



THE HESSLE FEDERATION OF SCHOOLS

HESSLE HIGH SCHOOL

BEHAVIOUR POLICY

Effective Date: June 2011

Date of minuted approval by the Board of Governors: 1 December 2011

Review Committee: Personnel and Pay

Review Date: June 2012

Staff Code Of Practice

Rationale

Hessle High School 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.

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.
- We will accept responsibility for monitoring behaviour and for dealing with any situation which we see.
- We will set the example 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.
- 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 of students to the teaching area.
- We will ensure that students are seated according to a pre-determined seating plan.
- We will monitor student attendance by taking a class register using lesson monitor and issue exact card / library permission slip for students out of class.
- We will create a climate of expectation about the organisation of the area and running of the lesson and ensure that students know and understand these expectations.
- We will, at the beginning of each lesson, make the students aware of what the 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 a teaching area is accounted for and left in good working order.
- We will report any breakage, loss or damage of equipment, furniture or fabric in writing 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.
- 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 and make students record it in diary.
- We will complete exclusion reports and enter information on SIMS re student behaviour if necessary.

THE DAY TO DAY MANAGEMENT OF STUDENTS

High standards of behaviour and positive working relationships with students are enhanced by the consistent use of rewards and sanction.

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 contained in the staff handbook and is also highly visible around the school. Assemblies highlight the importance of the expectations throughout the year and 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, 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
- department / staff stamp
- stickers or smiley faces
- letters or phone calls to parents

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

Vivo Miles Rewards Scheme

The formal system for rewarding students is the vivo miles rewards scheme. With its own website at vivomiles.com, the rewards programme allows the school to manage and tailor the package simply and securely on line. Students can be awarded vivo miles by staff for a range of positive outcomes including good attendance, effort, behaviour and progress. The students have access to their vivo miles account and can monitor their progress over time.

The vivo currency allows students to develop financial learning and ultimately use their vivos collected to engage in approved on-line shopping.

Vivo Miles scheme in practice

Vivo miles can be used as a reward for

- attendance and punctuality
- outstanding effort
- outstanding progress
- extra-curricular involvement
- healthy eating
- taking responsibility in school
- being a good ambassador out of school.

Students, as a matter of routine, will receive vivos for full weeks of full attendance without lates, outstanding A to L grades at SLP and other whole school issues managed centrally.

In addition each member of staff will be allocated a number of vivos on a weekly basis to reward students for work or effort that they feel is outstanding.

As well as allocating vivos to students staff have the on-line facility to explain to the student the reason for the reward and give appropriate praise and encouragement.

It is expected that vivos will be given to students who achieve targets set by teachers.

Responding To Inappropriate Behaviour

(See Codes of Conduct)

1. *Low intensity management*

Step 1 is a verbal warning. When you observe inappropriate behaviour you should respond and let the student(s) know that you care about the way they behave.

Step 2 - If the inappropriate behaviour is repeated the student's name is then recorded.

Step 3 - Continued problems result in a restorative session, with a letter sent to parents via School Office.

Step 4 - Failure to respond positively to step 3 will result in student being sent to departmental isolation room (arranged by Subject Leader).

Year Leaders also organise for students to be isolated. This may be as a result of a failed report / student out of uniform or as a result of a serious discipline issue.

Each student will be allocated an isolation pathway to avoid more than one student being isolated in any one given room. This will be overseen by the Pastoral Manager. Staff will know if a student is isolated because a red triangle will appear on the register. If a student has been isolated and is not in their regular lesson, then the teacher is required to send work to the Pastoral Office.

If a student is isolated, then the member of staff the student is sent to needs to add the name to his / her register.

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 to examine your approach and perhaps seek advice from your Subject Leader.

It is very important that matters are brought to an agreed outcome and students sense the 'certainty' that you are determined to achieve high standards of work and behaviour. In addition the teacher must take responsibility for the 'repair and rebuild' process that must occur if better relationships are to be developed.

Information re students reaching steps 3 and 4 will be logged on SIMS and will automatically be viewed by the Year Leader and Assistant and Deputy Headteacher (Behaviour for Learning).

