to the sanctions indicated, Heads of Year and other teaching staff will identify and support in regulating a students' behaviour using a range of methods:

- Phone calls to parents/carers
- Parental meetings
- Reports (several stages of reports are used in school) and Behaviour contracts
- Managed moves
- Governors disciplinary panel
- School based community service
- Detentions
- Suspensions

### **Reflection**

- Reflection houses students whose behaviour has not met the required standards. It is also a facility where students may be housed for longer periods of time if they fail to moderate their behaviour. This is coordinated centrally to allow for consistency across the school.
- If a student is placed in Reflection, parents are automatically notified that the student now has an after school detention for 30 minutes.
- Students leave Reflection at the end of the lesson and are expected to turn up at the end of the school day to complete their 30 minute detention.
- Students may spend more than the remainder of a lesson in Reflection if the HOY/ Assistant Headteacher, Behaviour has requested this or an incident is being investigated.
- During the detention the member of staff that referred the student to Reflection visits the student and a restorative conversation takes place, agreeing on actions for the next lesson.

### **Pit Stop**

- The needs of any of our SEND students and vulnerable students are met, while promoting the whole school approach to behaviour, with use of our Pit Stop.
- Pit stop is our differentiated approach to managing students. When a student who is referred to Reflection, and is a vulnerable student or a student with a special educational need they attend pit stop and complete associated sanctions in Pit Stop.
- In Pit stop students are given 1-2-1 support and while still reflect on their behaviours that led to being sent out of a class, this is dealt with by staff in a different and individualised way to our Reflection room.

- Students that access Pit stop are given a card for accessing this provision and staff are aware of the students who would access the Pit Stop.

### **Behavioural contracts**

- Students who are frequently receiving sanctions for low level disruption or more serious behaviours may have their behaviour monitored by staff.
- Students who frequently collect Formal warnings are triggered to go on to Advisory report
- If student's behaviour does not improve, this is escalated to a Head of Year report
- Students who have frequent referrals to the Behaviour Support Centre are placed on Head of Year report
- Reports will be issued for a minimum of 1 week and removal from report is dependent on students meeting the required targets in their lessons
- Reports are monitored by the relevant staff and parents/carers are required to check and sign the reports on a daily basis
- LAB disciplinary panel - Where a student's behaviour over time is poor and the student's future at the school is at risk, the deputy head teacher may make the decision that the student and parents/carers attend a formal meeting of the Local Action Board, where a governor will look at the student's school behaviour record and formally discuss the issues. Students at such meetings will be asked to sign a behaviour contract and this will be reviewed by the governing body at a pre-determined interval

### **Reasonable Adjustments**

A reasonable adjustment is not the same as lowering expectations; it means that some students need additional support to ensure that they meet the high expectations required of all students. Heworth Grange will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for students with special educational needs and disabilities where it is deemed appropriate.

### **Confiscation**

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Academy staff will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Prohibited items may, but are not limited to the following examples:

#### **Searching, Screening and Confiscation**

Ensuring staff and pupils feel safe is vital to us promoting a positive culture for learning. Where the safety of any member of our school community is at risk, and it deemed necessary to conduct a search, this will be completed in line with legislation.

### **Searching**

Headteachers and authorized staff have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may have a prohibited item. Examples of prohibited items, but not limited to may include:

- Knife of any length
- Any article that the member of staff reasonably suspects has been, or is likely to be used:

Y To commit an offence, or

Y To cause injury to. Or damage to property of any person

- Alcohol
- Illegal drugs or drug paraphernalia
- Tobacco and cigarette papers
- Vaping and vaping paraphernalia
- Fireworks
- Pornographic image
- Stolen items

The designated safeguarding lead, or deputy is informed, and involved in any searches where there are reasonable grounds to suspect a pupil is in possession of a prohibited item.

A search will only be conducted if there are reasonable grounds for suspecting a pupil is in possession of a banned item or if the pupil has agreed, and will follow the guide lines below:

The search will be conducted in an appropriate location and out of sight of other students

The member of staff conducting the search will be of the same sex as the pupil being searched

There will be another member of staff present

N.B There is an exception to the previous points where the member of staff can be of opposite sex and without a witness if serious harm could be caused if the search is not carried out as a matter of urgency and time does not allow a witness member of staff to be sought. If this happens, the search will immediately be reported to the DSL.

The member of staff conducting the search will explain to the student why they are being searched

The member of staff will give the students an opportunity to ask any questions

The search can include outer clothing, pockets, possessions, desks and lockers

The pupil will not be asked to move clothing that is not deemed as “outer clothing”

Searches will be recorded with all appropriate details

Parents will be informed if a search has been conducted

### Confiscation

Staff can confiscate any item that:

Poses a risk to staff or pupils,

Is prohibited

Is evidence in relation to an offence

Any confiscated items will be dealt with in accordance to the guidelines in “Searching, screening and Confiscation. Advice for schools, July 2022”

### **CCTV**

CCTV is used in school for the purpose of maintaining discipline and managing behaviour and safety. Please refer to CCTV Policy.

