

Behaviour Policy

Review Date	September 2023	Leader of Policy Review	Mr. S. Budgen / Mr. J. MacDonald
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This policy sets out the framework of the school's approach to encouraging excellent behaviour. It is when excellent behaviour occurs consistently that the school is able to reach its aims for the whole student population.

The school is fully committed to maintaining an environment in which each member of our community, irrespective of age, gender, race, sexuality or disability, is able to work and learn without fear of any form of bullying or harassment.

The success of the school in developing the full potential of students, teaching and support staff, is based upon mutual respect.

The school recognises its responsibility to work towards minimising or removing any barriers to learning for individuals and groups of students.

The school aims to support all students in order for them to progress and develop to the stage where they accept personal responsibility for their own actions and make a positive contribution to the wider social setting.

The school will work towards this aim in two ways:

- Through the positive reinforcement and encouragement of desirable behaviours and attitudes.
- Through the use of a clearly outlined and hierarchical system of suitable sanctions combined with appropriate counselling, support and intervention.

Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of ALN planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

Rewards

Central to the philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

All staff in school are encouraged to reinforce and reward examples of positive behaviours and attitude in students in order to encourage more of the same in future.

Whilst this can often be as simple as a verbal 'Well done' or a comment made on work, we also have more tangible methods to show students how well they are doing and we award house points.

House points will be awarded to individual students for a variety of reasons such as recognising a high-quality piece of work, producing work that is above the expected level, showing responsibility within school, participating in events, representing form, class or school at events etc.

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Periodically, the school will print milestone certificates in recognition of excellent effort for students that reach the following number of House Points:

- Bronze – 35 points
- Silver – 100 points
- Gold – 200 points
- Ruby* – 300 points
- Sapphire* – 400 points
- Platinum* – 500 points

*Ruby, Sapphire and Platinum awards will also be supplemented by additional recognition, the details of which are to be decided by school council annually.

Many departments use praise postcards as a means for communicating to parents how pleased they are with a particular piece of work or progress that is being made in their subject. These are sent out via post.

The school also draws 'clean green' standards cards from a draw half-termly. The winner receives a voucher for the cinema. All students with clean green standards cards go into a final draw at the end of the school year with a reward visit planned.

The Headteacher hosts 'House Forums' half-termly where students that have made a positive contribution to the school or who are doing particularly well in school meet with the Headteacher for a discussion. Parents also receive a personalised letter congratulating their children on whatever it might be.

In the Classroom

Staff are expected to foster excellent working relationships with students (see also Staff Code of Conduct policy) having high expectations of all and utilising the consequence system as the basis of their behaviour management. Staff should look to reward excellent behaviour and rewards and consequences should be logged using SIMS/e-Praise. Staff should look to implement de-escalation strategies in situations where students present as dysregulated.

Outside of Classroom

These teacher / student scripts provide an example of the ethos that is expected at Hawarden High School in terms of behaviour management and are designed to give teachers an exit strategy from a confrontational situation so that it doesn't escalate but does get resolved. They do not need to be followed word for word but give some direction in terms of how to approach these situations.

Mobile phone script

Student has been caught on phone

Member of staff: "You're going to need to hand your phone over and I will need to sign your standards card"

Student will sometimes argue over finer details e.g. "I was just texting my mum", "I was just checking the time".

Member of staff response: "Our mobile phone policy is really straightforward. Phones cannot be out anywhere around school at any time".

If they refuse to hand over

"You leave me no other choice than to pass this on to SLT, and it is now gross defiance in addition to the phone being out, which is likely to mean some time in isolation."

Gross defiance (examples including refusing to go to matrix room, move seats, stay in the canteen with hot food, hand standards card over, etc.

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Member of staff calmly explains what the student needs to do.

Some students will deflect/deviate from this issue e.g. "So and so left the canteen with food 5 minutes ago".

Do not get caught up in counter arguments. Explain calmly again what they need to do and if they still haven't done this, say something along the lines of, "You leave me with no other choice than to pass this on to SLT and it is gross defiance, as I have asked you to do something very reasonable and you have refused. This is likely to mean some time in isolation."

Lack of respect towards staff (student argumentative, or in complete denial about a situation a member of staff is addressing).

Member of staff calmly explains that the student has done wrong. **If the student is argumentative or disrespectful, firstly take the student out of the situation, away from peers. If they refuse, it is gross defiance.**

"I am simply doing my job, and do not deserve to be spoken to in this manner. We can either continue the conversation now, with you being respectful, or I can mark your standards card for insolence and we will continue this conversation at break/lunchtime with your HoH/SLT present". If this occurs, please let HoH/SLT know so that we can facilitate this.

If the student is denying something which you have witnessed or are 100% sure has happened:

"You do not need to admit this for a sanction to be applied as we do not have to prove something has happened if a member of staff has witnessed it but it is the mark of a really decent person when they are honest".

Consequences and sanctions

The 'Consequence System' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the students own learning or that of others. If left unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher. 'Consequences' are not a replacement for normal classroom management techniques.

