

THE HESSLE ACADEMY
Hessle High School & Sixth Form College
Behaviour Policy



**THE
HESSLE
ACADEMY**

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Local Governing Board

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September 2021
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Owner(s):
Assistant Headteacher - Student Welfare

Rationale

Staff Code of Practice

Hessle High School and Sixth Form College 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.
- We will support the Academy's restorative principles in our dealings with all members of the school community.

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 and at unstructured times in the school day.
- We will accept responsibility for monitoring behaviour and for dealing with any situation which we see.
- We will provide good role models for students in demonstrating good manners, and care for the school site.
- We will take the opportunity provided by lunch times and other opportunities to join students in informal situations.

When we are teaching:

- We will be responsible for matters of discipline within the class including checking uniform and basic equipment.
- 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 meet students at the door, ensuring an orderly and swift start to the lesson.
- 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 and exit of students to and from the learning environment.
- We will monitor student attendance by taking a class register using lesson monitor every lesson, including Tutor Period
- We will create a climate of high expectations and ensure that students know and understand these expectations.
- We will make the students aware of what the learning in each 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 the learning environment is accounted for and left in good working order.
- We will report any breakage, loss or damage of equipment, furniture or fabric in writing (email) 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, as a courtesy to the next class/colleague.
- 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, enter details on Google Classroom and ensure students record it in their Student Diary.
- We will complete exclusion reports and enter information on SIMS relevant to student behaviour in accordance with this policy

Whilst it is the expectation that all staff take responsibility for managing student behaviour, our Student Services Team is essential. The aims of the student services system are to help, teach and motivate students to develop a positive approach to learning and each other by:

- ensuring that students take responsibility for their behaviour, learning and personal development
- ensuring every student is well known by key members of staff, providing personalised care, support and guidance
- provide a tutor for each student as part of the vertical tutoring system who is their first point of contact
- monitoring progress, reporting to parents regularly and involving parents in supporting student development
- identifying academic underachievement and liaising with colleagues to provide appropriate intervention
- identifying and rewarding positive achievement both in and out of the school environment
- identifying students with unmet needs and producing suitable support plans, involving outside agencies as and when appropriate
- giving clear expectations of behaviour based on mutual respect
- providing students with the support to form good relationships with both staff and their peers and the tools to resolve conflict/differences using principles of restorative practice
- encouraging high standards of attendance and punctuality

The Day To Day Management of Students

We expect students to exhibit high standards of behaviour and positive engagement at all times. Relationships with students are enhanced by the consistent use of rewards and sanctions.

Expectations

Clear expectations are essential to ensure that students know the boundaries within which they should behave. These expectations are based on our Academy values;

RESPECT
INTEGRITY

KINDNESS
RESILIENCE

ASPIRATION
RESPONSIBILITY

The school takes every available opportunity to make parents aware of our values and what we expect from our students.

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

Rewards

Rewarding good effort, engagement, behaviour, work and progress should be central to managing student behaviour and learning. Every opportunity should be taken to give students positive feedback both in the classroom and around the school. This can be done by:

- verbal praise
- written comments in exercise book or in student planner
- Awarding of House Points/Positive Stamps
- letters or phone calls to parents
- House Postcards
- Department Postcards
- Awarding a 'Golden Ticket'

In all cases it is important that students are made aware of the decisions and actions that are being praised.

House Points System

The formal system for rewarding students is the House Points System. Students can be awarded House Points by staff for a range of positive outcomes including good attendance, effort, behaviour and progress. The students have access to their House Points via their tutor and can monitor their progress over time. The students have access to prizes upon reaching particular House Point milestones. They are also given an opportunity to donate their prize to their House Charity.

House Points System in practice

House Points can be used as a reward in lesson for:

- outstanding effort
- outstanding progress
- enrichment
- teamwork
- taking responsibility in school
- sport

House Points can be used as a reward (using student planner) out of lesson for:

- wearing full school uniform with pride
- showing respect for the environment and each other
- clearing away debris in the dining hall

Positive Stamps

The student planner is an integral part of the behaviour management system and thus must be brought to school every day.

At the start of each lesson, including tutor time, students must place their planner on their desk, open on the diary page for that week. This provides an opportunity for the teacher to reward positive behaviour with a stamp. A maximum of three positive stamps may be awarded by the teacher in each

lesson for positive behaviours, effort and good work. At the end of each week, these stamps are totalled by the student and logged onto SIMS as House Points.

Responding to Inappropriate Behaviour - Consequences

Behaviour Management – In the Classroom (see Appendix 1a and b)

Teachers have a range of strategies to manage student's engagement in the lesson and consequently their behaviour. We trust our staff to use these skills and their own professional judgement to understand when a consequence in accordance with this policy is required. However, as a staff team we must ensure that we are giving consistent messages to students regardless of subject area, teacher and time of the day.

