



Behaviour for Learning Policy

Approved On/By:

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Next Review Due By:

Monitoring & Review:

Staff Member(S) Responsible:

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Annually

R Fradley & R Patel



Behaviour for Learning Policy

Rationale

The Policy is the underpinning structure by which the school operates a consistent approach in order to:

- Provide a safe, calm, purposeful climate for effective teaching and learning.
- Promote good relationships and respect between all members of the school community.

The college recognises that positive behaviour and a healthy attitude to learning are essential when creating an establishment where academic expectations are valued and allow pupils to achieve their best.

Aims

- To promote good behaviour, self-discipline and respect.
- To promote strong partnerships with pupils, parents, the community and local authority in supporting positive achievement and behaviour.
- To ensure that there are strategies in place to deal with poor behaviour effectively.
- To ensure a safe working and learning environment for staff and pupils.
- To enable all staff to be responsible for the effective management of pupil behaviour.

Promoting Character, Good Learning Behaviours and Resilience

We promote the development of character, good working ethos and resilience by rewarding pupils who demonstrate these traits through the following:

- Pupil leadership system in each year group
- Senior pupil leaders
- Hodge Hill All Stars – pupils gaining outstanding (A) or good (B) for effort in all subjects
- Aspiring Hodge Hill All Stars – pupils gaining outstanding (A) or good (B) for effort in all subjects, except one
- Extra-curricular activities
- Work Hard Get Rewarded – whole school rewards programme promoting excellence
- Termly reward events for KS3 & KS4
- Charitable events and focus for all year groups
- Supporting our local community

Expectations of Pupils

Good behaviour is promoted through clear expectations which require all pupils to respect one another, staff, visitors and members of the community. It requires us all to ensure we create a safe and respectful environment for all through our CARE brand: Courtesy, Achievement, Respect and Excellence. We encourage all pupils to look smart in their appearance, conduct themselves in an appropriate manner and come equipped for their learning. Pupils can demonstrate their positive attitude towards our standards through the following positive actions:

- Wearing the correct uniform every day
- Ensuring the correct hairstyles without shaved lines or patterns
- Following college policy on digital devices
- Completing homework and revising for tests and exams
- Treating others how we would like to be treated ourselves
- Following the advice and guidance of teachers and support staff
- Behaving in a way which allows every pupil equal access to education
- Self-manage behaviour in unstructured time
- Acknowledge that verbal, electronic or physical assault will not be tolerated

Pastoral support from all college staff

Promoting good behaviour in college is the responsibility of all staff. Good behaviour leads to high academic achievement and high social contribution to the college community. This is central to the college ethos. It is the responsibility of all members of staff to work purposefully towards our goals and to comply with guidelines set out in this document. The pastoral support system comprises:

- Deputy Head Teacher for Behaviour and Safeguarding
- Assistant Head Teacher for Behaviour and Attitudes

The DHT and AHT are responsible for providing extra support and advice where necessary. Where serious incidences or continual poor behaviour is evident support is provided by:

- Achievement Co-ordinators (AC)
- Assistant Achievement Co-ordinators (AAC)
- Tutors
- Teachers

The AAC's and AC's are responsible for individual year groups. Their roles include:

- Monitoring attendance and punctuality.
- Monitoring behaviour and welfare.
- Supervising unstructured time.
- Implementing sanctions and rewards.
- Liaising with parents where necessary.

All staff will promote the following:

- Good behaviour including use of standard English, appropriate dress, correct equipment.
- Keep accurate records.
- Administer the system of rewards and sanctions which should be applied fairly and firmly.

Working in Partnership with Parents and Carers

We believe in the importance of working in partnership with parents and carers to promote a positive ethos of good behaviour. Whilst pupils spend a significant amount of time in school, home is the most significant influence in their lives. Whilst the college seeks to promote, manage and reward good behaviours during the school day, it is only parents who can do this once school finishes, and in the home. Therefore, it is vital that good behaviours are promoted at all times by:

- Parental modelling of British Values: Democracy: The rule of law: Individual Liberty: Mutual Respect for and tolerance of those with different faiths and beliefs and those without faith
- Parental modelling of good use of social and electronic devices.

