

Behaviour for Learning Policy



ST HILDA'S
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

Date Policy prepared: January 2021

Date agreed and ratified by governing body: 25th March 2021

Policy reviewed by: SHA/JCO

Date for next review: January 2023
(unless required sooner due to legislation change)

| VALUE | | | THE POLICY | |
|--|------|-----------|------------|----------|
| Wisdom | Hope | Community | Dignity | Equality |
| <p>This policy is designed to develop excellent standards in the education, care and protection of vulnerable people in all that we do.</p> <p>To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.</p> <p>To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our school values.</p> | | | | |

Aims and policy statements

Our behaviour for learning policy 2021 reflects our community where **everyone** is treated with dignity and mutual respect at all levels. It also shows how St Hilda's has responded to the impact of the lockdowns and subsequent disrupted school return.

The changes to students' lives have been immeasurable. Some students will have coped very well out of school and perhaps some will have even thrived without the daily stresses of school life. Although some may be anxious, children are generally resilient and the majority will return to school and carry on as if they have never been away. Others will have had to deal with bereavement, financial hardships, lack of routine, structure and support, family relationship issues etc. – these children will find life in school more stressful and worrying than ever. The positive mental health and well-being of our whole community is a priority for us and this policy reflects that.

After many weeks out of school, the majority of students are not used to the daily routines, the demands of learning in and out of school as well as changing teachers, peer relationships and the new world of bubbles, zoning, school day changes etc.

Our '**Chance to Change**' behaviour policy responds to these changes without compromising our high expectations and standards; this is reflected in our choice of language and clearer systems for all.

The key is to focus on the development of positive behaviour for learning strategies within class, de-escalation techniques and opportunities for students to recognise and change their behaviours with the class and form tutors' support. We will be able to identify early intervention needs through scrutinising regular SIMs reports (both pastorally and in departments) and enable our students to improve behaviour for learning through 'C2C' plans – not sanctions and reports.

This policy makes clear the attitudes and values of St Hilda's C.E. High School and illustrates the processes involved in ensuring students develop responsibility for a self-directed approach towards their conduct throughout their school life. Positive behaviour for learning and good discipline are essential to the success of the school, as learning takes place best when students understand and take responsibility for their behaviour.

Teachers and all persons acting on behalf of the Headteacher, have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (Section 91 Education and Inspections Act 2006).

For this policy to be effective it has to be accepted and understood by all those involved in the School. All members of the school community have an important role to play in the implementation of this policy to ensure it is consistently applied. Training is provided to ensure the policy is implemented effectively.

Whilst the overall aim is concerned with providing guidance on expected standards of good conduct, the school also believes in the importance of individual growth and personal development.

We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment. Therefore, promoting equality and fairness for all.

Working in close partnership with parents is an integral part of the school's 'Chance to Change' Behaviour for Learning Policy. Parents are encouraged to support students to take responsibility for their actions and we will always share our concerns in an open and transparent manner.

It is the responsibility of everyone in the school to act with courtesy and consideration towards others at all times. This policy upholds our school values of worship, equality, hope, dignity and community, in keeping these values in mind, good conduct will follow and a calm and orderly learning environment will be achieved.

Bullying of any form will not be tolerated. It is at odds with St Hilda's C.E. High School's core values and it will be dealt with sensitively and appropriately, in accordance with the school's Anti-Bullying Policy.

The implementation of the Behaviour for Learning Policy is dependent upon all stakeholders within the school community upholding the key principles and practices outlined:

- Strong school leadership which promotes a culture of high expectations
- A consistent approach to behaviour management, including the application of rewards and sanctions
- Effective and positive classroom management which creates an environment in which all students engage with their learning
- The teaching and modelling of good behaviour by the school's staff and senior students
- Consistent and fair systems backed by positive pastoral relationships between students, staff and parents
- Regular liaison and contact with parents and outside agencies
- The promotion of an orderly school environment, in which students behave sensibly and with consideration for others and the environment, both during lessons and outside lessons
- The use of positive language to promote a 'Chance to Change' culture

As members of the community, all students have responsibilities; in particular, they are expected to behave sensibly, safely, politely and with respect and common sense, and to take full responsibility for all their actions and display behaviours in line with our five values. Central to good behaviour are three core expectations: work hard, have respect for yourself and have respect for others.