When applying a consequence, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a consequence has been given. There should be no need for confrontation. Students who challenge staff inappropriately will automatically move to the next consequence up. Misbehaviour and low level disruption will not be tolerated as this impacts on the individual learner, the class progress and the well-being of all.

A student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a student within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

In addition to these consequences a department may use a variety of strategies to ensure that homework and coursework are completed. This may involve sending a standard letter home or using a 'catch up' session at break or lunchtime. The emphasis here should be on working with parents/carers so that they are informed and can help to ensure that any work set is completed and is of a good standard.

Maintaining a calm and consistent approach is vital and in certain cases returning to deal with a student at a later stage will be beneficial to both parties. This will provide the opportunity for staff to examine their approach and perhaps seek advice from their Subject Leader or House Leader

It is very important that matters are brought to an agreed outcome and students sense the 'certainty' that staff are determined to achieve high standards of work and behaviour.

Information regarding those students that reach C2 and above will be logged on SIMS and will automatically be viewed by the House Leader and Senior Student Support Managers on a daily basis.

Staff taking a student into their class must register the student on SIMS.

Written Warnings

The student planner is an integral part of the behaviour management system and thus must be brought to school every day.

At the start of each lesson, including tutor time, students must place their planner on their desk, open on the diary page for that week. As well as providing an opportunity for the teacher to reward positive behaviour with a stamp, this also allows the teacher to enter any written warnings that he/she deems appropriate. It is hoped that the vast majority of students will choose to spend their time operating within the rewards framework.

In each lesson, there is a hierarchy of consequences intended to address negative behaviours and restore a purposeful learning environment. At all times the intention of the written warning is to minimise low-level disruption and unacceptable behaviour and to encourage each student to have a positive attitude to learning and to respect the needs of everyone in the classroom.

When students disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then the student must be removed from the class. However, students should not be removed from the classroom for trivial reasons and the framework must be followed with clear expectations to the student why certain stages are used.

Positive reminder: on entering the classroom, the teacher may remind students of positive actions that will serve to make a swift start to the lesson. E.g. settle down, sit down, take planners out, and quieten down.

Consequence 1 (C1) Verbal Warning:

It is anticipated that some students will receive the occasional verbal warning. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. At any stage in the lesson, if a student has displayed behaviours that the teacher deems to be inappropriate, the teacher will clearly state that the student has been given a C1. The teacher will take the student's planner and place it on the teacher's desk. There will be no written warning given at this stage. A C1 may be given for incidents such as; failure to complete work, distracting others, speaking while the teacher is speaking, misuse of equipment or any other incident deemed appropriate by the teacher.

Consequence 2 (C2) Written Warning:

A C2 may be given as a follow up to a C1, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C1 or another behaviour type. In addition, the teacher may decide that a single instance of negative behaviour warrants a C2. In this instance, the teacher writes a written warning in the student's planner, stating the date, a brief description of the incident and the teacher initials. The teacher will then also log this incident on SIMS for future reference.

Consequence 3 (C3) Detention, Second Written Warning:

Student moved within the lesson (where possible) a C3 may be given as a follow up to a C2, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C2 or another behaviour type. In addition, the teacher may decide that a single instance of negative behaviour warrants a C3. In this instance, the teacher writes a further written warning in the student's planner, stating the date, a brief description of the incident and the teacher initials. The teacher will then also log this incident on SIMS for future reference and will set a 30-minute detention which will take place with the teacher after school at the first available opportunity.

The first three stages are very much seen as classroom-based strategies and it may well be desirable to relocate the student within the classroom to prevent further escalation.

Consequence 4 (C4) Departmental Isolation:

At this stage, the behaviour is deemed to be persistent and, despite three clear warnings, the student has chosen not to respond to these warnings. The teacher will now need to take further action in order to maintain classroom behaviour standards.

A C4 may be given as a follow up to a C3, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C3 or another behaviour type. In addition, the teacher may decide that a single instance of negative behaviour warrants a C4. In this instance, the teacher writes a further written warning in the student's planner, stating the date, a brief description of the incident and the teacher initials. The teacher will then log this incident on SIMS for future reference and will also request the student to go to another classroom within the department for

the remainder of the lesson. A 60 minute detention will be set which will take place with the central detention room after school at the first available opportunity.

Each department area will produce an isolation timetable which will ensure that an appropriate room and space is available to accommodate students who are given a C4. A student who enters this stage is likely to have caused considerable disruption and inconvenience. The student will bring work with them and will work in silence in an appropriate part of the room. The incentive is for the student not to escalate his or her defiance and the removal can be seen as a management tool to give both parties time to calm down. Any student refusing to go to the departmental isolation will be given a 'red card' (see below). This will be seen as defiance, resulting in the student being sent to the Internal Exclusion Room (IE).