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

2. *Restorative Session*

You may wish to hold a restorative session, providing an opportunity for a more positive discussion on the behaviour.

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 you must inform parents 24 hours in advance.

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

Letters to parents will automatically be generated when staff enter a restorative session on SIMS. In order for this to take place the information on SIMS must be recorded no later than 9.00 am on the morning following the incident. In addition a student copy is given at the time of the incident to take home to parents.

In cases of a student failing to attend a restorative session staff should seek advice from Subject Leaders / Year Leaders in order to resolve the matter.

Where parents 'contest' a restorative session this must be brought to the attention of the Year Leader who will undertake the appropriate discussions with student/parent to move the matter forward - standard detention letters are available from the school office and pastoral staff (See Appendix 1).

A formal restorative session 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 approach you may need to seek advice from your Subject Leader and / or Year Leader before meeting with the student.

It is an expectation that all detentions will focus on a restorative approach and not be viewed simply as a punishment.

3. *Departmental / faculty based 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. Pastoral manager and office staff will have isolation pathways identified to prevent unmanageable numbers of students sent to classrooms.

Smaller departments will be grouped together to allow joint provision to be found.

4. *Class Exclusion*

Although you have responsibility for discipline in your classroom, and we do not "send out naughty children", there may be times when you feel that your ability to manage a particular student in a particular lesson is nearing its limit.

That is the time to exclude the student from your lesson - before it reaches crisis point, while you are still in control, and when the exclusion can be seen as a management tool to give both parties time to calm down, rather than as a punishment.

Inform the student that you are excluding him/her and instructing him/her to go to the School Office. An initial report form will be brought to the lesson by the senior member of staff 'on call'. This will need to be followed by a detailed SIMS report.

A meeting between the child, class teacher and the Year Leader will take place as soon as possible to discuss the exclusion and decide how the problem is to be resolved. The meeting will follow the principles of restorative practice.

Any restorative session that follows an exclusion should be seen as part of the 're-integration process' rather than simply a punishment and seek to repair and rebuild the relationship between the teacher and student.

Exclusion is not a "fire and forget" solution. The process is concluded only when the student is reintegrated into your class. The Year Leaders, Deputy Heads and Assistant Heads monitor exclusions, and will be willing to discuss possible ways forward.

Subject Leaders will ensure that a bank of work is available on both sites to give to excluded students by the office staff.

5. *Emergency Exclusion*

If you feel that you need immediate support, you can send a student to the Office to ask either a Deputy or one of the Assistant Heads to assist you. In all but the most severe cases of disruption, their approach will be to remove the students and create an atmosphere where you can regain control, and carry on managing the whole class.

This may mean that their initial approach to the student may appear to you to be excessively conciliatory. They will not, in the first instance, punish the student you are dealing with. Such decisions will be taken later.

Departmental Report

Briefly, this is how it works:

- Positive approach - present it as something designed to help the student, rather than punish.
- Subject teacher deals with most of the logistics, including a short report on each lesson.
- There is a short weekly meeting of subject leader, subject teacher and student to discuss progress.

This system is for students who are causing concern but who are **not on special report**. The main purpose of the system is early intervention at subject team level to avoid escalation of problems. It should also raise the role of the subject teacher and the Subject Leader in the eyes of students and parents and, in doing so, improve standards of discipline and student behaviour in school; we need to communicate to students that *all teachers* have the power to take issue with poor progress / behaviour, rather than just Year Leader, which is a common perception among students.

However, the report should be presented to the student as a positive measure, intended to support the student, rather than a punishment. It is an opportunity for constructive dialogue between teacher and student, and between subject teacher. In weekly meetings between the three parties, the student will see the Subject Leader and the subject teacher working together, which should have a positive effect.

Departmental Report: Instructions to Subject Teachers

- This system has been created to support your discipline, and puts the onus on you to carry it out effectively, supported by the Subject Leader.
- You should only place a student on subject report if you have already exhausted all the other sanctions at your disposal ie
 - Verbal warnings
 - Individual discussion with the student
 - Restorative Sessions
- If a student is placed on Special Report whilst s/he is on departmental report, the latter would be withdrawn as it would be superfluous.

