

Behaviour for Learning Policy

Heles`s School Behaviour for Learning Policy 2022

A great place to learn, a great place to grow.

Date	Version	Created by	Description of change
Sept 2019	1	EMC/ERC	
June 2019	2	EMC/ERC	2019 version revised to include new policy areas.
June 2020	3	EMC/SEC	Updated for return to school with added COVID section
Sept 2021	4	EMC	Updated to reflect changes to internal structures
Nov 2022	5	MPR	Updated to reflect changes to internal structures

Behaviour for Learning Policy

Enabling every individual to shine and contribute positively to our school and the community

At Hele's School we combine our expectations for students' outstanding academic achievement with an emphasis on their personal growth. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and to serve, and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy. We provide outstanding educational opportunities and experiences for each of our students, to enable all to explore intellectually, to grow emotionally and to achieve their full potential.

Mission

We work together to fulfil our moral purpose in providing care and support to enable all students to:

- foster a 'can do' mindset in all of our young people
- have a life-long curiosity and passion for learning
- develop creative thinkers, capable of taking risks in their learning
- be compassionate and sensitive to the needs of others and of self
- embrace diversity and have a commitment to equality and inclusivity
- be considerate, polite and always act respectfully towards others
- make a positive contribution to their community and to society as a whole
- be team players, who work collaboratively to achieve shared goals
- feel comfortable socially and express themselves confidently in a range of situations.
- shape their own future
- recognise and celebrate improvement and success
- ensure praise and positivity is the norm

General Principles:

We aim to provide the best possible educational experience for all in our community within a well-ordered and purposeful learning environment, ensuring all members of Hele's School are 'Committed, Respectful and Safe'.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mindset.

Sanctions, including restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive.

Each child is treated and valued as an individual with their own specific needs and talents.

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.

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 entire community is empowered to challenge poor behaviour and indiscipline effectively.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves and alternative provision are utilised as appropriate.

We ensure that our Behaviour for Learning Policy and practice follows the latest guidance documents from the Department for Education (see Appendix 1).

We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

Committed Respectful Safe

All students at Hele's School are expected to behave in a way that is 'Committed, Respectful & Safe'. These three key rules act as umbrella terms for all expected behaviours within the school which students and staff are familiar with.

Some examples of how students might show off these qualities are listed below:-

To be COMMITTED – to bring the required equipment (Super 6); to wear the correct uniform; to be punctual; to present to lessons ready to learn; to engage in lessons; to complete homework; to follow instructions first time; to take responsibility for one's own behaviour; to be an active member of the school community; to take pride in the Hele's badge.

To be RESPECTFUL – to be courteous and polite towards each other, all members of staff, the school itself and our environment; to use language appropriate to a school setting which does not incite or discriminate (eg. by race, religion, gender, ability or sexuality); to look after belongings (own and others); to work with others to resolve issues; to respect the privacy of others; to adhere to the School policy on mobile phone usage

To stay SAFE – to think before acting; to follow instructions for health and safety reasons; to use technology safely in school; to use social media responsibly outside of school; to spend social time responsibly; to report any concerns for others to an adult; to be an upstander not a bystander.

In addition to displaying Committed, Respectful and Safe behaviour on the school site, students are required to uphold the rules of the school in each of the following situations:

- taking part in any school-organised or school-related activity
- travelling to or from school or when wearing school uniform
- when identifiable in any way as a pupil at Hele's School

Whether or not the conditions above apply, a student may be subject to sanctions if their behaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

Praise and Recognition

Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that recognition of each student`s own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Verbal praise is used by all staff at Hele`s School to routinely create and reinforce positive relationships. Students are recognised and acknowledged for doing the right things and doing things right. Every student is encouraged to be the best version of themselves.

