

Behaviour Policy

Climate for Learning

2023/2024

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Heworth Grange
School

Enriching Lives, Inspiring Ambitions

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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.

To this end, a set of rights and responsibilities of pupils, together with the school's expectations are set out below. A clearly defined system of rewards and sanctions reinforces these expectations.

The highest standards of behaviour are expected and maintained at Heworth Grange School. This is achieved through the co-operation of pupils, staff, and parents in adhering to the school rules. Achievements are acknowledged, good work is praised and good behaviour rewarded.

2. Legislation and Statutory Requirements

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Equality Act 2010: advice for schools
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) code of practice 0-25 years

3. 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">• To treat staff and fellow students with respect.• To accept and follow all rules to enable the school to run smoothly and ensure maximum opportunity for learning.• To be polite and considerate to all members of the school community and members of the wider community.	<ul style="list-style-type: none">• To be aware of and support the school's values and codes of conduct• To share with the school any reasons which may have an impact on their child's behaviour at school	<ul style="list-style-type: none">• To adopt a constant, calm, and consistent commitment to the school's positive behaviour policy. To lead by example at all times.• To exercise, at all times, their professional judgement in applying the school's behaviour policy in an appropriate manner.
<ul style="list-style-type: none">• To attend school regularly (over 96% of the time)	<ul style="list-style-type: none">• To ensure that their child attends over 96% of the time and arrives on time	<ul style="list-style-type: none">• To pro-actively monitor the attendance of all students
<ul style="list-style-type: none">• Be prepared for learning by	<ul style="list-style-type: none">• To provide all necessary	<ul style="list-style-type: none">• To provide a classroom

<p>having the necessary equipment and bag.</p> <ul style="list-style-type: none"> • Pay attention in class and play an active part in their learning • Complete all classwork and homework 	<p>equipment and uniform to meet the high expectations.</p> <ul style="list-style-type: none"> • To support their child in their learning 	<p>environment that is calm, inclusive, appropriately challenging and motivating</p> <ul style="list-style-type: none"> • To praise students for their good behaviour, commitment and achievements
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4. Behaviour Expectations and Routines

1. Classroom Behaviour

- Students follow instructions at the first time of asking.
- Students respect each other and their learning and do not interrupt, shout out or talk over others.
- Students bring their own equipment and planner to school allowing them to make a prompt start to learning in all lessons.
- Students enter classrooms in an orderly manner and immediately complete the starter activity.
- Students always complete tasks and homework to the best of their ability.

2. Around the School

- Students keep to the left and move quietly, quickly, and calmly to lessons.
- Students wear the school uniform with pride, removing outdoor coats at the threshold.
- Students take pride in our school and respect the building.
- Students line up as directed at the start of the day allowing key messages to be communicated.
- Students do not eat or drink outside dining areas in the school building (except for plain water).
- Students do not chew gum when on school property.

3. Be Kind

- Students should respect all differences.
- Students do not bully others.
- Students do not use racist, sexist, homophobic or any other insulting language and behaviour.
- Students do not use social media sites to post offensive or inappropriate comments or pictures.
- Students are always respectful and take care if accessing social network sites such as Facebook, Snapchat, or Instagram.

4. Mobile Phones

- Mobile phones and other electronic devices must be switched off and kept in a bag on school premises. If a mobile phone is seen in school, it will be confiscated and given to the Head of Year. The phone can be collected by the pupil, parent/carer after 2:45pm.
- Emergency phone calls can be made from the Head of Year Office or Student Reception. If students need to contact parents during the day, they should do this via school staff only.

5. Smoking and Vaping

- Heworth Grange School has zero tolerance on smoking, including electronic devices, to promote good health and benefit all site users.

6. Fire Alarms

- Maliciously and deliberately setting off the fire alarm in school may lead to a permanent exclusion. The mass disruption this causes to the school population cannot be tolerated.

7. Drugs

- Heworth Grange School has a zero tolerance on drugs. Carrying or using unlicensed or illegal drugs may lead to a permanent exclusion.

8. School Uniform

- Students are expected to wear uniform at all times when in school or when representing the school elsewhere.
- Hairstyles and makeup should be conservative. Only natural hair colour will be permitted.
- False nails/nail extensions, nail varnish and false eyelashes /eyelash extensions are also not allowed.
- The wearing of any headwear including those that hide the face e.g., hoodies, balaclavas and snoods is prohibited on the site. An exception is made for purposes connected to religion.

9. Lateness

- Students are expected to be on site by 8.35am. Students late to school are required to attend a detention for one hour after school the following evening.