To minimise issues with low level disruption in the classroom, class teachers/form tutors should use the following procedure:

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CONSEQUENCE	EXAMPLES- WHAT IT SHOULD LOOK LIKE
<p>CONSEQUENCE 1 (C1) Issue a verbal warning to any student who is causing low level disruption, distraction, interrupting talking out of turn etc.</p> <p>Give warning and then walk away if circulating or continue explaining if it was during teacher talk time</p>	<p>Please use positive language in these situations and make the dialogue about the behaviours and not the individual:</p> <p><i>"You're normally an excellent listener but I have no choice but to give you a C1 for talking over me"</i></p> <p><i>"You have some great ideas but we can't have you shouting out and stopping others from sharing their ideas, so that is a C1"</i></p>
<p>CONSEQUENCE 2 (C2) If student continues with negative behaviour, warn student for second time with a written warning in the planner. This should be accompanied with a change of seat, 2-minute time out or positive chat outside of the classroom.</p> <p>Give the warning and then one minute take up time</p>	<p>Please again be positive with language in these situations:</p> <p><i>"I'm going to have to issue a C2. Last week you were really engaged and there is still time to rectify this situation. Go back in, move to the seat I have shown you and get back to last week's level of focus"</i></p> <p><i>"The last thing I want to do is take 10 minutes of your free time but twice now you have chosen to behave in a way that disrupts the lesson. You are now on a C2 but you are better than this and I believe that you can resolve it."</i></p>
<p>CONSEQUENCE 3 (C3) If student continues with negative behaviour inform student they have a 10-minute teacher detention and ensure that they have recorded the detention in their planner.</p> <p><i>Missed detention results in a 20-minute detention.</i></p> <p>Give the warning saying that this is the last chance and then two minutes take up time</p>	<p>Do not go to this stage without a C1 verbal warning and C2 written warning in the planner.</p> <p><i>"I have no choice but to issue a C3. Despite two warnings you have continued to choose to behave in this way. However, you still have a last chance to stay in the lesson so let's try and improve the situation"</i></p>
<p>CONSEQUENCE 4 (C4) If student continues with negative behaviour arrange for them to be removed to designated faculty matrix room with appropriate work. Student still returns to original teacher for a 20-minute detention.</p> <p><i>Missed detention results in a faculty detention, in addition to the original 20-minute detention with the teacher.</i></p> <p>If the student still doesn't comply a consequence is needed. "Triage" the consequence accordingly to your school policy – at this point this is removal from the lesson at HHS</p>	<p>A C4 can only be issued if all of the stages have been followed through properly. The matrix room will not take the student unless they have C2 and C3 recorded in planner, matrix slip completed and work provided. Again, be positive:</p> <p><i>"I enjoy teaching you but I cannot keep you in the lesson when you are choosing to shout out despite 3 warnings. Take this slip to room 65 and return at the end of the lesson with it."</i></p>
<p>CONSEQUENCE 5 (C5) if student disrupts faculty matrix class SLT should be called to remove to isolation room and a faculty detention issued.</p> <p><i>Missed detention results in SLT detention.</i></p>	<p>Do not tolerate any poor behaviour whatsoever in the matrix rooms. Call SLT as soon as any behaviours occur but again be positive.</p> <p><i>"You have given me no choice but to call SLT as you are disrupting my class. We all make mistakes but you need to find a way of improving these situations more quickly, as we really do not want to see you spending time in isolation"</i></p>
<p>CONSEQUENCE 6 (C6) SLT invokes use of isolation room or use of fixed term/permanent exclusion, as appropriate.</p>	<p>See isolation section</p>

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ESSENTIAL PRINCIPLES AND ORGANISATION OF FACULTY MATRIX AND DETENTIONS FOR SANCTION TARIFF

