



HOE VALLEY SCHOOL BEHAVIOUR FOR LEARNING

Person Responsible: Deputy Head Teacher
Date Adopted: September 2016
Date of last review: Summer 2022
Date of next review: Summer 2023

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

We will work together to create and maintain a successful and happy community where individual worth is celebrated and recognised.

All members of the school community have an equal right to be able to learn and teach in an environment that supports their individual needs and promotes our CIRCLE values.

HVS believes that everyone has the right to be treated with respect and with this right comes responsibility to treat others with respect. The Behaviour for Learning Policy, provides clarity for students and staff so that the system and its procedures may be consistently applied.

We believe in a positive behaviour management culture in which students are highly incentivised to do the right thing and receive proportionate rewards.

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.

This policy applies to students on site during the school day, as well as educational trips, visits, travelling to and from school and if they are clearly identifiable as belonging to the Hoe Valley School community (e.g. in uniform).

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

1.1 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

1.2 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

1.3 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** 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 Heads of Faculty** are responsible for appropriate pastoral and curriculum aspects of behaviour management in line with all school procedures. Heads of Faculty 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 Behaviour Watch 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 at all times
- have the highest expectations and model positive behaviour
- to follow agreed procedures for welcoming and dismissing students
- to create a positive and engaging climate for learning in the classroom
- provide a personalised approach to the specific behavioural needs of particular students
- be consistent in their use of the rewards and sanctions procedures so that students understand the implications of their actions
- to allow student time to re-establish positive attitudes to learning before moving to next consequence level.
- record behaviour incidents on Behaviour Watch and notify parents when they are concerned about a student's behaviour
- follow up any behaviour incident with a restorative conversation before the next lesson
- share in the process of review and communicate any ideas for improvement to the School's Leadership Team.

3. MONITORING AND EVALUATION

Tutors will monitor positive and negative behaviours within their tutor groups via Behaviour Watch and liaise with parents/carers accordingly. They will be consistent in their use of the rewards and sanctions procedures so that students understand the implications. Tutors will initiate green reports as appropriate under the direction of the Head of Year.

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

Classroom teachers will set high expectations and model positive behaviour. They will be consistent in their use of the rewards and sanctions procedures so that students understand the implications of their actions. Classroom teachers will follow up any behaviour incidents with a restorative conversation before the next lesson.

Heads of Faculty will monitor behaviour incidents and liaise with Heads of Years and tutors where appropriate. They are responsible for monitoring referrals and dealing with discipline within their faculties. They will identify patterns and initiate pink 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 Heads of Year, Heads of Faculty, teachers 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 identify patterns and report this directly to Heads of Year and Heads of Faculty to action appropriately.

The SLT will model policy and procedure at all times. They will support staff with the consistent implementation of the policy. SLT will monitor patterns in terms of positive and negative behaviours and findings will be shared with both staff and Governors. They will initiate red reports as appropriate.

SLT will approve all internal suspensions if a student's poor conduct has affected the education of others or another type of behaviour considered serious enough to warrant use of internal exclusion. They will initiate personal support programmes (PSP), external provision and alternative timetables as appropriate.

The Head Teacher makes the final decision for all external suspensions. The Head Teacher can also ask the Deputy Head Teacher to externally suspend on her behalf.

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 door 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.

Jewellery, Make-up and Hair

Restrictions are for health and safety reasons and to encourage focus on learning.

We recommend that no valuable jewellery is worn to school. Students are permitted to wear one pair of small gold or silver studs in their earlobes, a watch (no smart watches) and a small religious symbol on a neck chain to be worn under the school shirt. Piercings on any other parts of the ear, face or body are strictly prohibited. Students are also not permitted to wear fashion, charity or any other form of bracelets, with the exception of medical bracelets. Students are not permitted to wear jewellery during PE lessons.

No nail varnish is permitted. Nails must also be a suitable length for school and gel, acrylic or other types of artificial nails are not permitted. Students are also not allowed to wear nail polish or have any other forms of nails accessories e.g. diamante, glitter, transfers etc.