10. Allegations Against Staff

- We would encourage students and parents to notify the school immediately of any incident that has caused upset or concern.
- All allegations made against staff will be investigated under the terms of our Safeguarding Policy.
- Where professional malpractice has occurred, issues will be dealt with in line with the school's Code of Conduct.
- In the event of a malicious allegation, the school has the right to take disciplinary action against the perpetrator of the malicious allegation, which could result in permanent exclusion.

11. Use of Reasonable Force

In line with DfE guidance, members of staff have the power to use reasonable force to prevent students committing an offense, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

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.

Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control, for example, when two students are fighting. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. (*DfE 'Use of reasonable force' guidance, July 2013*).

The use of force to restrain pupils should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, wherever possible:

- Tell the student to stop what they are doing
- Explain what will happen if he or she does not
- Continue to communicate with the pupil throughout
- Not give the impression that they have lost their temper
- Make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help unless it is an emergency. Such times may be when the incident involves a group of pupils or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

Any instance where reasonable force has been used to control and/or restrain a child, parents/carers will be contacted immediately and a full statement will be written by all staff involved which will be reviewed by the Headteacher, the DSL and stored on CPOMS.

12. Searching and confiscation

The school has the right to search any student where there is concern that they are in possession of a prohibited item that may endanger the safety of that student or any other member of the school community. Prohibited items include:

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

A member of staff is able to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. These items will not be returned to students. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

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.

Search: The search will follow the guidelines 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 with the guidelines in "*Searching, screening and Confiscation. Advice for schools, July 2022*"

13. Off-site/out of school behaviour

The school has the right to take disciplinary action against a student for misdemeanours that take place outside of school and/or bring the reputation of Heworth Grange School into disrepute. This is especially so when a student is wearing school uniform or is in the vicinity of the school or on public transport.

Fights or acts of aggression and antisocial behaviour outside of school will not be tolerated. This includes the filming or goading of fights.

14. Child-on-Child Abuse, Including Sexual Harassment

The school takes all cases of child-on-child abuse very seriously. This includes any forms of harassment that targets a student based on their gender, sexuality or ethnicity. Students are encouraged to raise a concern with staff where they feel they or someone they know, is being targeted in any way. This can include:

- Name calling
- Being touched inappropriately
- Being spoken to in a way that makes a student feel uncomfortable
- 'Upskirting'
- Sexting
- Coercive or controlling relationships
- Social media abuse
- Revenge porn

The school will contact parents/carers and when appropriate refer issues to police and Children's Social Care.

15. CCTV

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

5. **Rewards and Consequences**

In-class Behaviour Expectations and Rewards

All students are immersed in a culture of praise both inside and outside of the classroom. Praise boards, applause moments, postcards, praise points linked through Class Charts and conversations with members of staff are all used to embed this culture.

Each half term, students with exceptional Attitude to Learning grades are invited to attend a celebration event with senior members of staff to acknowledge their achievement.

Expectations for Learning

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 characterised as (but is not limited to) the following:

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

In lessons students are given up to two warnings if their behaviour is not compliant with the non-negotiables. In cases of very poor behaviour – for example where the safety, welfare or education of others is seriously affected – the teacher may determine that it is not appropriate to give warnings, and may make a higher level response straight away. We follow a staged behaviour response as below:

C1 First disruption to learning - the student's name is recorded on the class board with a tick.

C2 Second disruption to learning – a second tick is added to the student's name on the class board.

C3 Department referral: If a student's behaviour is not compliant with warnings, or if warnings are not appropriate because of the seriousness of the poor behaviour, then a C3 (department) Referral may be issued:

- The student will then be directed to continue their learning in a designated classroom, usually within the same department, and will receive a 30 minute detention.
- C3 Referrals are logged via Class Charts and this data is routinely analysed by senior and pastoral leadership and Form Tutors.

C4 Reflection Referral (part day): If a student's behaviour has not improved following a C3 Department referral, the student is issued with a C4 (Reflection) Referral.

- The student is taken to Reflection by a member of duty / on-call staff, having waited at their classroom until collected. If it is not appropriate for a student to wait inside the classroom, then he/she may be asked to wait outside briefly until the duty / on-call member of staff arrives (who will also speak with the teacher to understand what has taken place).
- In particular situations and with support from the on-call / duty member of staff – for instance where the student is genuinely apologetic and committed to returning to their lesson – occasionally the teacher *may* judge to revoke the C4. In this event, the student will either go to C3 (department) Referral, or may exceptionally be accepted back into the classroom.
- In Reflection, students continue to access their curriculum and remain until the end of the lesson or for longer periods if required until they are ready to re-join their classes.

Two members of staff are on call in any given period to assist if necessary.

C5 Reflection (full day) - a student who is involved in a serious incident may be sent to the Reflection Room for the rest of the day. This is a serious consequence, and parents/carers are informed. A student issued with two C4s in a day will also usually be sent here. In both instances, either a next day one hour after school detention is issued and parents are informed of this by text message.