Additional parental/care responsibilities:

- Contacting the college if contact details change.
- Making sure that your child attends every day and arrives on time.
- Contacting the college in any case of absence.
- Ensuring that your child wears correct uniform as illustrated in the parent handbook.
- Ensuring the college is aware of any issues, including medical needs or allergies.
- Refraining from booking holidays during school term. It is important that parents understand that there is **an incurrence of a fine for term time holidays**.
- Familiarising themselves with all the policies and strategies that the school uses to keep a positive working atmosphere.
- Supporting the school's 'Behaviour for Learning Policy'.
- Monitoring your child's use and access to social networking sites.
- Understanding that where contact between parents and school is necessary, accurate information will be used to arrive at the best solution.
- Treating all members of staff with courtesy and respect at all times.

Please note that the college is required by law to report any of the following to the police should they occur:

- Threats or acts of violence
- Theft
- Repeated harassment or intimidation e.g. name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

Legislation and statutory requirements

This policy is based on advice from the Department of Education on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability Code of Practice
- Section 175 of the Education Act 2002 which outlines a school's duty to safeguard and promote the welfare of its pupils
- Section 88-94 of the Education Inspections Act 2006 which require schools to regulate pupils' behaviour

Off-site behaviour, beyond the school gates

Please note teachers have a statutory power to discipline pupils for misbehaving beyond school premises. This includes the following but the list is not exhaustive:

- Travelling to or from school
- Whilst taking part in an off-site activity
- Whilst wearing school uniform or other items identifiable with the school
- Incidents which could adversely affect the reputation of the school

Sexism and Sexual Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if the pupil refuses to apologise in the first instance

Our pastoral curriculum will cover what healthy and respectful behaviour towards one another looks like.

Child-on-child abuse

All staff will receive training on child on child abuse. We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such all our staff and children are supported to:

- Be alert to child on child abuse (including sexual harassment);
- Understand how the school views and responds to child on child abuse

- Stay safe and be confident that reports of such abuse will be taken seriously.

We will not tolerate instances of child on child abuse and will not pass it off as “banter”, or “part of growing up”. We will recognise that “child on child abuse” can occur between and across different age ranges and will follow both national and local guidance and policies to support any children subject to child on child abuse. We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools and utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority.

Searches

Headteachers and staff have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Vapes and e-cigarettes
- Stolen items
- An article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage the property of; any person (including the pupil)

Disclaimer

- All staff have the power to search any pupil without consent if they believe they have an item in their possession which may endanger the health and safety of any pupil or adult in the college.
- Incidents of violence or assault, theft, repeated harassment or intimidation, or incidents of hate crime will be reported to the police.
- Staff also have the power to use reasonable force or make other physical contact if the situation requires this.
- IT systems are monitored at all times.

Detentions

Below is a link to a government summary of the law relating to discipline in school.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

What the law allows:

1. Teachers have a power to issue detention to pupils (aged under 18).
2. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
3. The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
 - any school day where the pupil does not have permission to be absent.
 - weekends - except the weekend preceding or following the half term break.
 - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days
4. Parental consent is not required for detentions.
5. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances.

Detentions Process

Pupils who do not meet our expectations for behaviour will be kept for a detention after school. Detentions can be issued for pupils not meeting the expected standards, incidents of poor behaviour, lateness to school and poor punctuality to lessons. Detentions may last for thirty minutes, and in some instances may last for an hour.

Parental consent is not required for detentions; however, the school will make attempts to ensure parents are informed when their children are issued with a detention.

Malicious Allegations

Please note that false allegations made against members of staff is a serious breach of the behaviour policy and will be dealt with accordingly.

Monitoring

The policy will be monitored and evaluated by:

- Annual review of strategies.
- Monitoring of rewards and sanctions.
- Pupil voice.
- Regular consideration on SLT and Pastoral Team agendas.
- Lesson observations and drop-ins.
- Analysis of data held on SIMS/Classcharts

Campus Expectations

- All members of Hodge Hill College will embody the core principles of the CARE brand: Courtesy, Achievement, Respect, Excellence.
- Disrespectful remarks about race, ethnicity, gender, sexuality, appearance or family background will be regarded as a serious incident.
- Bullying or harassment in any form will not be tolerated. This includes any form of harassment of staff including malicious allegations against members of staff.
- The college environment must also be treated with respect; graffiti or deliberate damage is not acceptable.
- All litter should be placed in the bins.
- The college discourages the use of single use plastic. Drinking water should be stored in refillable clear water containers. Single use water bottles will be confiscated.
- The languages of communication whilst in College are English and French.
- All pupils should be actively engaged in their learning.

