



Behaviour and Discipline Policy

Hylands School

	Date	Review frequency/comments
This issue	May 2020	
Reviewed By	P Vik	
Ratified by Governing Body	June 2020	
Next review date		



Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Hylands School believes that every member of the school community has a right to an education free from intimidation and fear. Failure to act gives a silent but powerful message that bullying is appropriate and acceptable.

Introduction

We believe that our students should have the best experiences and opportunities that inspire their love of learning, that challenge them both academically and personally so that they can achieve their aspirational goals and become successful members of the local and global community. This is at the forefront of everything we do and it is essential that students behave and conduct themselves in a manner that is conducive to this.

The policy aims to make clear the boundaries of what is acceptable, the rewards and sanctions that are applied, and arrangements for consistent and fair application. The policy is consistent with the school's policies on racist incidents, bullying, attendance and equal opportunities. This policy takes into account guidance from the DFE.

It is the aim of the school to provide a working environment where all pupils can inspire, challenge and achieve. We aim for our students to realise their full potential in an undisruptive, happy and stimulating environment.

Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is both positive and safe. By making the expectations of good behaviour explicit in this policy and in our day to day interactions with the students, the school can create a positive atmosphere that supports effective learning.

Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to positively manage such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided, and that the learning of their peers is not impeded.

Our values and School Code of Conduct are at the heart of our expectations and we expect all who are part of the school community to meet them.

The Governing Board has a general duty to ensure that school policies promote good behaviour and discipline among pupils. The Headteacher in turn is responsible for promoting good behaviour and making clear the rules and expectations. All staff also have a responsibility to promote good behaviour in and around the school.



Purpose

- to promote the highest standards of behaviour
- to promote positive behaviour for learning
- to define the role of teachers in promoting good standards of behaviour
- to state what is expected of pupils
- to state what is expected from parents and carers
- to provide guidance on available rewards and sanctions
- to ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour

Guidelines

Behaviour Expected from Pupils

Our expectation is that courtesy, politeness, regard for others and self-discipline should be the norm. We expect our students to strive to be the best they can be every single day. Whilst there are rules and procedures aimed at maintaining a positive atmosphere around the school, it is important that all children develop a sense of responsibility for their own behaviour.

The following principles underpin this behaviour management policy.

Pupils are required to observe the following basic rules in the classroom, corridors and beyond the school gates:

- Be Safe
- Be Respectful
- Work Hard

The school reserves the right to discipline pupils whose actions bring the school into disrepute.

Role of Staff

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school teaching and learning policy promotes teaching approaches that help to advance positive learning behaviour patterns. Teachers are expected to teach engaging lessons that meet the needs of all students. Teachers should ensure that learning objectives are clear, lessons are well organised, interesting and appropriate, and that work is differentiated.

In the classroom teachers should set clear expectations, be fair, and engage pupils while applying a positive approach towards discipline.



The basic rules for the classroom and the protocol for recognition, reward and disciplinary consequences should be displayed and used consistently.

When dealing with incidents of poor behaviour in the classroom, teachers should follow the school's procedures on warnings. Students are given 2 opportunities prior to any formal sanctions being issued. The procedures for warnings are detailed below:

C1: A verbal warning where students are informed of the expectations and instructed to alter their behaviour.

C2: A second verbal warning. Students are reminded of the expectations and instructed to alter their behaviour

C3: Students are now issued with a 30 minute after school detention. Students are informed of their detention including the date.

C4: Students are parked within the department, or in another department, and they are issued with a 1 hour after school detention. Students are informed of their detention including the date.

Following parking, the student must return to their original lesson to discuss their behaviour and any sanctions to be imposed.

If a student's behaviour is severe or persistent, then a member of staff may call for "On Call" and a PSM or member of SLT may remove the student from the lesson altogether.

For all teachers and support staff it is their constant responsibility when on the school site or when accompanying pupils on visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met, in a calm and consistent manner.

Teachers and support staff are expected to be good role models.

Teachers should always aim to manage behaviour positively, especially when dealing with challenging behaviour.