A C4 one-hour detention will take place after the incident and a restorative discussion will take place during the detention as part of the reintegration process. C4 Department Isolation is not a "fire and forget" solution. The process is concluded only when the student is reintegrated into the class.

Consequence 5 (C5) SLT Isolation:

A C5 may be given as a follow up to a C4, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C4 or another behaviour type.

In addition, the teacher may decide that a single instance of negative behaviour warrants a C5. This is likely to be for an act of violence and/or threatening behaviour or defiance towards the teacher. In this instance, the teacher may use the 'red card' for immediate SLT Intervention. The teacher should send a student (not the student involved in the incident) to Reception to ask a member of the Senior Leadership Team for assistance. The member of SLT will remove the student and place them in the Internal Exclusion Room (IE) until further investigation of the incident can take place. Parents/Carers will be contacted and the student will then spend the next day in IE, which will include a 60 minute detention after school on the same day.

The consequence of a C5 will depend upon the incident but may involve a further period of time in IE or a period of Fixed Term Exclusion. This will also result in a 1hr C5 detention.

Internal Exclusion Room (IE)

Following incidents of inappropriate behaviour in lessons or during unstructured time, students may be removed from normal lessons for a set period of time and placed in the Internal Exclusion Room (IE). Isolation is an extremely serious sanction. IE is based in the LEAP area and allows students a period of reflection time to consider their choices in terms of behaviour and the implication of their behaviour both to themselves and other members of the school community.

Students will be given appropriate work to do during the period of time spent in the IE Room and supported by senior staff to help them move forward and to resolve the issue. The IE Room is a purposeful environment with a bank of work which covers every curriculum area. Students will be isolated, spend break and lunch in the IE room and at no time will the isolated student be allowed to socialise with other students. Isolated students must not be sent to collect work. Students placed in IE arriving late without good reason will make up time the following day.

Students working in isolation will have placed their planner on the desk and will follow, as closely as possible, their normal timetable with work being provided for each lesson. Students will receive stamps for positive work and written warnings for poor behaviour in line with the behaviour system in mainstream lessons. Warnings include talking, refusal to engage in work, distracting other students etc. After several warnings in IE a member of SLT may be called to speak to the student and, if available, parents will be contacted to provide the student with every support to choose more positive behaviours. It must be stressed that the sanction of IE, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. The period of time in IE will end when the key staff involved agree that matters have been resolved.

As an alternative to the IE Room, the student may also be isolated to other areas of the school (E.g. LEAP area, Students Services office, Headteacher's office) in order to provide the most suitable location in which the student can reflect on his/her behaviour. The same support will be provided as it is for students in the IE Room.

Six Written Warnings (6WW) Detention: A student may receive a number of C2 written warnings throughout the week. When a student reaches his/her sixth written warning, they will be given a 60-minute detention will take place with the central detention room after school at the first available opportunity. The teacher giving the 6th written warning will log this on SIMS and a detention will be allocated.

Eight Written Warnings (8WW) Isolation: A student may receive a number of C2 written warnings throughout the week. When a student reaches his/her eighth written warning, they will spend the next day in the Internal Exclusion Area, which will include a 60-minute detention after school on the same day.

Detentions

All detentions must also include a restorative discussion. Detentions will be run on Monday - Thursday night from 3.00-4.15pm depending on the length of time of the detention. Students who fail to attend an allocated detention will receive a further consequence - a detention of additional time up to a 75-minute SLT detention. Failure to attend an SLT detention or a re-arranged C4 will result in a day in IE the next day. Teaching staff from Period 5 will accompany students to any centralised detentions in the LEAP area.

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, staff must inform parents 24 hours in advance.

A formal detention must be approached as an opportunity to support the student in making better choices in terms of their behaviour and attitude. If viewed as simply a punishment it is unlikely to result in a positive outcome. In terms of a restorative discussion staff may need to seek advice from their Subject Leader and / or House Leader before meeting with the student.

Students who are bussed into school are not exempt from after school detentions when parents have had 24 hours' notice.

Parents will also receive a phone call or message from the class teacher, subject leader or student services team in all cases to notify them of their child's detention.

If a student receives two C4 consequences, they will be required to complete an additional 1 hour after school detention.

If a student fails to attend a C4 detention without good reason and/or prior notification they will receive a re-arranged C4 detention. Should they miss this, they will receive one day in internal exclusion and will still be required to sit the missed detention. If a student continues to defy the Behaviour for Learning Policy further consequences will follow and escalated accordingly.