Health and Safety

- It is now an offence, under section 139A of the Criminal Justice Act 1988 to carry an offensive weapon or knife on school premises.
- Pupils may not bring anything to school that could be considered a weapon or injurious to the health of others. Offensive weapons such as knives, and items turned into weapons will be treated with zero tolerance.
- Verbal, electronic and physical abuse to any member of the college community is not tolerated in any circumstance.
- No illegal substances may be brought on site.
- Pupils should not shake hands with each other or staff.
- Smoking and vaping is prohibited on school premises. Lighters must not be brought on site. This also applies to educational visits or events where the school is being represented.
- Any valuable items should not be brought into the college. We cannot accept responsibility for their loss or damage.
- All pupils must remain on the premises during college hours, permission for absence must be requested by parents and authorised in advance.
- All pupils must follow all rules as reflected in the Family Handbook.

Confiscated Items

These items will be placed in the school office to be picked up by a parent/guardian after school.

Behaviour for Learning – class room code of conduct

Pupils are expected to engage in lessons for the duration of the lesson. The school uses a consequence system to encourage a healthy climate of reflection to address poor behaviour. The consequence system is illustrated below.

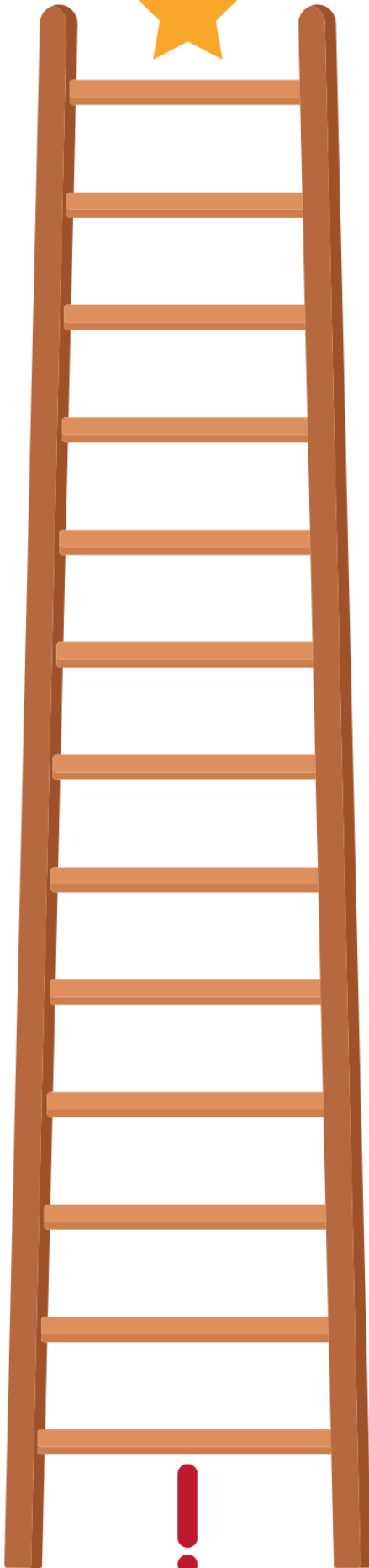
Consequence	
C1	Verbal warning
C2	Move seats
C3	Good neighbour

Sanctions may take the form of any combination of the following strategies:

- being good neighboured to another classroom
- being placed on report
- detentions at lunch times and/or after school
- moving tutor group or teaching groups
- parental contact

We take an inclusive approach to behaviour management and have a number of interventions at our disposal to support pupils to improve their behaviour and to meet our high expectations. The Success Ladder details a number of approaches we use here at Hodge Hill College.

The Success Ladder



Hodge Hill College

Detention

Report to AC/AAC

Parental Meetings

Reflection

3 Day Fixed Term Suspension

Pastoral Support Programmes

5 Day Fixed Term Suspension

Passport 2 Success

Headteacher's Warning

10 Day Fixed Term Suspension

Managed Move/Alternative Provision

Governor's Warning

Permanent Exclusion



Please note we work in partnership with other schools in the East Area Network to promote good behaviour and offer pupils a fresh start in another school when all internal strategies for managing good behaviour fail. Finally, the school works closely with our police liaison officer who comes into school once a week.

Serious behaviour infringements

For serious infringements of behaviour, the college reserves the right to suspend or exclude pupils. There are two possible consequences which may be used dependent on the individual or series of serious infringements:

- Fixed term suspensions
- Permanent exclusion