Achievement Points

Achievement Points are awarded by all staff for behaviour that is `Above and Beyond` and these are logged on ClassCharts. These give instant recognition to students for their effort and achievement in class/during social time and beyond the curriculum. Additional points are awarded following each IA point (Interim Assessment) for students demonstrating excellent commitment to learning. Similarly, Achievement Points are awarded routinely to recognise attendance above the national benchmark of 95%. Parents can track their child`s Achievement Points using the ClassCharts app.

The number of Achievement Points received by students is monitored by their Tutor, Pastoral Support Manager and Head of Year. Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

All Achievement Points awarded to students also count towards their Year Group total. Inter tutor-group competitions as well as whole-school activities can also provide means by which to gain achievement points and students are encouraged to engage in individual and collective activities to enhance their curriculum.

Throughout the year, there are celebrations and recognition of students achieving key milestones in terms of achievement points. Certificates at Bronze, Silver, Gold and Platinum level are awarded to individuals through the pastoral system and events are run to recognise those achieving highly at various points across the year.

'Above and Beyond'

There are a number of areas in which a student can display behaviour which is 'Above and Beyond' the basic expectations of 'Committed, Respectful, Safe'. This includes:

- **Leading in learning**
 - *Asking questions to deepen learning, leading others on a task or activity*
- **Helping others**
 - *Supporting peers/staff with a task or activity*
- **Demonstrating a love of learning**
 - *Displaying exceptional effort in class, producing work of exceptional quality, wider reading, additional home learning*
- **Being a positive role model**
 - *Displaying the values of 'Committed, Respectful, Safe' to other students, supporting others with learning, mentoring others*
- **Being an upstander**
 - *Taking a pro-active approach in situations where others are not behaving in a Committed, Respectful or Safe manner*
- **Acting positively on feedback**
 - *Exceptional completion of DIRT activities / note-making / clear progress in work following specific verbal or written feedback*
- **Showing commitment to extra-curricular activities**
 - *Regular attendance at clubs, playing for School teams, representing the School, supporting School events*
- **Improving the environment**
 - *Producing display work, keeping the environment clean and orderly, using initiative to improve conditions for others*
- **Being a positive ambassador for the school**
 - *Work in the community, charity work, volunteering, excellent conduct when working off-site*

Positive postcards and telephone calls home are used by all staff to recognise when students have gone 'Above and Beyond' in terms of their conduct. Phone calls home are also recorded by the member of staff on ClassCharts.

Students nominated by a parent/carer/peer/teacher for outstanding achievements outside of school may also have access to a range of additional activities throughout the school year to recognise their achievements.

It is important to us at Hele's School that students who display behaviour which goes 'Above and Beyond' receive public recognition for their efforts. We make use of social media to share examples of successes and achievement and showcase examples of great work in prominent areas around the school. Assemblies are also used to praise students for endeavour within and beyond school, as well as to recognise academic progress and attainment, sporting successes and engagement within the wider community.

We encourage all staff to ensure first attention goes to those students showing the best conduct and students understand the expectation to act as positive role models to one another.

Consistency of approach

Staff are expected to recognise and reward more than they sanction and to exemplify positive standards of behaviour. They are expected to demonstrate punctuality and to be explicit about the standards expected in class.

Assemblies address collectively the standards expected of students about to enter adult society and tackle 'live' issues under each area of 'Committed, Respectful, Safe'. This may include issues such as study skills, community behaviour, discrimination, online safety, road safety, etc as and when appropriate.

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

All staff are required to uphold a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including de-escalating and modifying behaviour where they can. Where it is clear that a situation cannot be salvaged through the Warn- Move-Park system (see Stepped Sanctions) and a student needs to be parked, this should be logged on ClassCharts. Full details should be written in the notes section about steps taken so far, followed by a discussion with the Line Manager (departmental for class-based issues, pastoral for other issues).

Behaviour training is required as part of our new staff induction. As staff progress throughout their career and take on positions of responsibility, they are expected to support the School's Behaviour Policy and those they line manage ie Head of Department will undertake Behaviour for Learning walks or will support a member of their team through contacting a parent of a child where there have been repeated issues. This does not replace the role of the teacher but offers an additional layer of support for a student to modify their behaviour.