Further sanctions:

- Extended Internal Exclusion
- Managed Move to a different school
- Extended External Fixed Term Exclusion
- Permanent Exclusion

Re-Integration (LEAP)

Following a period of sustained low-level disruptive behaviour either in lesson or during unstructured time, students may be slowly re-integrated back into mainstream lessons.

Behaviour Management – Outside the Classroom (see appendix 2)

High standards of behaviour are expected outside the classroom. All students are expected to be polite, courteous, and respectful to everyone on the site and to comply with reasonable requests or instructions made by staff on the first time of asking. Students are expected to have regard for their own safety and that of others.

We operate a Positive stamp system in the student planner to encourage positive behaviour around the site.

Students accrue negatives (written warnings) for not meeting expectations and positives for going above and beyond normal expectations. Professional judgement needs to be applied when dealing with students that are not following staff instructions. It might be that an incident is so minor that the member of staff concerned simply makes a written comment in the appropriate section of student planner. Alternatively, the situation might be serious and confrontational that the teacher concerned, with the support and agreement of the student services team, decides that a more severe sanction is required.

If a student received five positive stamps they will be awarded five House Points by their tutor.

Tutors will check student planners on a regular basis during tutor sessions.

The Use of the Student Planner

Central to the success of the behaviour policy is the Student Planner. This forms the centre of communication between school and parents/carers and provides immediate feedback on a student's attitude to learning. At the beginning of each lesson, students take out their student planners and place it on the desk. Students who have not brought their planner should go to see their Student Services Manager before the start of the school day for a 'pink sheet' replacement page for the day which will be returned at the end of the day. Students who forget their planner on several occasions will be placed in a detention.

Tutor Monitoring of Planner

Within school, student planners will be monitored each week by the student's tutor. Tutors are expected to

- identify and confirm a number of points:
- that the planner is free from graffiti and is being kept in a tidy manner.
- that homework details are being recorded in sufficient detail
- that, whenever they occur, comments made in the student planner by other members of staff are responded to in the appropriate way
- that, whenever they occur, comments made in the Student Planner by parents are responded to in the appropriate way
- to monitor the awarding of positive stamps or written warnings

Longer Term Behaviour Management

Stages of Referral – STEP process (see Appendix 3)

- (a) The identification of a cause for concern Criteria:
- (ii) Several cumulative incidents over a period of time
 - (iii) Major incident

The House Leader will decide if a student is a cause for concern.

(b) School Strategies

These will be co-ordinated by the House Leader in an attempt to modify/improve student behaviour and attitudes to learning.

Strategies may involve

- (ii) production of a Student Support Plan
- (iii) case conference of subject teachers
- (iv) advice for staff from Director of Learning Support
- (v) parents in lessons
- (vi) work placements
- (vii) flexible timetable
- (viii) time in LEAP (IE room or Re-integration)
- (ix) Pastoral support Plan
- (x) emotional welfare support through various internal and external partners

Parents will be informed of the strategies employed and be an integral part of the process.

Where a student is statemented or has an EHC for additional learning support the strategies discussed will be found on the EHC.

(c) The involvement of outside agencies

Where success at stage (b) is considered to be below expectations or extreme behaviours are evident, the involvement of outside agencies may be requested.

This may include:

- (i) Educational Psychologist
- (ii) Emotional Welfare Support Staff
- (iii) Social Services.
- (iv) CAMHS
- (v) Prevention Education Team
- (vi) Child Psychological WellBeing Practitioners
- (vii) SMASH Programme
- (viii) TCAT Mental Health Worker
- (ix) School Nurse

Student Services

Student Service Managers, together with the Assistant Headteacher - Student Welfare and Assistant Headteacher - Inclusion and Safeguarding, plus House Leaders meet on a regular basis to review the school's student concern register. The concern register includes students causing concern that have been referred by the House Leaders for welfare, behaviour or other reasons.

They will identify further support channels and when appropriate be involved in the setting up of appropriate support plans.

In addition, academic progress will be reviewed by the team at each LPS cycle and a log of various 'interventions' will be kept.

Fixed Term Exclusions

Exclusions are used in the case of severe one-off incident 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, where necessary, to improve future behaviour and attitudes to learning.

In cases of severe or persistently poor behaviour other strategies will be considered as an alternative to a Fixed Term Exclusion before a final decision is made by the Headteacher.

Following a period of exclusions, a Return to School meeting will take place between the student, parent/carer and a senior member of staff. This meeting will provide an opportunity for the student and parent/carer to discuss the levels of support that the school is able to provide to ensure that behaviour improves. This will be recorded on the Return to School Agreement. The student will also make a commitment to improve behaviour and this will also be recorded on the Return to School Agreement.

