

HESSLE FEDERATION OF SCHOOLS

HESSLE HIGH SCHOOL

BEHAVIOUR POLICY

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 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 planner.
- We will complete exclusion reports and concern slips if necessary.
- We will instruct students to have planners and writing materials on the desk at the start of a lesson.

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.

REWARDS IN PRACTICE

Expectations

Clear and transparent expectations are essential to ensure that students know the boundaries within which they should behave. However, this list is not intended to be exhaustive, or to replace the agreed 'Code of Conduct' in the student diary. The aim is to consistently reward positive achievement in school, tackle barriers to learning and use standard operating procedures to foster a positive learning environment.

Expectations for Lessons

The expectations (Fig 1) will be highly visible across the school, recorded in books and highlighted in assemblies throughout the year. Students and staff need to be familiar with the expectations, these will be communicated to parents and carers at all available opportunities throughout the year.

The expectations are important in establishing a safe and positive working environment built on mutual respect for ALL staff and students.

There is some flexibility in the expectations to ensure that departments are able to record their own expectations in relation to 'Health and Safety' for example.

The Green Card Reward

The emphasis in our school is on recognising, acknowledging and rewarding the good behaviour, effort and achievement of our students.

These achievements need not be academic, but can be for progress, contribution to the community or in recognition of extra-curricular activities. Praise within the learning environment is a vital motivator and essential in raising the aspirations of our students. Where there is genuine attempt by students to make a positive contribution they should receive affirmation from the teacher as a matter of priority. **There should be a focus on reward rather than sanction.**

There are a range of rewards that are given (Fig 2), there are formal opportunities to celebrate the achievement of individual students as a learning community throughout the year.

Rewards at the Simplest Level

Department stamps, stickers or smiley faces! should be given out freely for a variety of positive behaviours, for example, verbal answer to a question, team work, helpfulness, effort or achievement. This first level is in place to ensure that more students are acknowledged for their efforts.

A member of staff may give out stickers and stamps in multiples, or a green card straight away in exceptional circumstances. However, we must be aware of the need to strike a balance between valuing student performance and devaluing the Green Card system. As a student achieves a set number of stamps or stickers they should collect a Green Card from their class teacher. It is vital that students know, via posters in departmental areas and class discussion what the Green Card is worth in that area. The Green Card will be taken home and returned to the 'post boxes' on each site when signed by parents in preparation for the fortnightly draw.

Students are responsible for

- recording their departmental rewards
- collecting their Green Card for their class teacher
- communicating their successes to their parent / carer
- returning their Green Cards to the 'post box' for the fortnightly draw
- their own behaviour and learning

Class teachers are responsible for

- ensuring students are aware of departmental targets
- awarding departmental rewards consistently
- recognising student achievement in all areas

Heads of Department are responsible for

- setting departmental targets
- raising students awareness with regard to departmental targets
- purchasing stamps or certificates from departmental capitation
- monitoring the consistent approach to rewarding

Pastoral Administrators are responsible for

- recording the 'Green Cards' on the 'Sleuth' system
- organising the fortnightly draw on each site
- generating letters home and certificates for students as appropriate
- highlighting positive behaviour trends to the Head of Year

Some departments may wish to continue with current departmental reward systems. Although this is not a desirable situation as it may affect consistency, there is some flexibility within the system. In this instance it is the responsibility of the Head of Department to ensure parents are informed. **Any additional system should not replace the whole school rewards system.**

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 formal detention, **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 HoD).**

Heads of Year 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 to 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 may prove beneficial to both parties. This will provide the opportunity to examine your approach and perhaps seek advice from your Head of Department.

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.

Information re students reaching steps 3 and 4 will be passed to HoY by means of a concern slip or email.

If a child is put into a departmental isolation room this information needs to be passed on immediately to the reception office by note or email.

2. Detention

You may wish to detain a student, and this gives the opportunity for a more positive discussion of 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 formal detentions when parents have had 24 hours' notice.