Logistics

1. Prior to placing a student on subject report you should have already discussed the student with the Subject Leader. When you make the decision to put a student on report, you must:
 - Inform Subject Leader
 - Provide a written account of the specific nature of the problem and previous action taken. This will be filed departmentally.
 - Send a letter to the parents, informing them of the situation, **and give a copy to the HoY.** There is a proforma for this purpose. It needs the signature of both subject teacher and HoD.
 - The report should be written on a small card which you will keep, discussing it with the student at a time convenient to yourself. (See proforma)
 - At the end of each week, arrange a meeting between HoD, yourself and the student to discuss progress. It is **your responsibility** to ensure that there is a **comment for each lesson: to arrange the meeting** (5-10 mins would be enough): and **to ensure that the student attends** the meeting.
2. The report should run for **2 - 4 weeks only**. If it fails to have a positive effect during that time, we shall at least have more evidence about our concerns; if the student's work / behaviour and, significantly, relationship with you improve as a result of the extra attention, we shall have achieved our objective.
3. At the end of the process, the subject teacher should write a short letter to parents summarising progress made. A copy of this letter should be filed departmentally and another passed to HoY.

Class Report

In Years 7 - 9 a Class Report can be used with certain teaching groups giving cause for concern. This will be managed by the Year Leader who will communicate the information to the teaching staff concerned (See appendix 10).

LONGER TERM BEHAVIOUR MANAGEMENT

Stages of Referral

(a) **The identification of a cause for concern.**

- Criteria:
- (i) Several accumulative incidents over a period of time.
 - (ii) Major incident.

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

(b) **School Strategies.**

These will be co-ordinated by the Year Leader in an attempt to modify/improve student behaviour.

- Strategies may involve
- (i) **use of Special Report (See Appendix 4)**
 - (ii) **Year Leader isolation**
 - (iii) **production of Individual Education plan**
 - (iv) **case conference of subject teachers**
 - (v) **advice for staff from SENCO**
 - (vi) **production of Pastoral Support Plan**
 - (vii) **parents in lessons**
 - (viii) **work placements**
 - (ix) **part-time timetable**
 - (x) **time in Learning Centre**
 - (xi) **emotional welfare support (counselling)**
 - (xii) **art therapy work**

In such cases an Individual Education Plan will be produced (See Appendix 11).

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

(c) **The involvement of outside agencies.**

Where success at stage (b) is considered to be below expectations the involvement of outside agencies will be requested.

- This may include:
- (i) Education Welfare Officer.
 - (ii) Educational Psychologist
 - (iii) Emotional Welfare Support Staff
 - (iv) Social Services.
 - (v) Connexions

Student Support

Pastoral Managers, together with SENCO, EWOs, Behaviour Support consultant, Connexions PAs and Year Leaders meet regularly to review the school's student concern register. The concern register includes students causing concern that have been referred by the Year 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.

Exclusion

Exclusions are used in the case of severe 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 to improve future behaviour.

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. (See Appendix 5 Exclusion Letter)

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

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

Local authority procedures will be followed in the case of fixed term and permanent exclusions.- to delete

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.

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/bullying between students should be referred to the Year Leader. At this stage the nature of the problem will be fully investigated and appropriate action taken. 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 passed on to Andrew Jolley. Deputy Headteacher - Behaviour for Learning, has the responsibility for responding to any complaints, and he will investigate any situation which is referred to him by either staff or students. He will inform the complainant about the results of the investigations, and the action she intends to take if she finds that a complaint is substantiated. This action ranges from counselling the offender about his/her 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 he/she undertakes not to continue such behaviour. Such an undertaking, which will be written and filed, 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 / bullying, that on further investigation, found to be essentially a peer dispute, the Year Leader will seek to carry out a restorative conference in order to re-establish good relationships between the individuals concerned.

A log will be kept of any referrals on SIMS.

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 Deputy Headteacher (Behaviour for Learning).