A student cannot return to school following an exclusion without the satisfactory completion of the Return to School Meeting.

In all cases the re-admittance of the student will follow the principle of restorative practice.

There may be occasions where the Headteacher and/or a member of the Board of Governors is asked to sit in on the Return to School Meeting for serious issues or whereby persistent defiance occurs. This is to ensure that all levels of support are in place and to make clear to the student and parents/carers that the student needs to make urgent changes in behaviour in order to prevent permanent exclusion.

**The Headteacher has the discretion to operate outside the boundaries of this policy but ensuring they abide by statutory guidance (June 2012).*

Permanent exclusion is seen as a last resort when all other strategies have been used without a successful outcome (cumulative exclusion). In addition, occasionally one off serious incidents may warrant a recommendation to the Board of Governors for Permanent Exclusion.

Mobile Devices

Class Teachers

If a student is using a mobile phone or other electronic device (i.e. headphones) in the main school building (and sports centre) between the hours of 8.15am to 3.30pm it will be confiscated. Should a student have their mobile phone visible or this was to 'go off' in a lesson, the phone will be immediately confiscated and passed to student services team to contact parents. The mobile phone will be held in a safe location until the parent/carer can collect from reception. The incident will be logged on SIMS. Our policy states that all phones should be "OFF AND AWAY"

Staff have the power to take the mobile phone from a student and either pass this onto student services or request this to be collected. Should a student refuse to hand this to a member of staff this will be classed as inappropriate conduct to staff and defiance and a 75-minute detention will be set with a member of SLT. If the defiance is towards a member of SLT, the student will be placed in Internal Exclusion.

House Leaders

Will monitor the logs on SIMS and identify students who need to be challenged and dealt with accordingly; this will result in devices removed and locked away in a safe place until parents can collect.

The use of earphones/headphones are also not permitted in lessons and movement between lessons. However, in our digital age staff may choose to allow students to use mobile devices or applications on them to support learning. It is the teacher's responsibility to manage this entitlement within the confines of this policy in their classroom environment.

In this digital age social media plays a significant part in our lives. When used sensibly it can enhance learning and relationships. However, when used irresponsibly it can be detrimental to the safety and engagement of young people in school life. The use of mobile devices and social media is banned in the main building throughout the school day from 8.15-3.30pm. Equally if there is sufficient evidence to suggest that mobile devices or social media are being used for 'poor behaviour' we reserve the right to monitor the social media account via a student's own device. An unwillingness to assist the investigator in their work will result in an assumed guilty judgement by the Senior Staff involved.

The Power to Search

The Headteacher and staff authorised by them have a statutory power to search students and their possession, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Lighters
- E- cigarettes

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, this includes using technology to pass messages.

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 between students should be referred to the House Leader. At this stage the nature of the problem will be fully investigated and discussed with the Assistant Headteacher – Student Welfare. 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 examined in terms of appropriate action to support the victim and help the individual responsible make better choices in terms of behaviour. This action ranges from counselling the offender about their 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 the student undertakes not to continue such behaviour. Such an undertaking, which will be written, signed and filed (on a Behaviour Contract), 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 Board of Governors.

In cases of alleged harassment, that on further investigation are found to be essentially a peer dispute, the House Leader will seek to carry out a restorative conference with the students in order to re-establish good relationships between the individuals concerned.

A log will be kept of any referrals of alleged harassment.

All cases of racial harassment or other forms of discriminatory incident will be recorded and the outcome of action taken made clear and records overseen by the Assistant Head - Student Welfare

In incidences where the alleged harassment is against the Assistant Headteacher – Student Welfare, this should be directed to the Headteacher.

The data will be analysed to enable the Senior Leadership Team and Board of Governors to monitor patterns and trends and intervene with positive impact.