Teachers are expected to give 24 hours notice of a detention and they are expected to call parents/carers when setting a detention. The only exception to this rule is detentions for lateness which are held on the same day. Teachers are also expected to attend the detention hall to meet with the student, discuss the behaviour, reset expectations and repair the relationship to avoid further issues in the future.



Partnership with Parents/Carers

At Hylands we appreciate and value the importance of a positive working relationship with all of our stakeholders including parents and carers. We believe these relationships are fundamental in ensuring both the academic and personal success of the young people we serve.

Parents and carers play an important role in ensuring their child behaves appropriately in school. Parents/carers are expected to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

Parents/carers are expected to ensure their child follows reasonable instructions by school staff and adheres to school rules. Parents/carers should also ensure staff are made aware of any factors which may result in their child displaying behaviours outside of the norm and to also work with the school to support their child's behaviour.

We endeavour to maintain high levels of communication with parents and carers at all times. This may be in the form of telephone conversation, email or letter. Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents/carers do not have the legal right to withhold permission for detentions and are expected to cooperate with the school and ensure that pupils can return home safely at a later time.

Parents/carers do not have the right to knowledge about the actions of the school regarding the sanctions or interventions made by the school with any child other than their own.

Behaviour

At Hylands, behaviour is categorised according to the seriousness. There are 4 categories of behaviour which have different sanctions and outcomes attached to them.

Yellow: Lower level behaviour that do not go past a second warning (C1 & C2) and therefore do not require any further sanction. These types of behaviour may include off task chat, calling out and other minor disruptions to teaching and learning.

Amber: Persistent or more severe behaviour that warrant a formal sanction, for example, a 30 or 60 minute detention. Student's behaviour have gone beyond the second warning (C2) and they have received a C3 or C4. Behaviour that do not warrant a higher-level sanction for example, isolation, internal exclusion or fixed term exclusion. Behaviour may include continued use of bad language, continued lack of classwork or persistent behaviour.



Red: Serious one off or persistent behaviours that are likely to result in isolation, internal exclusion, off site exclusion or FTE. Examples include bullying, verbal aggression, serious defiance, persistent disruptive behaviours and racist/homophobic remarks.

Extreme: Serious one off or persistent behaviours that are likely to lead to long term FTE or could ultimately lead to permanent exclusion from school. Examples include, being in possession of, or the taking of drugs/alcohol, physical assault, serious and persistent bullying and persistent disruptive behaviours.

Further information on how we categorise our behaviour can be found in the appendix fig 2.

Sanctions

When a student's behaviour does not meet the school's expectation, the school may need to implement sanctions. It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. The sanctions that may be used include:

- After school Detentions
- Isolation
- Internal exclusions
- Off site inclusion
- Fixed term exclusions
- Permanent exclusion

Detentions

At Hylands, all detentions are carried out after school and last either 30 minutes or 1 hour depending on the severity of the behaviours exhibited by the student. This does not prevent staff from having a short informal discussion with students at break and lunch to resolve any issues. All after school detentions are held centrally and are staffed by the pastoral team, extended leadership, and senior leadership.

Staff are expected to attend the centralised detention to meet with the students they have set detentions for. This is to ensure any breakdown in relationships can be repaired and to give staff an opportunity to reset expectations.

All detentions require 24 hours' notice to be given to the student as well as parents and carers so that alternative travel arrangements can be organised if necessary. We expect all staff to phone home when setting detentions, however, if a phone call cannot be made and a message cannot be left, then an email home will suffice.



Failure to attend detentions or complete a detention in a satisfactory manner, results in the automatic escalation of sanctions. If a student fails their 30 minute detention the sanction will be escalated to 1 hour. If they fail their 1 hour detention they will be placed in internal exclusions the following day. All internal exclusions last from 08:30 until 16:00.

Any member of staff may set a detention and therefore phone a parent or carer to discuss any pupils' behaviour and are actively encouraged to do so.

Isolation

Isolations are a responsive measure that is used for more serious or persistent breaches of the school rules. A student may be isolated for different periods of time depending on the behaviours exhibited. Isolation may last from a single lesson until the end of the school day. In some instances it may be appropriate for isolations to last until 16:00.

Students may also be isolated pending the investigation of an incident. This should not be seen as a punishment but to ensure that information regarding an incident can be gathered effectively.

