



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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1. Aims:

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) 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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a Behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- [DfE guidance](#) explaining that maintained schools should publish their Behaviour policy online.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their Behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions:

OUR ETHOS:

Hilbre High School has established a comprehensive network of pastoral and academic support for students and it is our desire that all students take full advantage of the benefits available to them as members of our positive, successful, and popular community. We believe that school life should support more than academic development and we remain relentless in our determination to see our students develop the necessary skills for their journey into adult life and the challenges it is likely to present. We believe that it is important that all teaching takes place in an environment that is both safe and secure and, to support learning, we maintain the highest expectations for student behaviour. Our community seeks at all times to engender respect for all, built upon a foundation that models the benefits to our community of the highest standards of behaviour.

It is our hope that all of our students enjoy the fullest participation in school life, with each member of our community playing their part in enhancing and maintaining our supportive ethos. To this end, all students, from the moment they join our community, are guided by our school-wide approach to our corporate expectations for Hilbre High School.

BEHAVIOUR - AN INTRODUCTION:

Linked directly to our ethos, and integral to our school's commitment to ensure that every learner, irrespective of their academic ability, is enabled to make rapid and sustained progress, is the requirement that such learning and progress take place in an orderly and welcoming environment. In order to encourage further student's willingness to make positive choices about their learning, we seek to recognise and affirm occurrences of proactive and positive behaviours. We recognise fully that positive student behaviour provides the platform upon which all subsequent learning is established and it is in such an environment that students are encouraged to reach their academic potential and, where appropriate, rewarded for doing so.

Additionally, and in recognition of the fact that any community in excess of one thousand individuals will at times present undesirable behaviours, Hilbre High School has also established clearly defined and communicated protocols that outline our community's expectations for positive behaviour and the resultant consequences should those expectations fail to be recognised. Furthermore, in addition to the siting of CCTV cameras within our buildings and external recreational areas to create a safer environment, there may be occasions in which CCTV footage is employed by the school's Pastoral Teams to support internal investigations in matters relating to incidents of concern.

Although by definition necessarily negative in nature, the school's use of sanctions is designed not only to satisfy a proper sense of justice and suitable consequence, it also exists to encourage personal reflection and is, in essence, redemptive; affording students adequate opportunity to make a complete reintegration into the life of the school.

Behaviour types:

Within our school community poor behaviour is not tolerated. Poor behaviour has numerous potential presentations and may include:

- lateness to school or lessons;
- un-preparedness for learning;
- refusal to follow instruction;
- disruption to the learning of others;
- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

More serious incidents that may result in the severest sanctions, including exclusion, may include:

- repeated breaches of the school rules;
- any form of bullying;
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- vandalism;

- theft;
- racist, sexist, homophobic or discriminatory behaviour;
- school truancy;
- attending in possession of/smoking cigarettes on the school premises;
- attempting to sell items for personal profit;
- use of offensive language;
- displaying physical aggression;
- inappropriate use of technology or social media;
- attending in possession of a weapon;
- attending in possession of/under the influence of alcohol or other illegal substances;
- attempting to supply cigarettes, alcohol, vaping paraphernalia, other illegal substances;
- possession of any prohibited items; these include:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Although serious incidents such as those listed above are very rare, Hilbre High School is tireless in its efforts to ensure that such occurrences are dealt with in a manner that recognises the gravity of the offence. Ultimately, and where it is deemed appropriate, the Headteacher may take the decision to exclude permanently the individual(s) concerned.

4. Roles and responsibilities:

4.1 The Board of Trustees:

The Board of Trustees is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Board of Trustees will also review this Behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher:

The Headteacher is responsible for reviewing this Behaviour policy in conjunction with the Board of Trustees giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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4.3 Staff:

Staff are responsible for:

- Implementing the Behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents.

The pastoral and leadership team will support staff in responding to behaviour incidents.

4.4 Parents/carers:

Parents/carers are expected to:

- Support their child/ward in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child/ward's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

5. Pupil code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

6. Rewards and sanctions:

REWARDS:

An encouraging and positive school ethos is integral to the promotion of good behaviour and we recognise that rewards are one way of achieving this. Rewarding students is a positive method of motivating them to behave appropriately in their community and they serve also in their capacity to provide our students with an aspirational framework in which to focus their efforts. Hilbre High School recognises, acknowledges, and rewards those behaviours and academic endeavours that represent success in its widest sense. More specifically, we aim to recognise and reward notable examples of academic success (eg. exemplary homework, positive attitude to learning, etc.) or exemplary behaviour (eg. above average trends of attendance and/or punctuality, community-mindedness, etc.), or effort.

The use of praise as a means of encouraging students to pursue personal excellence is undeniable and, in addition to the frequent use of instant verbal praise in recognition of positive behaviour, the following specific recognitions are also employed;

- Within the setting of the classroom, teachers and support staff issue Hilbre A.C.E. cards in recognition of student achievement, commitment, or engagement. In addition to enabling the student to accrue reward points towards their place on end of year trips, the A.C.E. each year, the House achieving the most A.C.E. card counters will win the A.C.E. trophy for display in the relevant House Office.
- Also issued by classroom teachers are Hilbre Achievement Points that are directly linked to a centrally tallied 'account' that recognises the degree of individual student success. Hilbre Achievement Points are used to inform student rewards ranging from Star of the Week nominations to determining eligibility for end of year reward trips.
- Additionally, our half-termly Golden Ticket assemblies allow us to reward the top 30 most Hilbre Achievement Points 'earners'. During this assembly, students are congratulated personally by the Headteacher and offered refreshments before being awarded an Amazon voucher in recognition of their success.
- Students who reach our pre-set Achievement Points thresholds are also awarded Bronze, Silver, or Gold lapel stars during House assemblies in recognition of outstandingly positive personal achievement.
- Rewards events, either internally presented in school assemblies or externally in our annual Prize Giving Evening at the Floral Pavilion.
- Postcards and letters home.
- Subject stamps and/or stickers.
- Positive comments in students' exercise books and learner journals.
- Awarding of community positions (eg. Peer Mentor, Form Representative, etc.)
- Good references.
- Form group awards (Form of the Term).
- Individual awards (Star of the Week).
- SLT praise meeting.
- Progress and Attendance awards (including Amazon vouchers, confectionery, certificates, etc.)
- When a student has done something exceptional they can be nominated for a Headteacher's Award. A letter is sent home, including a badge, for students to wear for that academic year

We are always thinking of ways we can celebrate the success of our students.