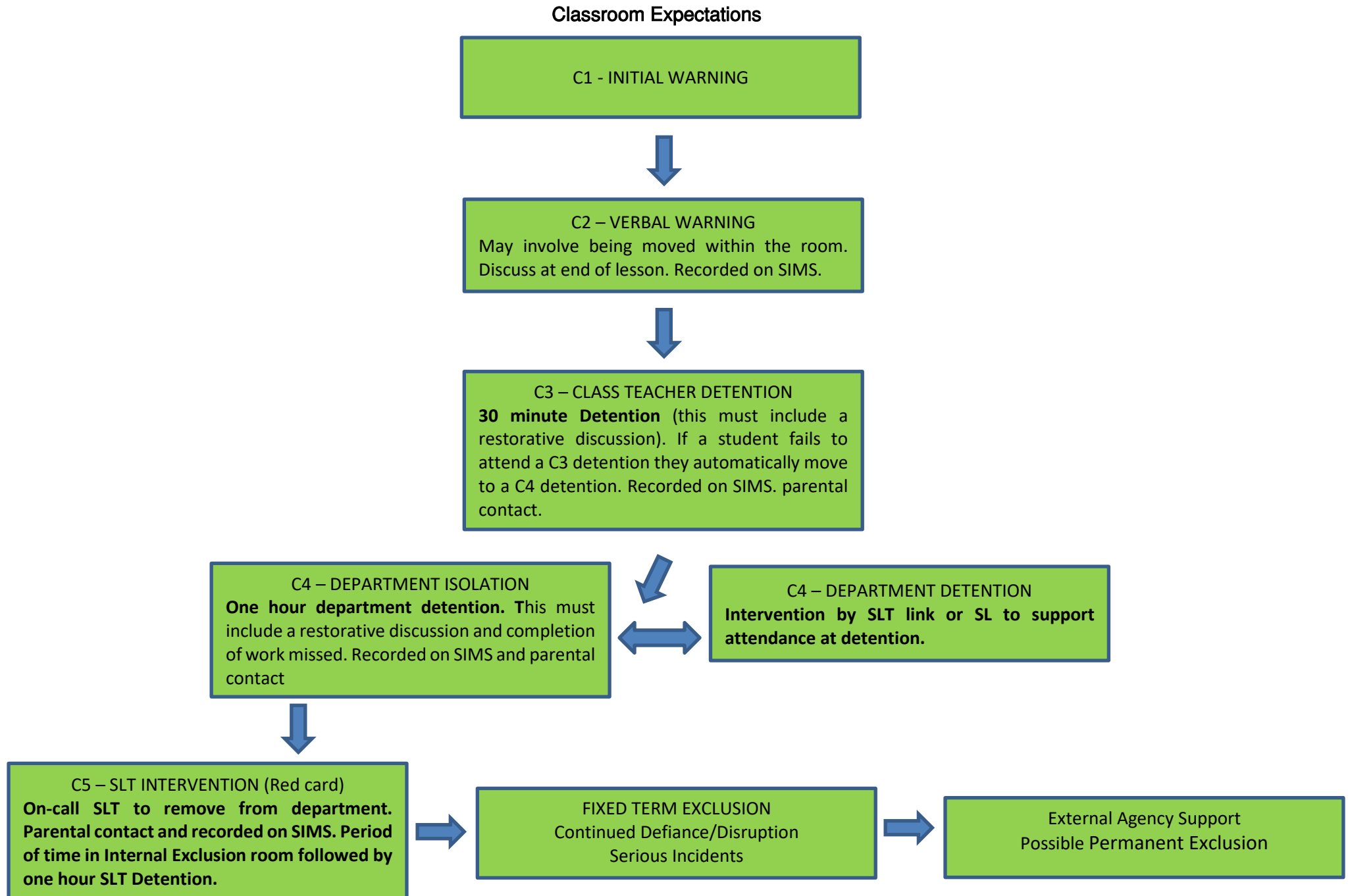
Monitoring and Evaluation

The Assistant Headteacher – Student Welfare will produce data throughout the academic year for the following areas:

- Attendance
- Fixed Term Exclusions
- C4 Department Isolations
- C5 SLT Interventions
- Discriminatory incidents (reported)
- Recorded peer disputes
- Restorative sessions (recorded)
- In class behaviour C2/C3 - Low Level Disruption
- Internal exclusion sessions
- Recorded bullying incidents
-

The above data will be shared with members of the School Leadership Team and given to the Board of Governors on at least three occasions each academic year.

APPENDIX 1A
Behaviour Management System



APPENDIX 1B

Classroom Expectations

Consequence	Behaviour Management Dialogue/Strategies
<p>C1 – INITIAL WARNING</p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Chewing • Swinging on furniture • Shouting out • General ‘carrying on’ <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another student across the classroom • Distracting others 	<p>“Scott you are talking, you are disturbing the Teaching and Learning (T&L) of the class. Scott that is a C1”</p> <p>State what is happening and give rule reminders. Try and identify behaviour that is positive. BE CALM AND EMOTIONLESS</p>
<p>C2 - VERBAL WARNING</p>	<p>“Scott you have continued to talk across the classroom” “You are now on a C2 and in danger of a detention”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and <u>defuse</u> the situation by praising those who are working well.</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm. Body language should be relaxed</p>
<p>C3 - CLASS TEACHER DETENTION</p>	<p>“Scott you have again continued to talk you have now moved to a C3. We will arrange the detention at the end of the lesson. You are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking.</p> <p>Offer them solutions on how they can alter their behaviour:</p>

