



HOE VALLEY SCHOOL BEHAVIOUR FOR LEARNING

Person Responsible: Head Teacher
Date Adopted: September 2016
Date of last review: Autumn 2018
Date of next review: Autumn 2019

To be read in conjunction with the Anti-bullying, Student Restraint and Exclusion Policies.

The Behaviour for Learning Policy, provides clarity for students and staff so that the system and its procedures may be consistently applied. As such, students experience staff implementing strategies fairly whilst staff are able to support each other within and across faculties.

We believe that behaviour management is related to a well-structured curriculum and to high quality teaching. If the curriculum is appropriate and taught well the potential for conflict is reduced. There is designated time each morning in tutor time for students to be reminded of the School's expectations and make appropriate adjustments so that they are ready to learn.

HVS believes that positive behaviour needs to be encouraged and taught via routines and practice. All students are expected to follow 'the Hoe Valley 4's':

READY to Learn 4
<ol style="list-style-type: none">1. Line up quietly in single file outside the classroom – no contact!2. Enter the room quietly when instructed by the teacher – bags under tables3. Stand behind your chair, in silence and wait to be seated4. Stay silent for the register with your Chromebook out – keep it closed!
CLASSROOM 4
<ol style="list-style-type: none">1. Keep hands, feet and objects to yourself.2. Write neatly in your books and never deface them.3. Put your hand up to ask a question and ask for help politely if you don't understand.4. Try hard and work to the best of your ability and never disrupt the learning of anybody else.
READY to Leave 4
<ol style="list-style-type: none">1. Clear your table and the floor around you2. Put Chromebook and equipment in your bag3. Stand behind your chair, in silence and wait to be dismissed4. Move quietly, swiftly and sensibly in the corridor

We have a stepped approach to discipline, taken from the Behaviour for learning model, in which students are rewarded for making positive choices to follow school and classroom rules.

1. RIGHTS, RESPONSIBILITIES AND ROLES

3.1 Rights:

- Everyone has the right to learn and to work in a clean and safe environment
- Everyone has the right to be treated with respect and dignity by other students, staff, parents, governors and other people working in school
- Everyone has the right to express their opinion appropriately, in a non-threatening manner and upon the request of the responsible adult; opinions offered are expected to be considerate towards other people's feelings
- Teaching and non-teaching staff have the right to be able to fulfil their role and to be supported in promoting the achievement and welfare of school students

3.2 Responsibilities:

- Everyone has the responsibility to treat the building and its contents with care and respect
- Everyone has the responsibility to treat other members of the school community with respect at all times regardless of mood
- Everyone has a responsibility to enable others' to feel physically and emotionally safe at school
- Everyone has a responsibility to listen to and respect that other people have an opinion and to pay due regard to their feelings
- Everyone has a responsibility to be prepared to work and to allow other students and staff to work too
- Teaching staff have a responsibility to provide well-planned, high quality learning opportunities for students. Both teaching and non-teaching staff have a responsibility to fulfil their role and to promote the achievement and welfare of HVS students within a safe and supportive environment
- Students have the responsibility to focus on their own learning and not negatively impact upon the learning of others

3.3 Roles:

Each member of the school community has a responsibility to fulfil their role appropriately:

- **All Students** work within the guidelines of the Behaviour for Learning Policy, encouraging each other and respecting the contributions that others make in enacting the policy.
- **Student Leadership Team** support the Behaviour for Learning policy with the Prefect Team via duties and setting an example of positive behaviour.
- **All Staff** are responsible for consistently implementing the policy in order to support each other in providing clear expectations of students in their care.
- **The Head Teacher** will ensure that procedures are in place to communicate the Behaviour for Learning Policy, including School Rules and the Classroom Behaviour Plan to staff, students, parents / carers and governors and that strategies are in place which will enable standards to be consistently applied throughout the school.
- **The Senior Leadership Team** and Heads of Year will monitor the implementation of the Behaviour for Learning Policy through the line management structure of the school and support middle leaders in their role.

- **Heads of Year and Middle Leaders** are responsible for appropriate pastoral and curriculum aspects of behaviour management in line with all school procedures. Curriculum leaders will ensure that lesson delivery and programmes of study are stimulating and purposeful and that teachers make good use of behaviour management strategies in the classroom supporting their team and as appropriate liaising with families and issuing sanctions. Heads of Year will ensure that all students' pastoral needs are met, both in and outside of the classroom.
- **Form Tutors** are responsible for monitoring the behaviour of students in their Tutor Group. They offer pastoral support and are the initial point of contact for parents / carers.
- **The Personalisation Faculty** is responsible for liaising with members of the school community with regard to students on the SEND register who have emotional and behavioural difficulties. Key learning support teachers will advise staff on any SEND provision.
- **Teaching Assistants** have an important role to play in supporting students to understand and follow the Behaviour for Learning Policy, providing additional mentoring to students as and when necessary. They often work with students who find positive behaviour challenging.

2. EXPECTATIONS OF STAFF

The procedures supporting the Behaviour for Learning Policy should be followed at all times. Students and staff will discuss them at the beginning of every academic year. Staff and students new to the school mid-term will be inducted into these procedures. Teachers must log infringements of the Behaviour for Learning policy on Arbor as an 'incident', always including the action taken.