It should also be noted that students who, in spite of sometimes extremely difficult personal circumstances, have maintained positive attitudes to learning with resultant academic success, are acknowledged in various ways during the academic year.

SANCTIONS:

Supporting sanctions:

Sanctions are required in order to respond to, and to deter, unacceptable behaviour. Students who receive any sanction always receive an explanation of the reasons for the reprimand and have outlined the potential implications of any continuation of the unacceptable behaviour. Operating both consistently and flexibly, wherever possible a redemptive solution is sought via the application of sanctions that highlight to students the advantages of returning promptly to a pattern of appropriate behaviour within our

community. Broadly speaking, Hilbre High School's sanctions apply the following escalations that are recorded in the student's personal records on our internal SIMS computer databases:

C1-C3 protocol:

A simple yet redemptive classroom protocol that offers the student opportunities, via verbal reminders from the teacher, to address occurrences of low level poor behaviour in lessons with an appropriate response. Repeated failure to respond results in a 10-minute detention at lunchtime. Failure to attend the C3 lunchtime detention will automatically require the student to be issued with a 'C4' 30-minute detention held by the subject area which issued the original C3 detention.

Lesson dismissal to Progress Leader C4:

If a student's removal from a lesson is required, a member of the duty Walkabout Team will be called to escort them to the relevant Progress Leader for supervision. At this stage, the Progress Leader will issue a 30-minute after-school detention.

Impact Centre internal exclusion C5:

On those rare occasions during which serious behavioural incidents take place, the student will be required to complete an internal exclusion for one day in the Impact Centre. During the period of the exclusion, the student is required to work under supervision, outside the usual classroom setting, and encouraged to reflect on the situation that has resulted in the sanction's issue.

Failure to attend detentions may result in an internal exclusion.

Fixed term exclusion:

In the event of a very serious incident of unacceptable behaviour, the student will be required to serve a fixed term exclusion of between one and ten days' duration. Such exclusions are completed at home and school will provide work for completion during the exclusion. Following the completion of the exclusion, the student and his or her parent/carer will be required to attend a readmission meeting during which the school will seek clear assurances that an appropriate measure of personal reflection has taken place and that no repeat of the incident will occur.

Escalations relating to increasingly concerning behavioural trends:

As a result of weekly analyses of all occurrences of inappropriate behaviour recorded on SIMS software, very specific trends in behaviour are discernible and, subsequently, a range of procedures are employed, initially at the Year Office level, to rectify such trends. On those occasions in which attempts to address negative behaviour trends prove insufficient, a clearly defined escalation is applied that seeks to address the higher tariffs of concern.

Behaviour analysis:

A weekly analysis of all occurrences of negative student behaviours occurring in Key Stage 3 and 4.

5 stage behaviour support system:

In the event of a continuing and negative behaviour trend, as revealed in the weekly behaviour analysis, students will be entered onto the 5 stage Behaviour Support Programme (included in the Appendix). This is a system of support and interventions designed to help students improve their behaviour. After each action has been implemented or considered, and the student shows little or no improvement, they can be moved onto the next stage. Each stage is supervised by a different member of staff and shows a clear escalation.

Permanent exclusion:

Permanent exclusion is considered as a last resort; *“in response to a serious breach or persistent breaches of the school’s Behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school”*.

The school may also use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Sending the student out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Letters or phone calls home to parents/carers.
- Agreeing a behaviour contract
- Putting a student ‘on report’.

IMPORTANT:

Plainly, it is impossible to predict all permutations and scenarios that may result in a particular behaviour or programme of sanction, and the Headteacher reserves the right to apply the application of any aspect of the school’s remedial measures to address an episode of unacceptable behaviour.

6.1 Off-site behaviour:

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.2 Malicious allegations:

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management:

7.1 Classroom management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

7.2 Use of reasonable force/physical restraint:

In certain circumstances, staff may be required to respond to student behaviour with reasonable force (including physical restraint). Whilst this would be a limited power, it will be used if deemed necessary in order to prevent students:

- committing an offence;
- injuring themselves or others; and/or
- damaging property.

Reasonable force may also be lawfully applied to maintain good order and discipline in the classroom, for example:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip/visit; and
- prevent a student leaving the classroom (or a designated area they should be in) where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

The exercise of the power can be by any member of the school's staff. It will be for the professional judgement of our staff as to whether reasonable force is necessary in response to each individual circumstance.

7.3 Confiscation:

Any prohibited items found in students' possession will be confiscated:

These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Student support:

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8. Student transition:

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

9. Monitoring arrangements:

This Behaviour policy will be reviewed by the Headteacher and Board of Trustees annually. At each review, the policy will be approved by the Headteacher.

The information given in this policy is not exhaustive, rather it is offered both to inform and reassure parents/carers in relation to those key aspects of our community that relate to our shared high aspirations for the young people we have the privilege of working with and preparing for adulthood.

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour policy.
- The Behaviour policy is understood by students and staff.
- The Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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