

# Behaviour Policy (from 2020)

## HEWORTH GRANGE SCHOOL



<b>Reviewed by:</b>	Mrs V Carter, Deputy Headteacher
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CONTENTS:

1. Introduction
2. Rights and Responsibilities
3. Basic Expectations and classroom routines
4. Actions and Consequences
5. Rewards – positive behaviours
6. Links to other policies

## Positive Behaviour Policy

### **1. Introduction**

***At Heworth we strongly believe no one has the right to disrupt learning, enabling all students to achieve***

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

## 2. 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. Every opportunity ensuring good behaviour. The Heworth Grange codes of conduct are framed in such a way as to encourage and reinforce courteous and civilised behaviour - every opportunity is taken to support self-discipline, whereby the pupils are personally involved and accept responsibility for their own actions and behaviour.

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

Pupils	Parents	Staff and Governors
<ul style="list-style-type: none"> <li>To treat staff and fellow pupils with respect.</li> <li>To accept and obey 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> <li>To observe the code of conduct at all times.</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</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> <li>To encourage pupils to</li> </ul>
<ul style="list-style-type: none"> <li>To attend school regularly (over 95% of</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that their child</li> </ul>	<ul style="list-style-type: none"> <li>To pro-actively monitor the attendance of all pupils</li> </ul>
<ul style="list-style-type: none"> <li>Be prepared for learning by having the necessary equipment</li> <li>Pay attention in class and play an active part in their learning</li> <li>Complete all classwork, coursework and</li> </ul>	<ul style="list-style-type: none"> <li>To provide all necessary equipment and uniform</li> <li>To support their child</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 pupils for their good behaviour, commitment and</li> </ul>

### 3. Basic Expectations and routines:

The non-negotiables that we enforce in order to allow all students to learn include:

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:

#### **HEWORTH pupils:**

**Have** the highest standards of conduct, they do not use bad language or run in corridors

**Express** themselves in a polite and well-mannered way at all times

**Wear** the correct uniform every day

**Organise** themselves so that they have what they need to learn every day and keep mobile phones out of sight and hearing.

**Respect** the school environment and wider reputation of our school community

**Turn up** every day on time

**Have** the highest aspirations for themselves and their peers.

### 4. 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

- If a student's behaviour for learning has not improved following a formal warning, the student is referred to the Behaviour Support Centre
- 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 deal with problematic students by a range of methods:

- Phone calls to home
- Parental meetings
- Reports and Behaviour contracts
- Managed moves
- Governors disciplinary panel

### **The Behaviour Support Centre**

- The Behaviour Support Centre 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 by a Behaviour Support Centre Manager to allow for consistency across the school.
- If a pupil is placed in the behaviour support centre, they will remain all day, including where applicable during break and lunchtime
- Students are expected to remain in their seats at all times, work without talking, put their hands up if they require assistance and wait until they are dismissed at the end of the day
- At the end of the day students who have been referred to the behaviour support system complete a 30-minute detention
- During the detention the member of staff that referred the student to the behaviour support centre visits the student and a restorative conversation takes place, agreeing on actions for the next lesson.

### **Pit Stop**

- Pit stop is our differentiated approach to managing students. When a student who is referred to the BSC by a teaching member of staff who is either known as a vulnerable student or is a student with a special educational need they attend pit stop instead of the behaviour support centre.
- 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 Behaviour Support Centre.
- Students that access Pit stop are given a card for accessing this provision.

### **Internal exclusion**

- Internal exclusion is for students who have not complied with the non-negotiables in the behaviour support centre

- Internal exclusion can be booked for students who have committed a more serious incident
- It is recorded by the school as an internal exclusion and parents are notified via class charts
- The placement is a minimum of a full day
- The exclusion room is supervised by members of the senior leadership team and specific middle leaders
- All time is spent in the unit and pupils are provided with a full range of appropriate work. They are expected to work in complete silence
- Lunch and break are spent in the referral base.
- Failure to comply with the codes of conduct in the referral base will result in a fixed term external exclusion.

### **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
- Governors 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 Governors Disciplinary Committee at which 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

### **Fixed term and permanent exclusion**

- 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 fixed term or permanent exclusion in response to incidents of a very serious nature.
- When deciding upon an exclusion, 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 exclusion.

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

- Inform the parent immediately, in writing, of the reason for the exclusion and remind them that they have a legal responsibility to supervise students during the first 5 days of any fixed term or permanent exclusion 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 exclusion;
- Provide alternative provision from Day 6 of any fixed term exclusion; the Local Authority (LA) will provide this in the case of a permanent exclusion;
- Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed;
- Where appropriate, arrange for a Governors' Disciplinary Committee to consider the exclusion.
- Arrange that all pupils who are excluded for over 15 days a term will have to meet with the Governors' 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 Inclusion centre on their return from exclusion, if necessary

### **Permanent exclusion**

- In the event of a serious incident or repeated ongoing disruptive behaviour, the matter will be referred to the Head teacher who may consider a permanent exclusion. In such cases this will necessitate a meeting of the governing body and a referral to the exclusions officer at the Local authority
- A decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school  
(DfE 'Exclusion from Maintained Schools, Academies and pupil referral units in England, September 2017)

For example, if a student:

- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;
- Makes an unprovoked physical assault on another member of the school;
- Is involved in the bullying of another pupil;
- Is involved with substance abuse during the school day. This includes being in



- possession, supplying or using drugs, or those substances referred to as “legal highs”.
  - Brings an offensive weapon to school;
  - Is in possession of pornographic material or is involved in inappropriate sexualised behaviour;
  - Uses social networking media inappropriately with respect to the school or its members;
  - Sells counterfeit or stolen goods on school premises;
  - Engages in unlawful activity;
  - Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy via social media;
  - Takes up an inordinate amount of staff time dealing with his or her misbehaviour;
  - Malicious activation of the fire alarm that disrupts learning
- The list above provides examples for which permanent exclusion may be deemed appropriate; however, it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. Permanent exclusion will be considered where The Head Teacher feels that a students’ behaviour or actions brings the school’s name into disrepute.
  - **In the case of arson, the trafficking of drugs, sexual assault, theft, the carrying of a weapon or assault causing injury the police will be contacted**

### **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 a permanent exclusion

### **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 pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, 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 pupils, parents, carers and other stakeholders
  - ⇒ Corridor observations
  - ⇒ Pupil behaviour data
  - ⇒ Attainment data
  - ⇒ Attendance data

## **5. 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 the 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**