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

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

Stepped Sanctions

Staff will deal with any students who are not behaving in a way that is 'Committed, Respectful or Safe' in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with privately. School leaders will work with students to engage with staff in restorative dialogue to rebuild relationships.

In lessons, the class teacher will follow the procedures below with any student whose conduct is not 'Committed, Respectful or Safe' and is therefore hindering their own learning and/or that of the other students in the class.

Steps	Actions – delivered in private
Warn	Reminder to student of the expectations linked to 'Committed, Respectful, Safe'.
Move	Opportunity to move within or outside the classroom (max. 5 minutes) to reflect on current behaviour, reset boundaries and reintegrate into lesson.
Park	Instruction to student to leave the lesson, with work, to go to an assigned classroom within the department or in the immediate vicinity. Incident logged on ClassCharts.

The immediate consequence of a parking will be a detention to be held after school for one hour. (See Appendix 2)

Following successful completion of their detention, students will return to their next lesson and are expected to address the element of their behaviour (Committed, Respectful, Safe) which fell below expectations.

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 through ClassCharts and can reinforce the expectations of Hele's School, fostering consistent approaches to behaviour management.

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

The expectation that students will behave in such a way that they are 'Committed, Respectful, Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school. In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is 'Committed, Respectful, Safe'.

Where students fail to meet 'Committed, Respectful, Safe' expectations in social time during the school day (break and lunch), this time may be taken away from them for a period of time. Students who require 'social isolation' will be given time to eat and use the toilet, but the remainder of social time will be spent away from peers.

Students who persistently behave in such a way that demonstrates that they are not 'Committed, Respectful or Safe' will be monitored by the Head of Department or their Head of Year, as appropriate to individual cases. SLT links will also work directly with students who reach this level to try and identify any barriers in school and work together with the student and their parents/carers to remove these.

Students for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with our Pastoral Team and/or external professionals. This might include a mentor or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Students requiring more intense support will be raised at our termly Support Panel meeting and a multi-agency process, which may include the EHAT framework, will be adopted. Should a parent not wish for specific support to take place, this will be logged.

A tiered system of exclusions is in place at Hele's School. The first stage of this, normally following detentions (see Page 12), is conducted internally at Hele's through our Reset provision. This is a small, supportive environment where students follow their normal timetable, completing work set by their teacher, with the support of our Reset Manager. This work is returned to teachers at the end of the day to assist with accountability and feedback for the student and ensure they can return to lessons without any gaps in their learning. Time is also provided for reflection on the incidents leading to this sanction, and opportunity to 'reset' before returning to circulation. Where Reset has been used but not had the desired effect or where Reset has not been successfully completed, school to school exclusion will be used. This means a period of isolation in another WeST school. Where the desired behaviour is still not evident or for significant breaches of the Behaviour for Learning Policy, fixed term exclusions may also be used.

For students who persistently choose not to engage with the efforts of staff and/or other professionals to improve their conduct, the Principal will convene a Senior Leadership Panel to meet with the student and their parents/carers to complete and sign a Behaviour Contract. A Behaviour Contract is a signed document which is completed collectively and lays out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this.

For any student who breaks their Behaviour Contract and, as such, is close to permanent exclusion, the Chair of Governors will convene a Governor Panel to meet with the student and their parents/carers in a final attempt to encourage them to modify their conduct. Please note, this stage will be followed *unless* the breach of the Behaviour Contract is severe enough to warrant more immediate action.

Hele's School works closely with other schools in the Westcountry Schools Trust and consequently managed moves, or similar shorter-term packages, may be used to give a student a fresh start in a different environment, if all other interventions have not succeeded in improving a student's behaviour.

In addition, we may refer students to alternative provision at ACE Schools or other providers as appropriate.

Students may be permanently excluded for the following reasons:

A serious breach or persistent breaches of the Behaviour for Learning Policy and/or where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in Hele's.

