



Behaviour & Discipline Policy

Hylands School

working with The Kemnal Academies Trust

To be ratified by the Governing Body

Revised September 2017

The aims of this policy are:

- to promote positive behaviour for learning
- to define the role of teachers in promoting good standards of behaviour
- to state what is expected of pupils
- to state what is expected from parents and carers
- to provide guidance on available rewards and sanctions
- to ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour

Procedure

Positive Behaviour for Learning

It is the aim of the school to provide a working environment where all pupils can realise their full potential in an undistruptive, happy and stimulating environment.

Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.

By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.

Pupils must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.

Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to positively manage such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

Our School Code of Conduct is right at the heart of our expectations of the behaviour of all who are part of the school community. It is as follows:

- Be Safe
- Be Respectful
- Work Hard

Behaviour Expected from Pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff as set out in the School Code of Conduct. Pupils are invited to make a contribution to determining school behaviour-management policy through their tutor groups. The following principles underpin this behaviour management policy.

Pupils are required to observe the following basic rules in the classroom:

- Be Safe
- Be Respectful
- Work Hard

Behaviour beyond the School Gates

The school reserves the right to discipline pupils whose actions bring the school into disrepute.

Role of Staff

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school learning and teaching policy promotes teaching approaches that help to advance positive learning behaviour patterns.

Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is sensitively differentiated.

In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.

The basic rules for the classroom and the protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.

Teachers should follow the 3 chances (strikes) policy called ARC – two warnings of poor behavior before on the third occasion “Parking” the student with the head of department. Take up time should be provided.

A – Ask – ask the student to change their behavior

R – Remind – remind the student that their behavior needs to change

C – Consequence – student should now be removed from the classroom to the head of department

The Head of Department should return the student at the end of the lesson for a punishment administered by the origin teacher. If a student’s behaviour is severe then a member of staff may call for “On Call” and a PSM or member of SLT may remove the student from the lesson altogether.

Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include recognition of good work and effort by referral to the Head of Department for special congratulations for excellent work and effort, certificates of achievement handed out in school assemblies and postcards to parents and carers.

For all teachers and support staff it is their constant responsibility when on the school site or when accompanying pupils on visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met, in a calm and consistent manner.

Teachers and support staff are expected to be good role models.

Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour.

Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

Partnership with Parents/Carers

Parents/carers are expected to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

Parents/carers are expected to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.

Detentions in after school hours can be set as long as parents/carers are informed in advance. If a parent cannot be contacted, a telephone message may be left which serves as notice, or an email sent.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by pupils. The following are some examples of areas considered to be worthy of individual recognition.

- Consistently improved standards of work
- Good or outstanding pieces of work
- Effort in class or for homework
- Outstanding effort or achievement in extracurricular activities
- Service to the school or local community
- Good attendance

Sanctions

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

SIMS recording is used as a means of tracking pupils who are disruptive in lessons or otherwise giving cause for concern.

Detentions may be given at break, lunch time or after school for unsatisfactory work or poor behavior.

Detentions will be given by the class teacher in the first instance. If students do not attend these detentions then a detention with the Head of Department will be set.

If the student fails to attend that detention they will be placed in a Headteacher's detention for 1 hour on a Friday from 3-4pm.

If the student fails to attend the Headteacher's detention they will be internally excluded the following Monday.

Any member of staff may phone a parent or carer to discuss any pupils' behaviour or the quality of their work and are actively encouraged to do so.

Report system

Subject report

Students may be placed on report to monitor their progress, poor behavior, poor uniform or a combination of issues not limited to those reasons already mentioned.

Level 1 report (green)

This is overseen by the tutor. A week long report

Level 2 report (amber)

A student may be placed on Level 2 report if they have failed to achieve their targets set during the time spent on Level 1 report. Level 2 reports are overseen by Pastoral Support Managers.

Level 3 report (red)

If a student fails to respond whilst on Level 2 Report, this is escalated to Level 3. This higher tier is overseen by a Key Stage Manager.

Level 4 Report (blue)

A report to a member of the Senior Leadership Team, usually but not always part of the PSP process.

PSP (Pastoral Support Programme)

The PSP is a document to record the targets set with the support of home to modify the behavior exhibited by the student. Through this method we can start to address a variety of issues from truancy through to poor behavior. Where possible, a PSP will trigger additional services to help the student engage. This is overseen by the Pastoral Support Team as this is a process which runs alongside the report system.

Internal exclusions

Students may be excluded internally for behaviour which contravenes the school code of conduct or for missing the head teacher's detention. They will be expected to spend the whole day and an hour after school in the Isolation Room, and to complete all work provided by their subject teachers. Break and lunchtimes are at a different time to their peers. This measure may also be used as part of reintegration following exclusion to allow restorative measures to take place before a student rejoins the school community.

Internal Exclusion at partner school

Hylands has set up a partnership with St John Payne School, and if deemed suitable, an internal exclusion can be carried out on the site of this partnership school. The parent is responsible for transportation to and from St John Payne School, and Hylands will ensure suitable work is available to the student to complete.

Report system

Outside Agencies

The school may engage with a variety of external partners to provide educational support and opportunities when all the internal school systems have been exhausted.

Overview

Fixed term exclusion

Fixed term exclusions may be applied for a range of offences such as but not limited to:

- Physical assault against a pupil
- Physical assault against adult
- Verbal abuse / Threatening behaviour against pupil
- Verbal abuse / Threatening behaviour against adult
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related
- Theft
- Damage
- Persistent disruptive behaviour

A fixed term exclusion can last from 1 to 15 days depending on the severity of the misdemeanour.

Permanent exclusions

In exceptional circumstances it may be appropriate to permanently exclude for a one-off offence or for persistent disruptive behaviour where the support offered has had no impact. One off offences may include but are not limited to:

- Actual or threatened violence against another person
- Sexual abuse or assault (including touching through the clothing without consent)
- Bringing into the school or carrying a dangerous weapon
- Damage to property which is extensive
- Endangering the health and safety of themselves and/or others
- Use, possession and/or supply of drugs, drugs paraphernalia and alcohol

The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Overview

Low Level Disruption

Disruption to Learning

1st Chance - Ask

Disruption to Learning

2nd Chance - Remind

- Detention to be issued
- Record on SIMS as C1

Disruption to Learning

3rd Chance - Consequence

- Parked to Head of Department
- Record on SIMS as C2
- After School Detention to be issued

Failure to attend
detention – HOD
detention

Failure to attend
HOD Detention –
Friday
Headteachers
Detention

Disruption to Parking

On Call requested

- Student placed in isolation for remainder of lesson
 - Record on SIMS as C3
- After School Detention to be issued

On Call Requested

- Student placed in isolation
- Investigation
- Possible Fixed Term Exclusion
- Record on SIMS as C4

Isolation Rules Broken

- Student Sent Home
- Full day in Isolation
- Possible Fixed Term Exclusion

Severe Behaviour

3 Behaviour incidents in a week = Report
5 behaviour incidents in a week = Isolation