Internal exclusions

Internal exclusions are a formal sanction used to avoid a fixed term exclusion. All internal exclusions are carried out from 08:30 until 16:00 and may last for up to 5 days. Internal exclusions are formally booked with parental contact through a member of the pastoral support team or a senior member of staff. This may be in addition to contact being made by the member of staff who initially dealt with the incident. This measure may be used as part of a period of reintegration.

Off site inclusion

Hylands has set up partnerships with a number of local secondary schools, and if deemed suitable, an internal exclusion can be carried out on the site of a partnership school. The parent is responsible for transportation to and from this school and providing lunch and Hylands will ensure suitable work is available for the student to complete. Students will be expected to wear their normal school uniform while on site at the other school.



Fixed term exclusions

In extreme cases of poor behaviour the school may consider excluding a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

*Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.

All pupils who have been excluded will have a reintegration meeting at the end of the exclusion period. The intention of this meeting is to restore relationships. During the meeting, the school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* (as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21) as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

Our Code of Conduct and the behaviour expected of all pupils will be made clear. Parents will be expected to attend in order to both support and challenge their child to behave well. Following any period of fixed term exclusion, students will be placed on a PSM or SLT report.

A student can receive up to a maximum of 45 days of fixed term exclusions before a permanent exclusion is issued.

A student who is deemed at risk of exclusion may be placed on a Pastoral Support Plan (PSP). These will set out the support and expectations for the pupils including any appropriate multi-agency interventions. The plan will be reviewed at regular intervals until such time as it is no longer required.



Permanent Exclusion

In exceptional circumstances the Headteacher may issue a permanent exclusion. Permanent exclusions are issued in response to serious one-off or persistent breaches of the school rules or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A permanent exclusion may be issued for the reasons listed below, however, this list is not limiting or exhaustive and permanent exclusions may be issued for other reasons.

Reasons include:

- Physical assault against a pupil or adult
- Verbal abuse/ threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

Parents/carers will be informed of any decision to permanently exclude without delay.

A student who is deemed at risk of permanent exclusion may be placed on a Pastoral Support Plan (PSP). These will set out the support and expectations for the pupils including any appropriate multi- agency interventions. The plan will be reviewed at regular intervals until such time as it is no longer required.

The school may be required to issue other sanctions/support strategies in addition to those described above. These may include break and lunch time detentions, period of respite at other schools, managed moves.

The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Supporting Behaviour

Pupils who are identified as at risk of disaffection will receive support through the work of the school's pastoral and academic teams including the SENCO to reduce the risk of exclusion. These strategies include advice and guidance, referral to external agencies including behaviour management, peer mentoring, personalised timetables including alternative education programmes, college courses and work related learning, attendance at a pupil referral unit, and as a last resort managed transfers to another school.



Report system

At Hylands we have a number of different reporting systems that promote positive behaviour for learning and support our high expectations. All reporting systems at Hylands, from attendance report to the pastoral reporting system are used to:

- Track and monitor a student's behaviour
- Help remind students of the school's expectations
- Set bespoke targets for students to meet
- To help maintain high levels of communication with parents/carers
- To ensure students take responsibility for their behaviour

The various reporting systems at Hylands include:

- **Attendance report:** Used to track and monitor attendance/punctuality when there are concerns. Like other types of pastoral report, students will be set specific targets and be expected to meet them. Parents/carers will be informed when a student is put on report and will be involved in the process for setting targets and reviewing progress towards these targets.
- **Pastoral Behaviour report:** Behaviour reports help to remind students of the school's expectations regarding their behaviour and conduct both inside and outside of lessons. They are issued when there are behavioural concerns across multiple subjects. Behaviour reports should last for no more than two weeks at any given level. If there is no improvement in these two weeks, then the report should be escalated to the next level. When a student is initially put on report, parents will be contacted and involved in target setting and review processes. Where appropriate and possible, a meeting will be held to accomplish this. Staff responsible for the report must update parents/carers weekly. If there are considerable issues, a daily call should be made. All reports should be logged on Behaviour Watch under the interventions tab. More information about the various stages of pastoral report include reporting triggers and failed criteria can be found in the appendix fig.3.
- **Positive report:** Positive behaviour reports help to reinforce the behaviours we expect at Hylands. These reports allow students to gain positive attention by doing positive things both inside and out of the classroom. Teachers should only write positive comments and praise on this type of report.
- **Subject report:** Subject reports are issued when there are behavioural concerns within a specific subject area. They are as a reminder of the school's expectations and allow us to track and monitor behaviour over a period of time. Subject reports are issued by the Head of department who will inform parents/carers that their child will be on report. Parents/ carers will be involved in the target setting and review process.