Work hard – we expect you to:

- Arrive at school, lessons and activities on time and with the correct equipment
- Participate enthusiastically in all lessons and activities
- Develop a responsible approach to class work and independent study
- Take pride in the presentation of your work

Respect for yourself – we expect you to:

- Use your time to good effect and try your best at everything you attempt

- Accept praise and respond positively to constructive advice
- Wear the correct school uniform and take pride in your appearance

Respect for others – we expect you to:

- Treat all other people in the same way as you would like to be treated
- Listen to and accept the views of others
- Encourage and help those around you
- Respect school property and the property of others

To assist students in meeting these high expectations, the school has laid down a simple set of rules. All students must follow the school rules at all times and accept the consequences if the rules are broken. However, students will be spoken to in a positive manner about behaviour concerns in order to promote effective relationships with an awareness of individual student needs. They will be given structured 'chances to change' and helped to gain an understanding of how to improve and how we will celebrate those improvements.

Learning

Learning and achievement are at the heart of our community. We expect the highest standards of behaviour during lessons. Classrooms (including laboratories, workshops, sports facilities and other teaching environments) are places of work and there are clearly set rules and expectations for their use. These will enable everyone to work in safety and with enjoyment.

School uniform expectations

The School believes that uniform should be worn with pride and we have the highest expectations of our students. We publish a set of uniform requirements to ensure students and their parents clearly understand what is / is not acceptable. Where uniform expectations are repeatedly flouted, a consequence will be issued. Form tutors will use their form time to ensure that students appear well-presented and are conforming to the uniform expectations. This time provides an opportunity for our students to take responsibility for their own uniform. All staff will follow the Chance to Change policy in recording on SIMs when a student does not have the correct uniform (in addition to other standards). A copy of the school's uniform is available on the school website.

Movement around school

We always encourage safe conduct around school and, in a busy school environment, courtesy and consideration are important. We encourage, for example, doors to be held open for others.

One Way System:

Students should walk around the school building following the one way system. There is clear signage and reminders to students of how to access the building.

Dining halls, corridors and social areas

Encouraging a positive approach to our communal eating areas, ensuring food is consumed in a calm and orderly way, is important to the ethos of St Hilda's C.E. High School. We expect our students to develop healthy eating habits in the best environment we can provide. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school building. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Any occurrences of vandalism will be taken very seriously. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity.

Behaviour in the wider community

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises.

The School reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school
- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online (in accordance with the school's E-Safety Policy).

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so.

Addressing poor behaviour and consequences

When dealing with incidents of poor behaviour, the following principles will be applied.

- Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and the school will not accept behaviour by a minority of students that prevents others from learning.
- Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school.
- The Chance to Change structured approach will be applied by all staff which encourages a common language of change and improvements and consequences. Consistent and fair investigations will take place. Students will always be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others
- Consequences will be consistently applied and recorded. A student may be taken out of circulation whilst a breach of the policy is investigated. In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible.
- A consequence will never be humiliating or degrading and blanket punishments will not be imposed. When issuing a consequence, a student's prior conduct may be taken into consideration.
- Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.
- Behaviour concerns will be tracked and monitored to ensure students receive the appropriate support to improve behaviour for learning.
- Where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour.

'CHANCE to CHANGE' BEHAVIOUR FOR LEARNING POLICY

POSITIVE BEHAVIOUR STRATEGIES

Reminder about expectations and rules
Discuss HUB issue (HW/Uniform/Behaviour/lateness to lesson) Listen to student