No make-up is permitted for students in Years 7 and 8. Students in Years 9-11 are permitted to wear concealer or very light natural make-up so long as it is discreet. Students are also not allowed to wear fake eyelashes and any student who arrives at School wearing colourful makeup or eyelash extensions will be asked to remove it.

Hair should be of a natural colour and style and must be appropriate for school. Hair extensions or hair braided with beads or cotton is not permitted. Hair accessories should be limited to plain black. Long hair must be tied up for PE and other practical subjects eg Technology. Hair length should not be less than a grade 2. Shaved lined partings, hair carvings (including eyebrows) or styles with dramatic variations in length eg Mohican are not permitted.

If there is a valid reason for the wrong uniform, parents/carers need to write a note and give to their child who should hand this note into their Head of Year.

*see detailed uniform guidance in Family Handbook

5. MOBILE PHONES AND BANNED ITEMS

Mobile phones must be handed in to their tutor or Head of Year by 8.40am and can be collected at the end of the day. The use of mobile phones inside the school building is strictly prohibited and it will be confiscated by any member of staff if they are seen on the students during the School day (and stored for safety in the school safe).

All electronic items such as cameras, Bluetooth and wireless enabled devices e.g. tablets are not allowed in School and will be confiscated by any member of staff if they are seen on the students during the School day. They must be collected by a parent from the School Reception at the end of the week if this is the first offence. A repeat offence will require a parent to come and collect this at the end of the half term and preventive measures will be put in place by the school to avoid future recurrences. On a third offence the confiscated electronic device can be collected from the school office at the end of the term.

The following items are not permitted on the school site: fidget spinners, aerosols, caps, stink-bombs, lighters, vapes, cigarettes, skateboards, roller skates, laser pens, fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas), steel-capped boots and other non-uniform footwear. This list is not exhaustive and HVS 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, energy drinks and high sugar foods. Students are only permitted to bring water to school or fruit juice to school. **Nuts must never be brought into School.**

Students found in possession of 'banned' items will have them confiscated and students may be excluded from HVS. In relation to dangerous items, it is likely HVS will involve the Police. HVS has the authority to 'dispose' of banned items and will not return them to students.

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 suspension 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, poor punctuality, poor quality classwork, lack of or poor quality Prep work and behaviour concerns in line with the CIRCLE values.

Although schools are no longer required to give parent/carers notice of detention, at Hoe Valley students will be responsible for logging the detention on their Google Calendar and Reception will have a record of who is in detention that day for safeguarding reasons. You will also receive a text message for a same day detention. Any detention that is set after 3.30pm will be issued for the following day.

Detentions for poor work or behaviour take precedence over all other activities including sports fixtures and clubs 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 and early evenings would not be deemed an acceptable ground for deferring or limiting a detention for any student.

If a class teacher sets a detention after school parents should be informed at least 12 hours in advance through a phone call/email by the class teacher. If the student does not turn up this will be referred to the Head of Faculty. The Head of Faculty will issue a Right to Learn detention for the next available day to give the student a second chance. Failure to do this will result in an Internal Exclusion the following day.

If a student's arrives late this will be challenged. Where there is a legitimate reason, for example, unavoidable transport problems, then no further action is required; but when there is no good reason, for example, oversleeping, then the student will be issued a same day 20 minute CURE detention by their Form Tutor. If a student is late to School twice or more in the same week, they will be issued a Right to Learn detention by the Head of Year. This will replace the CURE detention. Persistent lateness will result in further steps being taken.

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. A Right to Learn detention will be issued in order for the student to make up learning time lost.

Poor attitudes and behaviours demonstrated by students during unstructured time will be sanctioned and recorded on Behaviour Watch by the member of staff dealing with the student's behaviour. Heads of Year will monitor this and issue appropriate sanctions.

Poor attitudes and behaviours include:

- Rudeness e.g. inappropriate tone of voice or language. We expect staff to ask the student to

apologise and correct this behaviour and refer to the Head of Year for sanctioning.