FACULTY MATRIX	Each faculty area should organise and publish a timetable matrix for each period of the week that will indicate where and to whom within the faculty, students should be sent if they reach C4 above. This should be displayed clearly in each teaching room. Each faculty should have two matrix rooms available.
TEACHER/FORM TUTOR DETENTION (C3)	<p>10 MINUTES.</p> <p>This should run the next morning break or lunch time. Individual teachers should supervise their own detention as a restorative dialogue is required.</p> <p>Teachers who are sending students to detention are required to visit and discuss the issue with the students during the detention in readiness for the next lesson together (see pastoral handbook for guidance).</p> <p>The option exists to run the detention for 10 minutes during lunch time if colleagues prefer.</p> <p>If a student fails to attend a detention without an acceptable reason it is vital this is recorded on SIMS behaviour log. (C4)</p> <p>Missed detention results in a 20-minute detention on the following day where the student is escorted by a member of staff</p>
TEACHER DETENTION (C4)	<p>20 MINUTES.</p> <p>This should run the next morning break or lunch time. Individual teachers should supervise their own detention as a restorative dialogue is required. (see pastoral handbook for guidance)</p> <p>The option exists to run the detention for 20 minutes during lunch time if colleagues prefer.</p> <p>If a student fails to attend a detention without an acceptable reason it is vital this is recorded on SIMS behaviour log. (C5)</p> <p>Missed detention results in a 20-minute detention on the following day, where the student is escorted by a member of staff in addition to an after-school faculty detention.</p>
FACULTY DETENTION	<p>30 MINUTES AFTER SCHOOL DETENTION.</p> <p>Each faculty should organise and staff a weekly after school detention. Parents must be informed at least 24 hours in advance. This can be by telephone with a record kept, an email or ask main-office to send standard letter.</p> <p>If a student fails to attend a detention without an acceptable reason it is vital this is recorded on SIMS behaviour log. (C5)</p> <p>Missed detention results in a 1-hour SLT detention.</p>
HOUSE DETENTION	<p>30 MINUTES AFTER SCHOOL DETENTION.</p> <p>Each house team should organise and supervise an after-school detention slot each week. Parents must be informed at least 24 hours in advance.</p> <p>If a student fails to attend a detention without an acceptable reason it is vital this is recorded on SIMS behaviour log. (C5/6)</p> <p>Missed detention results in a 1-hour SLT detention.</p>
SLT DETENTION	<p>60/ 90 MINUTES AFTER SCHOOL DETENTION</p> <p>SLT run an after-school detention in week, usually on a Friday for missed faculty and house detentions and for amber and red standards card detentions. All detentions are 60 minutes other than red standards cards (90 minutes).</p> <p>Missed detention results in a full day in isolation the following week and a re-arranged SLT detention at the earliest opportunity.</p>

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In the event multiple detentions are issued, the student should complete them in the order they were issued. However, each HOH should be alert to multiple issues and intervene as appropriate.

Around school rules

It is expected that students will behave when using the school building for transitions between lessons and for social times. However, we explicitly require students to:

- Be polite and show respect for other people.
- Do as they are told by all staff – first time, every time.
- Wear school uniform correctly at all times.
- Look after the school. Put all litter in bins.
- Eat and drink in the right place at the right time.
- Walk around the school sensibly & quietly and keep to the left.
- School opens at 8.00am; be in form room and ready for morning registration at 8.45am. School closes at 3.10pm; after 3.30pm no student should be on site without staff permission.

If a student is not behaving in line with the school's expectation around the school, a teacher/Head of House/SLT will decide to take appropriate action in line with the 'behaviour triangle'.

Isolation Room (IR)

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed at all times.

Principles of Use

- ONLY a member of the SLT or Heads of House can authorise a student to be placed in the IR.
- Reasons for student being placed in IR could include:
 - A single serious incident in classroom or during non-structured time.
 - Following a C5/C6 being issued.
 - First return to school following a formal exclusion.
 - Non-compliance with school rules including uniform policy.
 - Awaiting collection by parents following an incident.
 - Failure to attend SLT detention
- A whole day in isolation runs from 9.05 – 3.40pm (students attend form time still); however, a student may be placed in the IR for a single/multiple lessons or for whole/multiple days at the discretion of SLT.
- Each faculty/subject area must provide learning plans and resources to be completed by students depending on their normal timetable.

IR rules for students

Whilst placed in the IR every student is expected to comply fully with the following:

- All students will have an entry and exit interview from a member of pastoral staff
- Each student will sit and remain seated in the designated work space assigned to them on entering the IR.
- Each student will work in silence and not interact in any way with other students.

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- A student will raise their hand and wait silently if they need to attract the attention of the supervising staff member.
- Students need to ask permission before leaving seat or speaking for any reason.
- Students will be allowed access to the toilet facilities with the express permission of the supervising staff.
- All students in IR over the lunch period will pre-order lunch from the canteen and it will be delivered to the IR.
- Any student who refuses to comply with the rules of the IR will be formally excluded from school.

Isolation Consequence System

C1 Verbal warning (resets each lesson)

C2 Written warning in planner

C3 Phone call home with student listening to conversation

C6 Fixed term exclusion with return to IR following exclusion

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Standards Cards

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the need for interruption or significant intervention with the basics of learning.

3 STANDARDS CARD INFRINGEMENTS

Tutor
Refer to HoH for Amber Card
Continually monitor during registration
Sanction where issues continue
Put on Form Tutor Report
HoH
Issue Amber Card
After school detention

3 FURTHER STANDARDS CARD INFRINGEMENTS

Tutor
Refer to HoH for Red Card
Continually monitor during registration
Sanction where issues continue
Put on Form Tutor Report
HoH
Issue Red Card
Refer to SLT Detention
HoH Report
Invite parents into school
SLT
Friday after school detention

3 FURTHER STANDARDS CARD INFRINGEMENTS

AFTER RED STANDARDS CARD AND 9 INFRINGEMENTS A STUDENT IS DEEMED TO BE CONSISTENTLY NON-COMPLIANT. In addition to SLT detention the following will apply:

- Invite parents for discussion with HT/AHT
- Internal Exclusion
- Social Isolation
- Fixed Term Exclusion
- Managed Move
- Convene Governors' Behaviour Panel

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Administration Use	
Statutory/Non-Statutory:	Non-Statutory
School Website:	Yes
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