CHANCE to CHANGE

Opportunities given to improve and change

Chance to change not taken



STAGE 1 WARNING H1/U1/B1

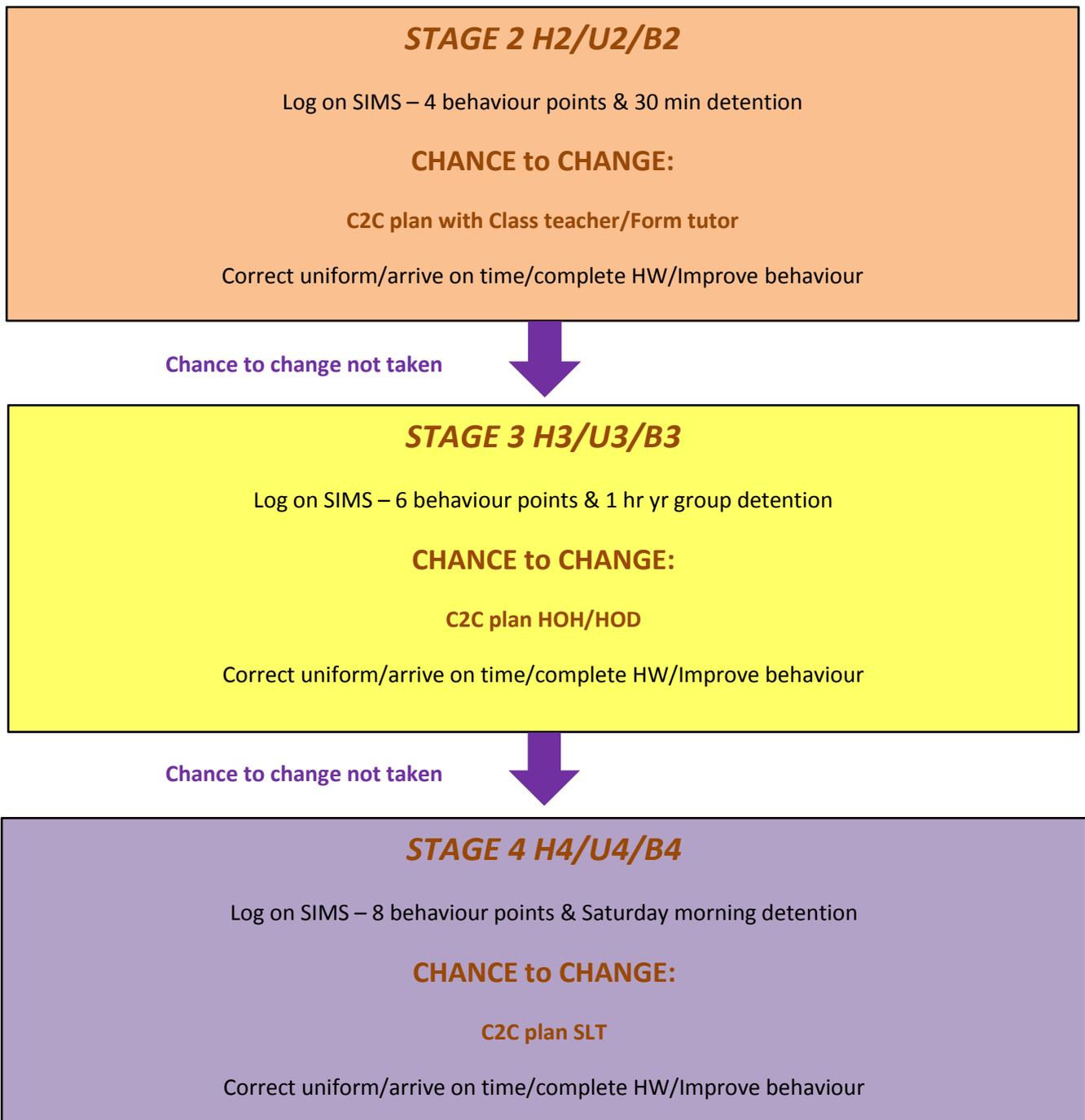
Log on SIMS – 2 behaviour points

CHANCE to CHANGE

Correct uniform/arrive on time/complete HW/Improve behaviour

Chance to change not taken





If de-escalation has not been successful, or a student's behaviour is deemed dangerous (putting others at risk) or offensive, a member of the Senior Leadership Team (SLT) and HOHs should be alerted to remove the student. A 'runner' should be sent to Reception and the Pastoral Hub to contact the member of staff on call. Staff may also use the telephone or email if appropriate to contact reception/pastoral office.

Detentions

Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. **Parents/carers will be given 24 hours' notice of a detention that takes places out of school hours.** A student who misses a detention without good

reason will be expected to serve the detention and may receive a further appropriate sanction. Students that are late to school will also receive a short detention at the start of dinnertime on the day that they are late. Continued poor punctuality will lead to an escalation of consequences which may take the form of a longer detention or spending time in school on INSET days for example.

Exclusions

The decision to exclude is not taken lightly and will only be used when serious breaches of the school's Behaviour for Learning Policy occur or when a student is persistently poorly behaved. The school would prefer to keep students in school and will consider imposing an internal exclusion before a fixed term exclusion. In some circumstances, however, it may be necessary and appropriate to exclude a student for a fixed term.

We do have an informal agreement with St. Margaret's and Gateacre High Schools to allow our students to be placed in their school for a fixed term as an alternative to fixed term exclusions. Schools communicate with each other to confirm arrangements and parents are then informed prior to the placement. The placements length is determined by the seriousness of the incident.

A permanent exclusion is the ultimate sanction and will only be used where very serious breaches or persistent serious breaches of this Policy have occurred. The school follows the statutory guidance set out in the 2017 DfE circular entitled 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: a guide for those with legal responsibilities in relation to exclusion'.

Where a student is excluded from school the Headteacher's decision may be reviewed by the Governing. This function will be delegated to the Governors' Disciplinary Committee. Where a permanent exclusion has been imposed, the Governors' Disciplinary Committee must meet to review the decision and has the power to reinstate. In the case of a permanent exclusion, if the Governors' Disciplinary Committee uphold the Headteacher's decision, the parents of the child have the right to make representations to an Independent Review Panel.