There is no list of set behaviours for which a student can or cannot be excluded and the decision to exclude lies with the Principal. Some examples of a serious breach/persistent breaches might include:

- Persistent disruptive behaviour in class and/or around school
- Possession of illegal substances/solvents
- Dealing in illegal substances/solvents
- Assault on a member of staff (physical/verbal)
- Assault on a fellow student (physical/verbal)
- Possession of an offensive weapon (defined as a tool made or adapted for the purpose of causing mental or physical injury to another person)

This is not an exhaustive list and the Principal will deal with cases which reach this level on an individual basis. In accordance with DfE guidance, the School will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

APPENDIX 1: GUIDANCE DOCUMENTS

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education:

- Improving Behaviour in Schools Guidance Report (EEF 2019)
- Behaviour and discipline in schools; advice for headteachers and school staff (DfE January 2016)
- Use of reasonable force: advice for headteachers, staff and governing bodies (DfE July 2013)
- Searching, screening and confiscation: advice for headteachers, staff and governing bodies (DfE January 2018)
- Mental Health and Behaviour in Schools; departmental advice for school staff (DfE March 2016)
- Exclusions from maintained schools, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion (DfE September 2017)
- Sexual violence and sexual harassment between children in schools and colleges; advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (DfE May 2018)

APPENDIX 2: DETENTIONS

Detention-what the law allows:

Teachers can issue detentions to pupils (aged under 18). The times outside normal school hours when detentions 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.

At Hele's, we run two detentions after school: Catch Up Detentions which run for 30 minutes to enable students who have arrived late to school, those with missing equipment or those with homework concerns to catch up the same day; Behaviour Detentions which run for one hour every Tuesday and Thursday for students who have been parked from a lesson or have breached the Behaviour for Learning Policy in terms of their conduct. Detentions begin at 3:10pm to enable students to use the toilet etc. Two-hour detentions also run on Tuesday and Thursday afternoons where previous detentions have been upscaled due to non-attendance.

All detentions are logged on ClassCharts and are visible for both students and parents to see on the ClassCharts app. Parental consent is not required for detentions, but at Hele's School we will always seek to agree the sanction where a Behaviour Detention has been issued. For one-hour (or upscaled two-hour detentions), staff will contact parents/carers to inform them of the issue and agree the sanction. The preferred method of contact is by phone but email may be used where phone contact cannot be made. Where a student fails to attend a detention, this is classed as defiance and an escalation is put in place. 30-minute detentions are upscaled to one hour, one-hour detentions to two hours and two hours to Reset. Students, parents/carers and staff are informed of this by email through ClassCharts. There is also a supplementary letter issued by our Reset Manager to outline the expectations for our Reset provision and ensure all students attending this can complete it successfully.

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

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:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be specifically informed of the detention
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parents.

APPENDIX 3: MOBILE PHONE POLICY

At Hele's School, students are not allowed to use their phones between the hours of 08.40 and 15:00. This is to encourage them to communicate with each other face to face and to focus fully on their education.

Students are not allowed to have their phones out in class unless the teacher specifically wants them to use it for an aspect of the lesson, for example to take a photo of an exemplary piece of work, video a demonstration, take part in a Kahoot quiz etc. This also applies in Student Services, SEND department, the Library and during Tutor time.

Sanction steps

Students are routinely reminded about our policy on mobile phones. Misuse of a mobile phone is a breach of the 'Respectful' rules.

If a student takes out their phone during a lesson, the teacher will confiscate the phone and ensure it is taken to student services for the rest of the day. The student can collect their phone from Student Services at the end of the school day.

If the student argues or refuses to hand over their phone, a senior member of staff (HOD/HOY/SLT) will be notified, and the phone will be confiscated from the pupil and a behaviour detention will be assigned.

Where a phone is confiscated during social time, it will also be held until the end of the school day. Confiscated phones are also kept securely in Student Services. The student will collect their phone from here at the end of the day.