Letters to parents re detentions should be sent via the School Office making sure that they will arrive home in advance of the detention date. Alternatively staff can contact the parents by telephone to inform them of the forthcoming detention. Letters should still be sent so that there is a record of the detention. When setting an after school detention staff should use the detention standard letter which is available from the school reception office.

Staff can use the 'detention reminder' system in order to remind students that they have a detention. If a student fails to respond positively to this reminder to attend the detention, they are at risk of exclusion from school.

Where parents 'contest' a detention this must be brought to the attention of the Head of Year 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).

3. *Departmental / faculty based isolation.*

Heads of Departments 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, Heads of Department 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 exclusion form will be brought to the lesson by the senior member of staff 'on call'. This needs to be returned to the Head of Year before the end of the session.

Write a report of the incident for the Head of Year on the standard exclusion report form (See Appendix 2).

A meeting between the child, class teacher and the Head of Year will take place as soon as possible to discuss the exclusion and decide how the problem is to be resolved.

Any detention 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 Heads of Year, Deputy Heads and Assistant Heads monitor exclusions, and will be willing to discuss possible ways forward.

Heads of Departments 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 the 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.

Students Giving Concern

From time to time staff will encounter incidents of inappropriate behaviour/poor effort or attitude to work. This may involve a feeling that a student is giving some cause for concern. In such cases the problem may not be presenting a major difficulty to the teacher. However in order to monitor student behaviour and approach to work a 'concern slip' should be filled in and passed on the Head of Year. In many cases no immediate action will be taken but pastoral staff will gain an overall view at an early stage of students who need support and guidance.

A concern slip should be filled in and passed to the Head of Year in the event of a detention being given. After noting the nature of the concern the Head of Year will pass the concern slip to the Pastoral Administrator who will enter the information on the sleuth system.

Student concern form (See Appendix 3).

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 HoD, subject teacher and student to discuss progress.

This system is for students who are causing us concern but who are **not on special report**. The main purpose of the system is early intervention at departmental level to avoid escalation of problems. It should also raise the role of the subject teacher and the Head of Department 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 Heads of Year, which is the current 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 and Head of Department. In weekly meetings between the three parties, the student will see the Head of Department 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 HoD.
- 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
 - Detentions
 - Concern slips to Head of Year.
- 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 HoD. When you make the decision to put a student on report, you must:
 - Inform HoD
 - 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 Head of Year 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 Head of Year will decide if a student is a cause for concern.

(b) School Strategies.

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

- Strategies may involve
- (i) **use of Special Report (See Appendix 4)**
 - (ii) **Head of Year 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**

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) Behaviour Support Team (BST)
 - (iv) Social Services.
 - (v) Connexions
 - (vi) Alternative learning programmes

Student Support Forum

An Assistant Headteacher, together with SENCO, EWOs, Behaviour Support consultant, Connexions PAs and Heads of Year meet monthly to review the school's behaviour register. The behaviour register includes students causing concern that have been referred by the Heads of Year.

The forum will identify further support channels and when appropriate be involved in the setting up of pastoral 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)

Permanent exclusion is seen as a last resort when all other strategies have been used without a successful outcome.

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

Staff Restraint Of Students

Staff may use such force as is reasonable to prevent a student from:

- A committing a criminal offence
- B where there is a developing risk of injury, or significant damage to property
- C behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a student

Examples of situations that fall within one of the first two categories are:

- a student attacks a member of staff, or another student;
- students are fighting;
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a student absconds from a class or tries to leave school (N.B. this will only apply if a student could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a student persistently refuses to obey an order to leave a classroom;
- a student is behaving in a way that is seriously disrupting a lesson.

Reasonable Force

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- ***the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.***

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding and sex of the student.

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 Head of Year. 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.

Andrew Jolley, Assistant Headteacher, 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 Governing Body.

A log will be kept of any referrals, and the Local Authority will be informed of any serious cases of harassment.

All cases of racial harassment will be passed to the Local Authority in line with current policy and practice.

Reviewed June 2008

Review Date June 2010 .

Review Responsibility Mr A Jolley

Monitoring Responsibility Staffing and Curriculum Committee