All staff, regardless of position, are expected to:

- Model and reinforce the CIRCLE values and expectations that HVS has of students at all times
- Have the highest expectations of the behaviour of all students
- Wherever possible deal with behaviour issues themselves rather than pass them on
- Reinforce acceptable behaviour through rewards and incentives
- Respond to negative behaviour proportionately and immediately
- Have a shared responsibility for maintaining good routines in and outside the classroom; this includes being a presence in corridors at lesson changeover, breaks and lunchtime as well as at the start and end of the school day
- Take into account the context of student behaviour especially SEN students or vulnerable students
- Reward students fairly and praise, praise, praise!
- Give fearless feedback to members of staff who are delivering these practices

3. MONITORING AND EVALUATION

Tutors will monitor positive and negative behaviours within their tutor groups via Arbor and liaise with parents / carers accordingly. They will initiate green reports as appropriate.

Heads of Year will monitor behaviour and incidents and liaise with Heads of Faculty and tutors where appropriate. They will identify patterns and initiate green and amber reports as appropriate.

The **Head of House** System will monitor and evaluate the distribution of house points to ensure they are equitable. They will identify patterns in terms of students underachieving and liaise with parents and tutors appropriately.

The **Head of Personalisation** will oversee interventions for students with specific behavioural needs and target internal and external interventions appropriately. They will initiate amber reports as appropriate.

Heads of Faculty are responsible for monitoring referrals and dealing with discipline within their faculties, providing a faculty report where relevant. Form Tutors are responsible for monitoring student progress and behaviour in all aspects of the school and responding appropriately with regards to rewards and sanctions, in line with school policy.

All racist issues and allegations of bullying should be reported to the **Deputy Head Teacher**. They will monitor patterns in terms of positive and negative behaviours during the SEF focus week – findings will be shared with staff and will be reported to the Teaching and Learning Committee. They will initiate red reports as appropriate.

Either the Head Teacher or Deputy Head Teachers will approve all internal and external exclusions. They will initiate personal support programmes, external provision and alternative timetables as appropriate.

4. UNIFORM*

Students are ambassadors for HVS and it is important they look smart and presentable at all times on their way to and from school as well as during the School day. Correct uniform is a priority for the School in preparing students for adult life where we dress appropriately for different contexts.

Uniform is checked on the school gates each morning and during tutor time and if uniform is incorrect students will not go into lessons until it is rectified. This may mean you are asked to bring correct uniform into School so that your child can return to lessons.

*see detailed uniform guidance in Family Handbook

5. BANNED ITEMS

The following items are not permitted on the school site: fidget spinners, caps, stink-bombs, lighters, cigarettes, any other smoking paraphernalia, skateboards, roller skates, laser pens, steel-capped boots and other non-uniform footwear and jewellery including ear and facial piercings. This list is not exhaustive and the school maintains the right to confiscate any item that is considered dangerous, offensive, and inappropriate or that compromises safety or that has been identified as banned.

Junk food is also banned and includes chocolate bars, sweets, fizzy drinks and high sugar foods. Students are only permitted to bring water to school.

The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, knives, blades, alcohol, guns (including plastic toys or replicas).

Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

6. MALICIOUS ACCUSATIONS

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school may exclude the student concerned (see exclusion policy). Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

7. PARENTS/CARERS (see parental complaints policy)

Parents/carers are expected to behave in a respectful, mature and amicable fashion at all times when on the school site or in conversation with members of staff. When a parent's behaviour is giving on-going cause for concern, the Board of Governors has the authority to ban the parent from site.

8. DETENTIONS

Detentions are used as a sanction in response to disruptive behaviour in lessons, poor punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns in line with the CIRCLE values. We do not set detentions at break or lunch or on non-teaching days.

- Schools are no longer required to give parent/carers notice of detention. However, we will send a notification through the student Google calendar when a detention is set for a future date. It is the parent/students responsibility to check the Google Calendar for new communication each evening.

Staff are able to set a detention of up to 20 minutes by the class teacher and 40 minutes by the Head of Faculty on the same day without parental consent for disruption to learning. **For safeguarding reasons Reception will keep a register of detained students.** Should the student fail to attend, then they will be issued with a further Head of Faculty detention for forty minutes and placed on subject report. In this event, teachers will phone parents / carers to inform them of the situation.

- Detentions for poor work or behaviour take precedence over all other activities including sports fixtures unless there are mutually acceptable grounds for deferring the date. This would be rare. A parental request would normally only be granted in cases of a serious personal family nature or a long-standing appointment. Parents should contact the Head of Year or Head of Faculty in such an instance. Transport issues would not be deemed acceptable ground for deferring or limiting a detention for any student.
- If a student is late to School twice in the same week, they will be issued a one hour detention 4-5pm on the following Tuesday with the Head of Year. This will be recorded in the student's Google calendar.

If a student disrupts learning in lessons, they will be clearly warned and given the opportunity to modify their behaviour. If a student continues to disrupt learning they will be removed from the classroom to continue working in an alternative space. If the student continues to disrupt learning they will be escorted to the Inclusion room where they will remain the duration of that lesson, the following lesson and subsequent social time. The student will receive a 'Right to Learn' detention the same day 4-5pm. A text message will be sent to parents / carers the same day to inform them of this decision and unless the student has a medical or dental appointment, they must attend the

detention. Failure to do will result in an Internal Exclusion the following day. Receiving multiple 'Right to Learns' will trigger behaviour interventions and possibly further sanction.

The student will receive a 'Right to Learn' detention the same day 4-5pm. A text message will be sent to parents / carers the same day to inform them of this decision and unless the student has a medical or dental appointment, they must attend the detention. Failure to do will result in an internal exclusion the following day. Receiving multiple 'Right to Learns' will trigger behaviour interventions and possibly further sanction.

9. STUDENT RESTRAINT (see separate policy)

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Parents must always be informed as early as possible where restraint has been used.

10. SEARCHING STUDENTS

In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules.

