



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

BEHAVIOUR POLICY

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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.

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 (e.g. exemplary homework, positive attitude to learning etc.) or exemplary behaviour (e.g. 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. card also wins for the student a House Counter which is placed in the A.C.E. counter 'totaliser' in the main school foyer. Each year, the House achieving the most A.C.E. card counters wins 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 (e.g. 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.)

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

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

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

- 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

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.

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 may elect to 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.

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 House 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.

Letters of Concern

In the event of a continuing and negative behaviour trend, as revealed in the weekly behaviour analysis, a letter of concern will be issued, in the first instance, by the relevant House Team. In the event of persistent failure to respond at this stage, a subsequent letter of concern will be issued by the Assistant Headteacher for Pastoral Care. Such correspondence is intended to ensure the support of parents/carers in echoing the school's concerns about behaviour raised in regard to their child/ward.

Behaviour Panel

Negative behavioural trends that are not arrested as a result of the issuing of letters of concern will require the parent's/carer's attendance at a Behaviour Panel during which the specific details of the student's behavioural log will be raised and a suitable course of action agreed upon. The student and family may also be required to sign a Behaviour Contract.

Governor Panel

Working closely with our governing body, we seek at all times to reintegrate promptly into the fullest and most positive experience of school life those students who have presented challenging behaviour. On those rare occasions in which a student fails to respond to the issues raised in letters of concern and the agreements of subsequent Behaviour Panel meetings, some students and parents/carers will be required to sit before a Governor Panel. In this forum, the student will be reminded of the specific incidents that have led up to the meeting before being required to offer an explanation for their behavioural decline and an assurance that improvement will begin. As always, the fullest support of parents/carers will be required to support the necessary improvement. Dependent on the nature of the concern, the Governor present may deem it appropriate to issue a Behaviour Contract.

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.

CONCLUSION

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.

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