### **Use of reasonable force**

Please refer to the DfE guidance ‘Use of Reasonable Force’. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not



to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- restrain a student at risk of harming themselves through physical outbursts.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is:

Deliberately hurtful

Repeated, often over a period of time.

Please see the school's Anti-bullying policy for further information.

### **Peer on Peer Abuse**

Peer on Peer abuse is abuse that happens between children of a similar age or stage of development. It can happen between a number of children and can affect any age group. Peer on Peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence.
- emotional harm
- on and offline bullying
- teenage relationship abuse.

We adopt a whole school approach including aspects of personal development, behaviour and attitudes and tailored support to reinforce a culture where peer on peer abuse including sexual harassment and sexual violence is not tolerated. All concerns regarding abuse should follow the school child protection and safeguarding policy.

### **Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and students involved to consider appropriate support and if necessary sanctions. Making false allegations is very serious.

### **Discipline beyond the school day**

Students are encouraged to wear their uniform correctly when travelling to and from school and must not be involved in behaviour that could adversely affect the reputation of the academy. Where poor behaviour occurs when a child is travelling to and from school, the school reserves the right to issue a consequence, suspension or expulsion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, academy staff, parent/carer or children reports criminal behaviour, anti-social behaviour or a serious bullying incident to the academy, the principal/vice principal must be informed.

For health and safety reasons, very high standards of behaviour are expected on any residential and day trips. The academy will use the same behaviour sanctions that are applied.

### **Suspensions and expulsions**

*'Good discipline in academies is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports principals in using suspension and expulsion as a sanction where it is warranted.'*

(DfE 'Exclusion from maintained Academies, Academies and student referral units in England 2017)

The Head Teacher, or the Deputy Head Teacher delegated to be in charge of the school in the event of the Head Teacher's absence, may use suspensions or expulsion in response to incidents of a very serious nature.

When deciding, the Head Teacher will take account of any special educational needs, any disability that might affect the decision and any relevant cultural or religious issues. The Head Teacher will ensure that the school keeps a record of actions taken during the investigation of any incident leading to a suspension or expulsion.

All decisions to suspend are serious and only taken where the breach of the school rules is serious. The following are examples, but are not limited to, behaviours which may lead to suspension or expulsion:

- Failure to comply with a reasonable request from a senior member of staff
- Refusing to hand over items which are not allowed in the academy
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or children
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying

- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which brings the reputation of the school into disrepute
- Persistent defiance or disruption

### **Expulsion from school**

A decision to expel a student can only be made in the following circumstances in response to (1) serious or (2) persistent breaches of a school's discipline policy and if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school (DfE 'Exclusion from maintained Academies, Academies and student referral units in England 2017') The Headteacher may expel a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against other children or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing children, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation and gender identity, abuse relating to disability
- inappropriate use of social media or online technology
- malicious activation of the fire alarm
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal abuse of staff. These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

If a child is suspended from school, the school will:

- Inform the parent immediately and follow up in writing, of the reason for the suspension and remind them that they have a legal responsibility to supervise students during the first 5 days of any suspension or expulsion and can be subject to fixed term penalties if a child is seen out and unsupervised during that time.
- Set work for the first 5 days of any suspension or expulsion.
- Provide alternative provision from Day 6 of any suspension; the Local Authority (LA) will provide this in the case of an expulsion
- Arrange a readmission meeting, at which the reasons for the suspension will be further discussed and parents/ carers are expected to attend
- Where appropriate, arrange for a LAB Disciplinary Committee to consider the suspension or expulsion.

- Arrange that all students who are excluded for over 15 days a term will have to meet with the LAB Disciplinary Committee accompanied by his/her parents.
- Make referrals to the Educational Psychologist and Behaviour Support Service if it is thought necessary. Parents will be involved in such a decision. Pastoral Support Programmes will be initiated as appropriate.
- Make any referrals to external agencies, such as the police or social services as deemed necessary and appropriate
- Place the student in isolation during investigations leading to possible exclusion and for the remainder of the day on which a decision to exclude has been made, unless they are collected by a parent/carer.
- Arrange a placement in the Reintegration room on return from the exclusion before returning to mainstream lessons.