Rewards

The Hylands rewards system exists to motivate and recognise student effort and achievement. This will be accomplished through the acknowledgement and recognition of positive learning habits and their accomplishments. We will recognise students for their commitment to the school's vision and values and embodying the 'Hylands Habits'.

There are a number of studies that show the impact of developing intrinsic over extrinsic motivation. Extrinsic motivators and the classical carrot and stick system that some schools and organisation employ can in fact have a negative impact on behaviour. While extrinsic rewards may have an immediate impact, its gains are limited, it can de-motivate in the long term and they can be hugely unreliable. Intrinsic rewards have a lasting and much more positive impact upon students behaviour and achievement, and studies have shown that intrinsically motivated people achieve better.

What we reward for:

- Inspire – Positive behaviours/ actions that inspire others
- Challenge – A commitment to challenge oneself or behaviours/actions that challenge others
- Achieve – Achievements as a result of commitment and hard work
- Outstanding effort
- Outstanding classwork
- Outstanding homework
- Contributions to/representing the school
- 100% attendance for the week, term & year

How we reward:

- Verbal praise
- Star of the lesson
- Assembly recognition – fortnightly and termly
- Teacher/SLT/ELT/HoY phone calls home
- Headteacher phone call/ letter home
- Governor commendation
- Rewards/celebration evenings
- Rewards trips
- Bronze, silver and gold attendance reward



