



H.E.C.T. Behaviour Policy

Principles

Whilst being sympathetic to individual pupils, we shall strive to balance, appropriately, the needs of the few with the greater needs of the community.

Aim

Our aim is to create a safe, secure and purposeful environment where 'Good behaviour is at the centre of learning'. We want pupils to be models of good behaviour, responding to adults and to their peers with manners and a respectful attitude. We want the school to have a reputation for being strict and for insisting upon good behaviour. We expect our pupils to recognise the need to behave in an appropriate way and to recognise their duty to contribute to building a cohesive community.

Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best that they can be', ultimately, we aspire to our young people becoming independent, self-disciplined, self-regulating learners. We will strive to ensure the right balance of reward and sanction to achieve this end.

Responsibility

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures, and reporting to Trustees on their impact. Exclusion figures will be reported to the Trustees.

Staff (including assistants) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key role in advising those in senior leadership roles on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Trustees, Headteacher and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Trustees also acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibility to safeguard and promote the welfare of children.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will actively encourage parents to raise with the school any issues arising from the operation of the policy.

Specific Responsibilities

- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Trustees on its impact. Inclusion and exclusion figures will be reported to the Trustees.
- Staff will be responsible for applying the principles identified above when implementing the policy
- The Trustees will monitor behaviour in the School using a variety of means.
- Parents are expected to support the sanctions imposed by the School.

Permanent Exclusions

Permanent exclusion of a pupil could be triggered by a one-off serious incident or an accumulation of behaviours that may fall into one or more of the categories below. This applies to behaviours that occur in School or out of School. The list below is not necessarily exhaustive.

- Serious or threatened violence.
- Sexual abuse, assault or threat.
- Supplying illegal substances.
- Carrying/secreting an offensive weapon such as a knife.
- Health and safety infringement e.g. fireworks, computer hacking.
- Gang membership.
- Pornography.
- Inciting violence.
- Fighting or causing physical harm.
- Bullying behaviour, particularly if repeated.
- Repeated defiant behaviour e.g. failure to obey legitimate instructions.

What we expect of our pupils

- To behave at all times in an orderly manner paying due courtesy and respect to other members of the school: adults, other children, visitors and the general public. This includes refraining from non-criminal bad behaviour, or bullying behaviour (including cyber-bullying) away from school premises, which the school becomes aware of through any source.
- To respond promptly and obediently, without questioning, to the instructions of those in authority whether at or away from school
- To show respect for other people's property, the school and its environment, using equipment as intended and appropriately
- To arrive on time for school, lessons and all other scheduled activities in school
- To work to the best of their ability
- To maintain high attendance each academic year
- To comply with any sanctions

Any infringement to the expectations of the school is liable to punishment and sanctions, examples of which can be found in our sanction guidelines.

Our Guiding Principles

- Good behaviour is a prerequisite to quality learning
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same
- We will deal with any transgressions promptly and with respect for the individual
- The school will encourage parents to work in partnership with the school and we will do our best to ensure a good working relationship
- We will listen to all pupils and respond to their concerns
- Good behaviour is the responsibility of all staff
- We will expect our pupils to be ambassadors for the school, behaving well at school but also when traveling to or from school and in the local area
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student. Rewards therefore should be balanced with sanctions.

Strategy

To achieve this aim, staff will:

- Establish and set out formally our expectations of what constitutes good behaviour and the standards we expect
- Reference, examples of unacceptable behaviour so that pupils understand what is expected
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils' infringements
- Strive for fairness and consistency in the management of pupils
- Develop and reinforce positive attitudes towards activities that promote community cohesion
- Celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations
- Provide staff with regular in-service training which is targeted at enhancing behaviour management skills
- Not allow disruptive or challenging behaviour to mar lessons or prevent others from learning
- Look after confiscated property with care and return if appropriate.

Important School Rules (this list is not intended to be exhaustive).

All rules apply on school premises and when travelling to and from school.

- Be punctual to school and to lessons. We may consider lateness to be a disciplinary offence
- No smoking, vaping or associated paraphernalia
- No illegal drugs or "legal highs" - possession, use, or dealing in drugs is likely to result in permanent exclusion
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any other which can serve as weapons, stolen items, tobacco or other smoking materials, or any other items likely to cause disorder - all such items may be confiscated - infringement may lead to permanent exclusion

- No offensive weapons e.g. knives or items adapted to cause injury e.g. a laser, imitation or real firearms - any infringement is likely to result in permanent exclusion
- No involvement or association with gangs - this is likely to result in a permanent exclusion
- Pupils are not permitted to have mobile phones at school. If, in the rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school, the parent must discuss the issue first with their child's teacher. The phone must be switched off and handed in to a member of staff at the office first thing at the beginning of the day. The phone can be collected by the child at home time (the phone is left at the owner's own risk). Mobile phones brought to school without permission will be confiscated and returned at the end of the day to the parent of the child. We reserve the right to search pupils if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.
- No horseplay, play fighting or fighting (in severe or repeat cases this may result in permanent exclusion)
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion)
- Money must not be lent or borrowed and there must be no buying or selling between peers

We reserve the right to search pupils, with or without their consent

Anti-Bullying

We define bullying as 'a **persistent** attempt by one person or group to exert control in an anti-social and detrimental way over another person or group'. Bullying behaviour is often, but not necessarily, premeditated and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the different major types of bullying include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, cyber-bullying through social networks, etc.

As a general philosophy, the Trustees and Headteacher are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying that involve our students. The Trustees sanctions extend to permanent exclusion in the most severe or repeated cases.

Any cases of bullying are reported to the appropriate member of staff. However, Parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. The Headteacher is responsible for overseeing our anti-bullying measures.

Guideline Sanctions / Corrective Measures: This list is not exhaustive and other sanctions corrective measures may be reasonably imposed.

Children sometimes make the wrong choices about their behaviour and there is a clear system of sanctions that the teacher will work through with the child. Before the teacher moves to sanctions, they will have refocused the child several times. In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class then the following will be followed:

- Verbal warning from the teacher
- Exit from the classroom - The child is taken to the Headteacher's office and, if necessary, parents are informed via a phone call or in writing
- If a child's behaviour is totally unacceptable then the teacher will exit the child from the classroom immediately without refocusing the child or using a warning. The child will be taken to the Headteacher's office.
- Where behaviour does not improve, parents will be involved in discussions aimed at modifying the child's behaviour. This will be of an on-going nature requiring partnership between the school and parents. An individual behaviour plan may be put in place developed in response to the child's individual needs. This will be done at a meeting among parents, Headteacher and class teacher.

Exclusion (Internal, Fixed Term or Permanent)

- **Internal Exclusion** - Where necessary, internal exclusion, where a pupil is removed from class, may be used for disciplinary purposes.
- **Fixed Term** - If there is a serious breach of behaviour and that behaviour causes risk to the child or others in the school community then the Headteacher may exclude the child from school for a fixed period of time. The child will then be reintegrated to the school.
- **Permanent Exclusion** - If serious breaches of behaviour continue and the education of the other pupils is becoming seriously damaged, the school may permanently exclude the pupil from the school.