- Reflection (C4 / C5) educates students whose behaviour has not met the required standards during a particular lesson. It is also where students may be educated for longer periods of time to help them to moderate their behaviour and re-join their classes. This is coordinated centrally to allow for consistency across the school.
- Parents are informed of any C4 / C5 by ClassCharts, and the Headteacher monitors all placements in Reflection.
- If a student is placed in Reflection (C4), parents are automatically notified that the student now has an afterschool detention for 1 hour.
- 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 1 hour detention.
- Students may spend more than the remainder of a lesson in Reflection if the Head of Year/ Assistant Headteacher (Behaviour) has requested this or an incident is being investigated.
- Where possible, the member of staff who referred the student to Reflection will visit the student during their after-school detention and a positive, restorative conversation takes place, agreeing on actions for the next lesson.

C6 Suspension - When all interventions have failed to improve behaviour, a student will be issued with a suspension from Heworth Grange, followed by a planned and structured re-integration process to help ensure the student's prompt and successful return. Alternatively, a student may be instructed to attend an alternative school for a cool off placement, also followed by a process of re-integration.

Cool Off Placement - Cool off placements are used for students currently at C6. If there is a continued pattern of the student not buying into the school's ethos and values or a large one-off incident, a cool off placement may be offered to allow a period of reflection and as an alternative to a suspension.

Any cool-off placements will be coordinated by the head of year and will be in response to specific behaviour/incident.

Provision 1

Washington School, Spout Lane, Washington, NE37 2AA

Provision 2

Thornhill School, Thornholme Road, Sunderland, SR2 7NA

Provision 3

Lord Lawson, Birtley Lane, Birtley, DH3 2LP

- Parents should make every effort to get their child to attend the Cool Off Provision.
- A taxi is only used if parents are not able to arrange transport.
- Students will meet the taxi driver at main reception where staff will confirm the destination and then take the child to the taxi.
- Once at the destination, the taxi driver will escort the child into the reception of the other school.
- Main reception will follow up with a call to check that have arrived.

- On the way back, the accommodating school will call to say our student is en-route and the taxi driver will drop the student off at main reception.

Failed C4 Detention

- A student who fails to complete a C4 detention will spend the following day in the C5 Reflection Room.
- A student failing to behave appropriately outside of taught sessions, e.g. break, lunchtime, may be issued with a C5 Reflection Room or C6 Suspension where appropriate.
- Students in the C5 Reflection Room over break and lunch will be offered toilet breaks and provided with lunch to be eaten in the room.
- A student failing to behave appropriately in the C5 Reflection Room will be issued with a C6 suspension.

6. Personalised Support

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 School 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.

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 while still reflecting on their behaviours that led to being sent out of a class. This is dealt with by staff in an individualised way.
- 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.

Innovation

- Innovation Centre allows students access to a bespoke package of mindfulness and pastoral support that runs throughout their daily curriculum
- Innovation is a turnaround provision that can be used to successfully support pupils to regulate and develop strategies to develop student confidence, support their resilience and independent learning
- Innovation Centre promotes the whole school behaviour approach encouraging students to reflect on their behaviours and how poor behaviour will impact them and others

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

7. Suspension and Permanent Exclusion

“Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.” *DfE - Suspension and Permanent Exclusion from maintained schools, academies, and student referral units in England, including student movement (2022)*

Decisions to suspend are only taken where the breach of the school rules is serious. The following are examples of behaviours which may lead to suspension or expulsion:

- Failure to comply with a reasonable request from a senior member of staff including attending a C4 or C5 reflection room
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Climate for Learning Policy
- Wilful damage to property
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the school or trust
- Persistent defiance or disruption
- Other serious breaches of school rules

In line with DfE guidance “The decision to exclude a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;

AND

- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.”

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to expel a student for a first or ‘one-off’ offence. These offences might include:

- Serious actual or threatened physical assault against other students or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug or being in 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 students, 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.
- Deliberate and 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 school community.

Reintegration from Suspension

A reintegration meeting is held with all students returning from a suspension and their parents. The focus of these meetings is to offer the pupil a fresh start; help them to understand the impact of their behaviour on themselves and others and to plan for future learning, to allow students to successfully meet the school's behaviour expectations. The meetings also provide an opportunity for additional academic and pastoral interventions to be introduced to meet the student's needs and prevent further suspensions.

Staff Induction, Training and Support

Our climate for learning expectations are clearly communicated with all staff at Heworth Grange School.

Staff regularly receive bespoke training to support the needs of our students including those with special educational needs, disabilities, or mental health needs. Training for staff has an emphasis on both positive reinforcement and sanctions.