



# Hele's School Behaviour Policy & Practice 2016

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## General Principles:

1. Good behaviour is held in the highest regard at Hele's School so that young people can feel safe, confident and so that learning proceeds without interruption. We will **rigorously enforce** this by:
  - a) Promoting good behaviour and discipline.
  - b) Paying particular attention to the promotion of good behaviour for learning, by which we means an active contribution in lessons, enabling the class to learn and the teacher to teach.
  - c) Reducing recidivism by monitoring repeat offenders.
  - d) Creating an ethos of equality and fairness of treatment for all.
  - e) Encouraging consistency of response to both positive and negative behaviour.
  - f) Offering students support and strategies to modify their behaviour.
  - g) Working with students and parents at an early stage to resolve behavioural and disciplinary conflicts in a consistent way which supports and reaffirms the schools aims.
  - h) Promoting the school safeguarding policy to create a learning environment free from violence, bullying and harassment.
  - i) Recognising the impact that poor behaviour can have on the learning environment and on individuals and act accordingly to support as well as sanction.
2. Consistency of approach to young people from **all** staff, parents and carers is the key to ensuring good behaviour. We therefore endorse the value of the 'Home School Agreement' in building effective relationships with parents.
3. For the same reason, high quality staff training to enable a common understanding of our behaviour management procedures is important. Support for the application of these procedures from senior staff and governors ensure that the community is empowered to challenge poor behaviour and indiscipline effectively.

## Discipline in schools - teachers' powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

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Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate pupils' property.

## **Punishing poor behaviour- what the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the principal;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

We shall consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

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## Pupils' conduct outside the school gates - teachers' powers - What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - or travelling to or from school or wearing school uniform
  - or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - or poses a threat to another pupil or member of the public
  - or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Detention-what the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

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; and
- non-teaching days - usually referred to as training days.

At Hele's, all teachers are allowed to award detentions at lunchtime should they choose, and all other staff can recommend after school detentions to the Head of House or Head of Department once all other steps have been taken or in the case of a behaviour warranting such a sanction.

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Parental consent is not required for detentions, but the school will always seek to agree the sanction where possible.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can
  - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## Confiscation of inappropriate items what the law allows:

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Teachers have the **power to search** for "prohibited items" including:

- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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Confiscated items will be labelled and kept for collection by parents or carers if appropriate. Uncollected items will be disposed of after a term without further notice.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. It is also likely that if necessary to maintain the safety of pupils, the Police will be called to undertake searches where items are suspected to be carried by pupils.

The school adheres to the guidance found in the DFE document 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

## **Use of Isolation**

Hele's sanctions include placing a pupil in isolation away from other pupils for a limited period. This might be during lessons to allow the class to continue without disruption, or for social time to prevent anti-social behaviour, or both. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare whilst in isolation.

Pupils will not be allowed their phone whilst in isolation, and will be expected to work hard on constructive studies. The duration of isolation will be the minimum required to ensure the pupil is ready to return to the classroom, or social time. Pupils will be given time to eat or to visit the toilet.

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## RESPONSIBILITIES

### Classroom Management

All teachers are responsible for their own classroom Management, as defined in Teacher Standard 1 and 7:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

At Hele's classroom management is based upon the '**Five Steps to behaviour recovery**' shown in appendix A, which summarises our standard operating procedures for behaviour. These are aligned to sanctions for consistency.

The diagram illustrates the lines of referral:

After Step 1 warnings, Step 2 indicates that the classroom teacher uses professional judgement to decide when to refer a student to Head of Department for poor work, homework, attitude or behaviour.

Steps 4 and 5 enable a referral to a senior member of staff or the Principal.

**The communication of actions and outcomes** is essential in preventing recidivism, and for recording effective strategies that can be shared. Parents have access to this data for their child in real time, reinforcing the home school agreement, and fostering consistent approaches to behaviour management.

We do this by:

Using Classcharts as the daily monitor of good discipline and achievement.

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Specific disciplinary problems such as bullying and incidents of racist behaviour will be documented in accordance with Local Authority guidelines.

- Behaviour strategies and the 'teaching of good behaviour'**  
 All staff are expected to recognise good behaviour and praise according to the school policy and students can expect to be rewarded for their commitment to learning and positive contributions to the school community. Assemblies address collectively the standards expected of students about to enter adult society and tackle 'live' issues such as online safety, community behaviour and road safety, discrimination as and when appropriate. We expect our students to be positive role models and take up leadership positions throughout the school.

In lessons, staff are expected to reward more than they sanction and to exemplify positive standards of behaviour and punctuality and to be explicit about the standards expected in class.

Regular analysis of ClassCharts data informs our staff of behaviour trends and enables them to respond accordingly.

- CPD**  
 Behaviour training will be offered as part of our new staff induction. As staff progress throughout their career and take on positions of responsibility they will be expected to support the schools' behaviour policy ie Head of Department will undertake Behaviour for Learning walks or will contact a parent of a child who is misbehaving. Support through the DIP/HIP is in place for staff new to a middle management role.