	<ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour. In some cases a two minute cool down outside of the classroom may be appropriate.
<p>C4 – DEPARTMENT ISOLATION [One hour department detention]</p> <p>**If a student receives a C4 in a LPS cycle then this should influence the ATL grade given. Parent/carers need to be invited to Parents Evening.</p>	<p>“Scott you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to room ...”</p> <p>At this point the student must leave the room to the DI room. The student needs to leave with work for the remainder of the lesson. If they become argumentative then defer and ask for them to discuss this when they return.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p>
<p>C5 - SLT INTERVENTION for the following:</p> <ul style="list-style-type: none"> • Health and Safety • Violence or threatening behaviour • Swearing directly at a member of staff • Refusal to leave the classroom • Persistent disruption to learning 	<p>If there is a situation that warrants an immediate C5 SLT should be called to intervene. Do this by giving the SLT Intervention card to a student not involved in the incident. This student should be sent to RECEPTION for member of SLT.</p> <p>The member of SLT will then remove the student and place in the Internal Exclusion room until further investigation into the incident.</p>

If there is no improvement in a student's work and behaviour they may be placed on the Step System. This means we are seriously concerned and the tutor, House Leader and teachers will work closely with the student and parents/carers to ensure that the situation improves quickly.

Step 1 This may indicate a marked reduction in attainment due to poor behaviour, effort and/or attendance. In your free time your behaviour may also be consistently unacceptable and anti-social to others. This may also be resulting in reduced learning and progress for other students in your class.

Action: House Leader and tutor to work closely with teachers to arrange appropriate curricular and Student Service Interventions. An example of a Student Service Intervention might be HL detention, 20 min student observations. Parental contact. House Leader to diarise a review in 4-6 weeks (dependent on severity). Placed on House Leader Report and possibly Student Support Plan.

Step 2 Following a review there has been no improvement. Possible External Agency involvement. (Ed. Psych for example).

Action: HL and tutor to work closely with teachers to arrange appropriate curricular and Student Service Interventions.eg LEAP referral. Parental contact. HL to diarise a review in 4-6 weeks (dependent on severity). The student should be placed on a Student Support Plan and placed on LEAP report.

Step 3 You are now at risk of Permanent Exclusion due to an inability to follow school rules and to take advantage of what is on offer at Hessle High School. There have been a wide range of internal and external supports implemented, monitored and evaluated. You may now require a Pastoral Support Plan.

Action: Parental contact, Pastoral Support Plan, continued involvement of external agencies (LAAP). House Leader to diarise a review after an appropriate period. (Head of School report).

Step 4 Permanent Exclusion – for students whose extreme behaviour consistently threatens the learning or health and safety of others. All students on the Step System are expected to work positively with their parents/carers and all their teachers in order to come off the Step by the end of the review period. (Headteacher Report)

A Fixed Term Exclusion may result in you being placed on a higher Step.

Behaviour Outside of the Classroom – the expectations of students

Hessle High School a place where students have the right to feel: **safe, respected and happy**. To achieve this there are certain rules which all members of the community must adhere to. If students break the following rules, the member of staff may issue a WSE 1 Verbal Warning and stamp RESPECT card. If a student receives five 'negatives' they will receive a WSE 2 House Leader Detention.

In the Corridors:

In the corridors, any member of staff has the authority to enforce the rules by giving students a WSE 1 Verbal Warning and stamp their RESPECT card. All the rules except those relating to uniform apply to Sixth Form students too.

When in the corridors of the school students should demonstrate the highest levels of behaviour in the following ways:

- Wear full uniform correctly including ties, blazers, skirts, trousers, shirts and shoes
- Show **respect** towards others by not shouting
- Show **respect** towards your school environment by not eating, drinking or chewing
- Show **respect** towards the safety of others by not running or playing games

In the Dining Room and Outside Areas:

Again, the consequence for breaking these rules is a WSE 1 Verbal Warning and stamp RESPECT card:

- Wear full uniform correctly including ties, blazers, skirts, shirts and shoes
- Show **respect** towards your school environment by clearing away debris, plates and cutlery after using the dining room
- Show **respect** towards your school environment by eating where permitted and not dropping litter
- Show **respect** towards others by not pushing in when queuing for lunch

- Show **respect** towards members of staff by following instructions from them

Outside of the School:

- Wear full uniform correctly including ties, blazers, skirts, trousers, shirts and shoes
- Show **respect** towards members of the community by not shouting in residential areas
- Show **respect** towards members of the community by crossing the roads in a safe, disciplined manner
- To remain **safe** take great care when entering and leaving the school grounds because of the number of cars and buses using the site
- If you cycle or scooter to school, you must dismount and walk with your bike to the bike compound
- All cyclists are strongly advised to wear a cycle helmet to remain **safe**
- Only owners of bicycles are allowed to go to the compound, and you must never interfere with someone else's bike or scooter.