Where a student has been expelled and the LAB committee have upheld the decision of the principal to expel, parents may request, in writing, that an independent review panel (IRP) is convened to review the decision of the LAB. An application for review must be in writing and set out the grounds of review; and made within the specified deadline (15 school days after the day on which notice in writing was given of the LAB's decision). This is particularly important in the case of an expulsion, where parents have a strict 15 school days to request an independent review panel. Applications made after this deadline MUST be rejected. The role of the independent review panel is to review the LAB's decision not to reinstate an expelled student. In reviewing the decision, the panel must consider the interests and circumstances of the expelled student, including the circumstances in which the student was expelled, and have regard to the interests of other students and people working in the school. The IRP cannot force the reinstatement of a student. It can however:

- uphold the original decision of the LAB
- recommend that the LAB reconsiders its original decision
- quash the LAB's original decision and direct it to reconsider this decision.

Parents do not have the right of appeal against the decision of an independent review panel. The decision is binding on the parent, the LAB, the Headteacher, the local authority and the trust. Once a decision has been made, it cannot be revisited. If the IRP recommends or instructs the LAB to reconsider their original decision, then the meeting must be convened within 10 school days of being given written notice of the panel's decision. The decision of the LAB is final and there are no further grounds for internal appeal/review. Parents do have the right to apply for a first-tier tribunal or for a judicial review.

#### Police involvement in behavioural incidents

Heworth Grange will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, school will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A child and his or her family have the right to

contact the police if they feel that a criminal offence has been committed. 15 A

### **SEND students**

Where appropriate, reasonable adjustments will be considered for all of Heworth's SEND students, (or any student deemed to be vulnerable) in respect of the behaviour policy and any sanctions applied, up to and including consideration of an expulsion.

### **Implementation of the policy by staff**

The academy will apply the structures described in order to ensure that behaviour and conduct are conducive to a positive learning environment for all students and a positive working environment for staff. In line with the DfE's Teaching standards, all staff are expected to uphold the policy:

#### **Teaching standards 7**

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them*
- *maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.*

Leaders should:

- Provide a rationale for the system and processes and ensure that sufficient training is provided
- Model systems and procedures in their own work to the highest of standards
- Hold staff and students to account for upholding systems and processes

Staff should:

- Positively uphold all aspects of the behaviour policy and procedures
- Consistently reward students' efforts in and out of lessons
- Hold students to account for any breaches of the system
- Implement negative consequences appropriately and ensure that mis-demeanours are correctly and appropriately recorded. Detentions should be carried out in a formal manner and supervised by the appropriate staff.

### **Culture of learning checks:**

The academy is committed to ensuring that all those with a responsibility for this policy model the highest standards and expectations. Stakeholders will be held to account where the high standards and expectations are not being met. Senior leaders will ensure that constant and supportive monitoring is in place in all classrooms through culture of learning checks. These checks are in place to:

- Celebrate and praise conduct which is deserving
- Identify and share excellent practice in working with students
- Provide holistic support for all staff, regardless of role or experience
- Identify students who may require follow up conversations from pastoral or other staff
- Identify students not meeting expectations
- Support staff with students not meeting expectations
- Hold students to account for not meeting expectations
- Monitoring and evaluation of the policy will also take place through:
  - ⇒ Staff questionnaires and feedback
  - ⇒ Questionnaires to students, parents, carers and other stakeholders
  - ⇒ Corridor observations
  - ⇒ Student behaviour data
  - ⇒ Attainment data
  - ⇒ Attendance data

### **Rewards: Positive behaviours**

Central to a positive behaviour policy is the expectation that all students will be regularly and routinely praised and rewarded for conduct which is deserving both within the classroom and the wider school. Praise and reward systems operate on a whole school basis. All staff and departments are expected to adhere to the standards and expectations of the rewards system.

Students receive positive praise points and this is logged via class charts. Points are totalled at the end of half terms and prizes are awarded.

Students are acknowledged and awarded positive praise points for:

Showing a positive attitude to their learning

Demonstrating respect

Being well organised

Demonstrating resilience

Showing great effort

Having high standards in everything they do

Representing our school at a sporting event

Representing our school in a performance

Taking part in any extra curricula activities

We are currently working with Engaging Education to further improve our rewards policy and systems

### **Our pledges**

Heworth Grange will work closely with Consilium Academies trust to develop and put in place a series of pledges to our students to help them to develop their social capital, their character and to promote personal opportunities and life experience.

These include a pledge to have the opportunity to

- Attend a cultural event or sporting event
- Take part in an educational residential visit (national or international)
- Play a musical instrument.
- Support a charitable activity.
- Visit a regional or national university.
- Be involved in voluntary/community event that could be externally accredited e.g. Duke of Edinburgh Award

### **Links to other policies**

- I. **Anti-bullying policy**
- II. **Search, confiscation and use of reasonable force policy**
- III. **Mobile phone policy**
- IV. **Safeguarding and child protection policy**
- V. **Complaints policy**