Opportunities for whole school training will be provided as well as specific strategies to use with individual students which will be disseminated by Pastoral leads or SENCO in consultation with our EP.

Staff who require additional support with Behaviour management strategies, as identified through appraisal/observation, will be entitled to bespoke training to improve this aspect of their teaching.

- Referral Routes**  
 These are clearly outlined in our 5 Steps approach and there is a clear hierarchy. Staff are expected to have followed the guidelines for behaviour recovery in the early stages and to de-escalate behaviour where they can. Where it is clear that a situation cannot be salvaged through sanctions at stage 1 & 2, a referral should be made to the line manager (departmental for class-based issues, pastoral for other issues) with a written account of student behaviour and action already taken.

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## Rewards & Sanctions

1. These are detailed in the schools' Behaviour standard operating procedures.
2. Rewards are issued by staff as Achievement points. Parents have access to these via Classcharts. Celebration cards are issued at key points with students able to obtain reward vouchers at Platinum and Diamond level. Achievement points are also awarded on a termly basis for good attendance, punctuality and commitment to learning. Achievement points are aggregated with behaviour points to give a student's total Conduct points. These points contribute to House Conduct performance. School awards evenings are held for all year groups and recognise achievement, effort and positive contribution to the school community.
3. A range of sanctions are used and are recorded through Classcharts. Hele's School will make every effort to work with a student to recover their behaviour but, when this is not successful, will employ a range of sanctions including detentions at lunchtime for 20 minutes or for an hour/ two hours after school for more serious or persistent behaviours. Parents will be informed in advance of any after school detention. Detentions can be issued for poor behaviour, failure to complete homework or classwork, lateness or uniform or equipment infringements.
4. Internal isolation is used for more serious behaviour. Parents will be informed and students will be expected to complete assigned work during this time to a satisfactory standard and are also expected to reflect upon their behaviour during this time.
5. Behaviour contracts will be used for pupils who are unable to respond to supportive measures. These will be discussed with parents and students and will contain specific short term targets which will be regularly reviewed.
6. In circumstances of extreme or dangerous behaviour the school will use a period of fixed-term exclusion and a meeting will be held on reintegration with the Principal and key staff. See Exclusion Policy.
7. In the rare circumstance of students being unable to meet our expectations over a period of time, and, where no improvement in behaviour is being seen, the school will discuss the process of managed transfer with both parent and student in order to minimise the impact of individual behaviour on the school learning community and to allow for a 'fresh start' for the individual.

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## Support Systems

Students can expect to be offered appropriate support to manage and modify their behaviour and may be referred to work with our Support Base or external professionals which might include a mentor or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Referrals to our Student Support Base will be made in consultation with parents and students and will come from a Head of House/SENCO/SLT. Students requiring more intense support will be raised at our Support Panel meeting and a multi-agency process, which may include the CAF framework, will be adopted. Should a parent not wish for specific support to take place this will be logged.

- **Post 16 learners:**

The same general principles apply, and consistency with behaviour for learning, dress code (including ID badges) and safety must be followed. The general rule to apply is that Post 16 students should consider themselves in the professional workplace, and behave accordingly. Neither behaviour nor dress should cause offense to others.

## APPENDIX A – behaviour referrals

Wave 1	<p>For all minor incidents, low level classroom issues or occasional infringements of school rules, missed homework etc. Short of being sent away from the room to be parked. Disruption MUST NOT interrupt learning.</p> <p>Teacher/tutor uses a range of strategies to achieve the desired behaviour for learning eg moving seats/ verbal warning/ time out/individual discussion/seating plan/redrafting of work, completion of unfinished work/homework.</p> <p>Punctuality/uniform monitoring log (tutor)</p> <p>Contact home</p> <p>Log behaviour on Classcharts</p>
Wave 2	<p>If no improvement and behaviour persists and impacts upon learning of others or shows persistent poor C2L, HOD monitoring/departmental parking/phone call home.</p> <p>Monitored formally by HOD if classroom-based or HOH through Yellow passport to success. Referral to other agency/SSB as appropriate. Therapy/support to prevent reoccurrence. CAF process.</p> <p>HOH monitoring/parental meeting</p>
Wave 3	<p>If still no further improvement and poor attitude persists/homework continues not to be completed or for one off act of truancy/refusal/defiance, HOH/HOD places in after school detention for one hour in isolation room. HOH/HOD to contact home and complete detention proforma. If student fails to turn up 2 hour after school detention manned by SLT. Work must</p>

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	be provided to Student Services by HOH/HOD in advance. Ongoing monitoring and support by HOH/HOD
Wave 4	<p>More serious or repeated infringements – refer to SLT</p> <p>Isolation – 1 or 2 day</p> <p>SLT monitoring and support</p> <p>Parental meeting</p> <p>Exclusion</p>
Wave 5	<p>More than 2 F/T exclusions.</p> <p>Meeting with the Principal and Behaviour contract in place</p> <p>Consideration of a managed transfer –PIP to be completed by HOH/SLT</p>

Other useful documents available on request

Standard operating procedures

Uniform, routines, behaviour.

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