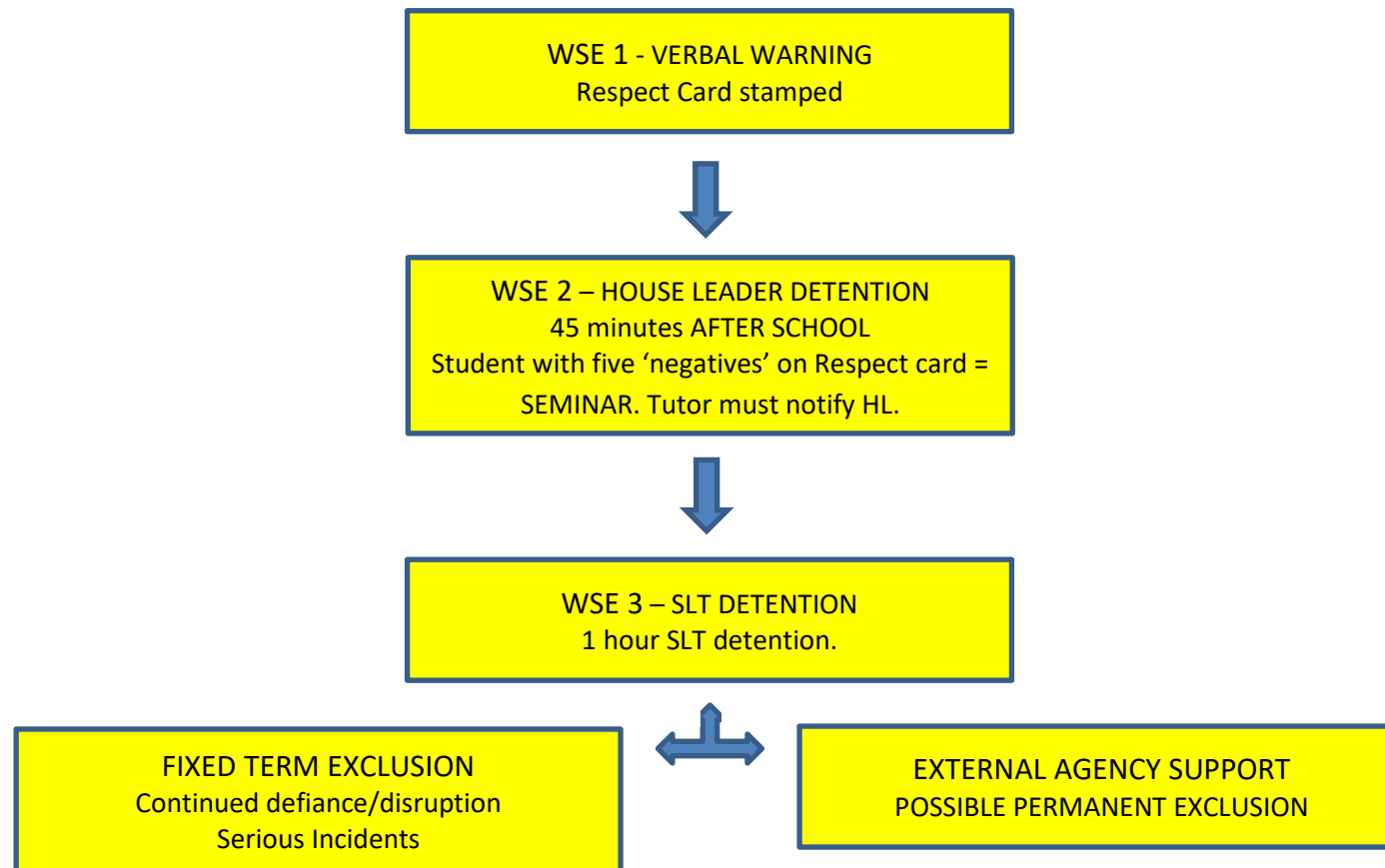
Serious Incidents:

There are a number of behaviours that are non-negotiable and will be dealt with by issuing an SLT Detention/Internal Exclusion/Fixed Term Exclusion. Staff should report these incidents to SLT ASAP.

- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence of any kind
- Abusive language to any staff member
- Prejudiced based language
- Harassment or bullying
- Anti-social behaviour: graffiti, vandalism, etc.
- Smoking
- Damage to property or theft

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

APPENDIX 2
Whole School Expectations



APPENDIX 3

Basic Behaviour Management System 2016 – 2017