Students who are persistent offenders will be required to hand their phone into Student Services every morning and collect it each afternoon, initially for 2 days, or until they can be trusted to use their phone appropriately.

Please note we do not allow students to use their mobile phones as calculators. This is because for GCSE exams, students are not permitted to take their phone into the Exam Hall and it is important that they learn how to use a fully functioning calculator. Our advice is that all students should have their own calculator during Years 7-8 so that by the time they come to sit formal exams at Key Stages 4/5, they are familiar and comfortable with using their calculator.

APPENDIX 4: CONFISCATION/POWER TO SEARCH/USE OF REASONABLE FORCE

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 sanction, 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 / energy drinks
- illegal drugs
- stolen items
- tobacco and vape pens or associated paraphernalia
- 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 which has been identified as an item which may be searched for.

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, drugs/alcohol and extreme/child pornography will always result in contact being made with Police who may seize the items, otherwise it is for the school staff 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.

Headteachers 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, vape pens and associated paraphernalia, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

It is also possible that, if necessary to maintain the safety of students, the Police may be called to undertake searches where items are suspected to be carried by students. The School adheres to the guidance found in the DFE document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

APPENDIX 5: HELE'S SCHOOL UNIFORM

Please see School Uniform List on the school website for the latest information regarding items to be worn.

Hele's School has a strict uniform policy. We believe this helps each student take a pride in his/her appearance and promotes a positive image of our school.

Students are expected to wear the full uniform tidily at all times.

- Plain black shoes. Trainers, boots or any type of canvas shoes are not acceptable as school shoes.
- Black skirt of knee-length or trousers. Trousers should be normal school trousers, not leggings: denim or cord type material is not acceptable. Girls' trousers must be straight, classic style leg – plain with no studs, patterns etc. Skinny, flared or bootleg trousers are not allowed.
- Black or grey collarless cardigan or V-neck black pullover which allows the tie to show. Hooded tops are not permitted.
- Students are not allowed to wear nail varnish and will be asked to remove it.
- In Y7 – 9, make-up is not allowed. Y10 and 11 make-up, if worn, must be natural and unobtrusive.
- The only jewellery permitted is a pair of stud earrings. No other piercings are permitted (eg nose, eyebrow, lip, tongue etc). Students will be asked to remove these or cover them with a plaster.
- Hair colour should be a natural shade (not blue or pink etc).
- Hairstyles should not be extreme.
- All students must wear the approved school uniform as detailed on the school website.

We do not want to sanction students for incorrect uniform, but rather look to resolve issues quickly with parents/carers. As such, we offer a selection of uniform items for students to borrow for the day whilst parents/carers seek alternative solutions. In addition, our Pastoral staff will work with families to find solutions, where necessary. Where uniform infringements continue however, parents/carers may be invited into school for a formal meeting to resolve ongoing issues and ensure their child can continue to access all that Hele's School has to offer.

Why Hele's School supports the wearing of school uniform:

We believe that there are a number of good, common-sense reasons why our students should wear school uniform.

They include:

1. Dressing for the occasion:

One of the lessons learned while growing up is that people dress differently for work and for leisure. We ask our students to leave their leisurewear and sports gear for the evenings and weekends and to dress suitably for work as students at the School. When they start work, most students will be asked to wear clothing especially suited to the job. Often employers send for a reference on former

students and ask about his/her appearance (which is ranked as important as attendance and timekeeping).

2. Reducing differences:

Although some parents can afford to buy their children the latest in casual or sportswear, many cannot. If all our students come to school in school wear, these differences are much less obvious. Uniform gives students an equality of appearance which discourages competition.

3. Cost:

It costs less to buy items of school wear than to buy the latest fashion in casual or sportswear.

4. A sense of belonging:

We think that dressing in school uniform helps students to feel that they belong to the school and to think and act like students. In addition, school uniform encourages school discipline and a more positive attitude towards work amongst students. We encourage students to 'take pride in the badge'.

5. Security:

If all of our students wear school uniform, it is much easier to spot them in an emergency situation.