Final Warning and Governors' Discipline Committee

A student's conduct may place him / her at risk of permanent exclusion, either as a result of persistent poor behaviour or a one off serious breach of discipline. When this is the case, a student will be issued a final warning and / or instructed to appear before the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for his / her actions to the Governors and to benefit from the guidance the Governors will provide. Where the Headteacher has issued a final warning, the Governors will determine whether to endorse that decision.

Role of Parents

On admission to school parents and students sign the Home School Agreement, clarifying the roles and responsibilities of all parties, and clarifying expectations. Where breaches of the Behaviour for Learning Policy have occurred, the school will seek to involve parents from the outset and will strive to provide them with accurate and timely information. Where there may have been a serious breach of the behaviour policy and it is necessary to interview a student. On other occasions, it may also be necessary and appropriate for parents to attend a meeting in school concerning their child's behaviour.

Confiscation of and Search for Inappropriate Items

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a student's property and protect the school from liability of damage. The school reserves the right to search without consent for prohibited items. These include: cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item which the school deems could be considered harmful to a student. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Headteacher. Refusal to comply with a search will be treated as a serious breach of this Policy.

'Legal High' Substances are banned in school and will be treated as illegal drugs.

The school also reserves the right to search for, and remove from students, the following: e-cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain. All searches will be conducted in the presence of two members of staff, one of whom must be the same sex as the student being searched. Where a student has been searched, his / her parents will be informed. Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Where any weapon or illegal drug is found on a student and this compromises the safety of all students and staff, this may result in the Headteacher imposing a permanent exclusion and the police may be informed (in accordance with DfE guidelines).

Smoking / Vaping

Any student caught smoking / vaping on the site or with smoking / vaping related paraphernalia will be issued with the appropriate sanction and parents will be informed. This includes smoking outside the school grounds, or on the way to and from school. Subsequent offences will result in more serious sanctions being issued.

Theft and Vandalism

Theft of school property or willful destruction to school property will not be tolerated and consequences will be imposed depending on the seriousness of the incident based upon the judgement of the school.

Working with others

- When needed the pastoral team under the guidance of the Deputy Headteacher may refer students to external agencies.
- Those agencies may work with students on or off the school site.
- St Hilda's will utilise referrals to outreach workers.
- At times when required the Deputy Headteacher may also utilise the Safer School Officer (SSO).

- The SSO is part of the pastoral team, is directed by the DSL to support and ensure the safety of all of those in school. This will include on occasions meeting with students as part of that role.

Positive Handling

DFE guidelines state that “All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline.”

Teachers and support staff may use reasonable force in the aforementioned circumstances. The school does not require parental consent to use reasonable force. Further information is contained in the Positive Handling Policy.

Students with an Educational Health Care Plan

Students with an Educational Health Care Plan or with identified educational needs are expected to follow the school’s Behaviour for Learning Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student are being supported and that ‘reasonable adjustments’ are set in place to support the student’s needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

Looked After Children

Looked after Children are expected to follow the school’s Behaviour for Learning Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student are being supported.

Loss of Personal Items on School Property

The school cannot take responsibility for any personal items lost within the grounds of the school property. This includes bicycles, electrical equipment, items of uniform (sporting and non-sporting) and money.

False Allegations against Members of Staff

Under the Education Act (2011), the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in exclusion from school.

Complaints

If a parent has a complaint about a disciplinary matter, he / she should follow the procedures laid down in the school’s Complaints Policy.

School rules

General:

- Make sure you behave in a responsible, caring manner at all times.
- Be polite and friendly to all other students and staff.
- Wear the St Hilda's C.E. High School uniform with pride.
- Make sure your uniform is correct – shirt tucked in, top button fastened, tie in place and shoes looking smart.
- Have your mobile/smart phone turned off - it must not be on sight from entering the school gate until leaving the school gate
- Remember that St Hilda's C.E. High School is a 'no chewing gum' school.
- Arrive ready to begin the school day by 8:35 am.
- Always use litter bins provided and never drop litter.
- Follow instructions given by all staff.

Travelling to and from school:

- Please behave responsibly and with consideration for others at all times when walking to and from school and using public transport.
- If you have a bicycle, lock it in the allocated areas before the start of the day.
- Do not ride your bicycle on school premises or on the pavement outside school.
- We recommend that students who cycle to/from school wear a bicycle helmet.

Inside school buildings:

- Walk quietly along the corridors.
- Open doors carefully and hold them open for others.
- Remove your outdoor coat when indoors.