- Defiance e.g. deliberately ignoring a member of staff. We expect that in these situations staff explain to the student their actions and refer to the Head of Year for sanctioning.
- Boisterous behaviour e.g. moving around the building in an inappropriate manner, including running, shouting, queue-jumping, pushing while in a queue and play-fighting.
- Dangerous behaviour ie an escalation of boisterous behaviour, where the behaviour begins to jeopardise the health and safety of others.
- Out of Bounds. Staff are expected to ask students to move on in the first instance, but to record the incident on Behaviour Watch for persistent non-compliance, and refer to the Head of Year for sanctioning
- Uniform eg wearing any item of non-uniform such as hoodies, non-regulation jewellery, make-up, trainers etc not justified with a note. Items will be confiscated and may be followed up with a sanction.

THE INCLUSION ROOM

The inclusion room may be used following poor conduct which has affected the education of others or another type of behaviour considered serious enough to warrant use of internal isolation, such as a suspension. SLT or Middle leaders may decide that a student needs to be internally excluded for a day until 5.00pm.

Teachers will ensure that there is work given and the staff supervising ensure this is given to the student. The length of time for internal isolation will be decided by SLT or Middle leaders. The Internal Exclusion is recorded on the student's permanent record and on the Inclusion Log. The student will also complete restorative work during their time in the Inclusion Room focused on ensuring they understand why they are there and what they can do to prevent the situation happening again.

A student may also be isolated if a serious incident has occurred in order that an investigation can take place. During this time a student is asked to write a statement about the incident and to reflect on why they think it occurred. Depending on the length of time the investigation takes, they will then be provided with work until a decision has been taken about a sanction or they are returned to lessons

Parents/carers should provide a packed lunch for the days a student is in the Inclusion Room. Students without lunch or who have free school meals will be accompanied to the canteen outside normal break and lunch times and will be expected to purchase take away items (e.g. sandwiches) only.

THE INCLUSION ROOM (STAGGERED START)

In some circumstances, if a very serious misdemeanour has occurred or a situation has escalated beyond the use of the extended day, a student will have to start school at 11.00am and remain on site until 6.00pm working in isolation.

TARGETED ALTERNATIVE PROVISION (TAP)

As an alternative, to be used at the discretion of the Head Teacher or Deputy Head Teacher, the student may be placed in internal exclusion at a local Woking School by negotiation with the Head Teacher or Deputy Head Teacher. This is equivalent to a fixed term suspension but

enables a formal suspension to be kept off the student's record. Parents are notified at the latest by 5pm the day before a TAP.

SUSPENSION

The Head Teacher makes the final decision. Students may receive a fixed term suspension for serious breaches to the behaviour policy. Decisions to suspend are not taken lightly and can only be authorised by the Head Teacher or the Deputy Head Teacher under the direction of the Head Teacher. Parents are informed by telephone call and letter which clarifies the School's position, the reason/s for suspension and the period for which their child is expected to be away from School.

In the case of an external suspension, parents/carers have a right of appeal and are provided with additional information regarding this process should they choose to pursue this course of action. A member of the leadership team or the Head of Year/Head of Faculty will inform parents of the imposition of the sanction. Information about the suspension will be provided for all staff who must set work via Google classrooms for the period of absence by the Head of Year. The student is required to have their Chromebook with them. Parents and students will attend a formal reintegration meeting with appropriate members of staff. For a one/two day External Suspension the HOY and the HOF will have a reintegration meeting where appropriate with parents/carers and place the student on a HoY/HoF Report. The student will also complete a day in the inclusion room until 5.00pm. The student will also complete restorative work during their time in the Inclusion Room focused on ensuring they understand why they are there and what they can do to prevent the situation happening again. For three or more days External Suspension, a member of SLT will have a reintegration meeting with parents/carer and the student will be placed on a SLT report (as appropriate). The student will also complete restorative work during their time in the Inclusion Room focused on ensuring they understand why they are there and what they can do to prevent the situation happening again.

Students who receive two fixed term suspensions or are suspended for more than five days in a half term may be required to meet with representatives from the Governing Body.

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, vapes 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Under normal circumstances the search would be done and witnessed by members of staff the same sex as the pupil. There is a limited exception to this rule where staff can carry out a search of a pupil of the opposite sex to you and / or without a witness present, only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

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