Lunchtimes and break-times:

- You must remain on the school premises at lunchtime.
- Food can only be consumed in the designated dining areas.
- Help keep the dining areas tidy by returning all cutlery and crockery to the appropriate area and disposing of litter in the bins provided.
- Follow the instructions of supervising staff at all times.
- The atrium must be kept clear of students at these times

During lessons:

- Make sure you have all the necessary items of equipment for lessons.
 - Arrive promptly for the start of each lesson.
 - Line up sensibly outside the classroom.
 - Go to the workplace that your teacher has chosen for you and keep your bag under your table.
 - Use SMHW or record your homework in your planner.
 - Your teacher may allow you to drink water.
 - You should not begin to pack away or leave the room until your teacher tells you to do so.
 - All students have a responsibility to behave sensibly, showing consideration for others, and to maintain a safe environment at all times. You have an obligation to report any damage to school property or poor behaviour to a member of staff.
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Celebration and rewards

Commending students for their good conduct promotes a positive environment that is conducive to learning and personal development, and encourages students to behave responsibly and respectfully. The overwhelming majority of students make a very positive contribution to the life of St Hilda's C.E. High School and should be recognised for this.

St Hilda's C.E. High School is an inclusive community that aims to celebrate the success of all its students in all areas of school life, and to ensure that personal effort, commitment and achievement are routinely recognised, recorded and celebrated through the school's clear and fair House rewards system.

The 'spirit' of the rewards system is firmly rooted in an 'over and above mind-set' and is intended to motivate all students to achieve their very best for themselves and their Houses and become confident, independent learners and citizens.

Rewards increase the motivation of all students, improving their self-esteem, aspirations and enjoyment of learning. The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance. The system of giving rewards supports the role of the form tutor in celebrating success, helps strengthen House identity and helps to facilitate the awareness of achievement by other members of staff and parents.

House Points – using the School Rewards System:

- Every member of teaching staff will recognise and reward students for successes within their curriculum area(s).
- Every member of staff will recognise and reward positive behaviours outside of the classroom.

- Every form tutor will recognise and reward students for their contributions to their tutor group, and to acknowledge their successes outside of school.
- Members of staff may recognise and reward a student's effort, attitude and commitment in any aspect of school life by sending a postcard home to the parents of the student. Outside of lessons, these can be issued at the member of staff's discretion.
- Students whose attendance is excellent, and who consistently demonstrate a good attitude to learning across all subjects will automatically be given rewards points on a weekly basis by a nominated member of staff. This also applies to students who are actively involved in student leadership.
- Students actively involved in school run extra-curricular activities will be given rewards points by leaders of these activities.
- There will be an opportunity to collect House points for participation in and success in Intra/Inter House competitions and Sports Day.

Methods of recognising students' successes

Alongside the rewards system, students are routinely recognised in the following ways, including verbal praise:

- Celebration breakfasts/lunches
- Academic prizes awarded at Prize Night
- Certificates
- The school website and/or social media
- School noticeboards
- Assemblies
- Prize draws
- Privileges
- Stickers
- Reward prizes on a weekly basis
- Rewards shop

Students in Years 7 to 11 will accumulate rewards points during the school year which will be recognised through termly reporting to parents and by being awarded bronze, silver, gold, platinum and diamond certificates as they accumulate points throughout the year. Certificates will be awarded to students during assemblies. Once a student has accumulated enough points for a gold, platinum or diamond certificate, the certificates will be presented by the Headteacher, who will also write to the student's parents.

Students will also be able to collect vouchers at specific reward point totals which will enable them to collect a reward in school. Every September will be a fresh start (points will be reset at 50 and students will work towards bronze, silver, gold, platinum and diamond for that school year). There will be further recognition in Year 11 for those students who have accumulated certificates, at least up to the gold threshold, in each of their five years at school. The point thresholds are below:

| Reward | Point totals |
|--|--------------|
| Bronze voucher | 75 points |
| Bronze certificate | 100 points |
| Silver voucher | 150 points |
| Silver certificate | 200 points |
| Gold voucher | 250 points |
| Gold certificate | 300 points |
| Platinum voucher | 350 points |
| Platinum certificate | 450 points |
| Diamond certificate and voucher | 600 points |

Rewards trips

Alongside the allocation of rewards points for positive behaviours, students also formally accumulate behaviour points for poor behaviour (that subsequently results in a sanction). For the purpose of establishing who is eligible to participate on rewards trips, a student's total number of behaviour points will be deducted from his / her total number of rewards points and if he / she has a positive balance then he / she will be considered for participation on a rewards trip. This final decision will be made by the student's Head of House and/or the Senior Leadership Team.