Hylands behaviour for learning procedures

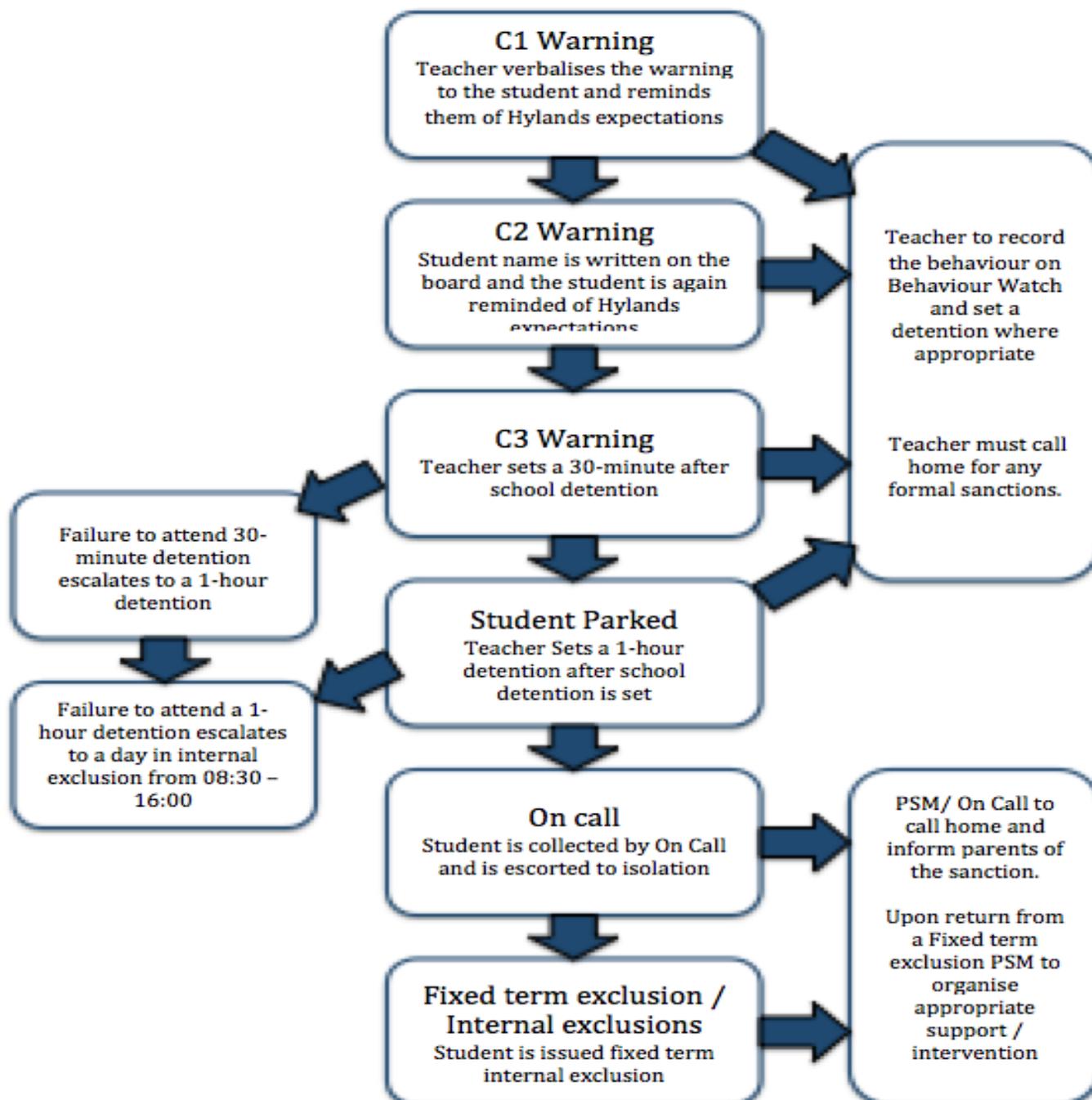




Fig 2. Hylands Behaviour types



HYLANDS BEHAVIOUR GUIDANCE

BEHAVIOUR TYPE	DESCRIPTION	EXAMPLE	SANCTION	STAFF ACTION
YELLOW	Low-level behaviour requiring C1 and C2 warning	Chatting, disruptions to T&L lack of classwork, calling out etc.	Informal discussions after lesson etc. No formal sanction	Issue C1 & 2 warnings. Log for information purposes. Call home if necessary
AMBER	Persistent disruptive behaviours/ less severe one off incidents that go beyond a C1 & C2	Persistent chatting, shouting out, lack of classwork & defiance etc.	30-minute detention for achieving C3 1-hour detention for being parked	Issue a C3. Set a 30-minute detention. Log on SIMS. Park if persists beyond C3.
RED	Serious one off or persistent behaviours that are likely to result in isolation, internal exclusion & FTE	Bullying, swearing at staff, verbal or physical aggression/abuse, serious defiance, vandalism etc.	Isolation, internal exclusion & FTE	Log On SIMS. Refer to PSM/HOY/SLT.
EXTREME	Serious one off or persistent behaviours that are likely to lead to long term FTE or permanent exclusion.	Possession of drugs, dealing drugs, serious physical assault, Serious and persistent bullying	Internal exclusion, FTE & Perm Ex.	Log On SIMS. Refer to PSM/HOY/SLT.

Fig 3. Pastoral reporting procedure



Hylands pastoral report procedures



REPORT TYPE	TRIGGERS	FAIL CRITERIA	SANCTION/ ACTION
PSP REPORT	Failed SLT report and severe/persistent behavioural problems	Persistently not meeting targets twice in a week/ lost report	1 day Int. Ex. Parental meeting. Weekly review
SLT REPORT	Failed PSM report and severe/persistent behavioural problems	Persistently not meeting targets twice in a week/ lost report	1 day Int. Ex. Parental meeting. Weekly review
PSM REPORT	Failed tutor report Following an Int. Ext or FTE	3 crosses throughout the day, non-engagement, loss of report.	1 hr. after school DT - Parental meeting. Weekly review
TUTOR REPORT	On-going issues across multiple (3 plus) subject areas	3 crosses throughout the day, non-engagement, loss of report.	30 minute after school DT - Parental contact / meeting. Weekly review

Notes

- All reports should last for no more than two weeks. If there is no improvement in these two weeks then the report should be escalated to the next level.
- When a student is initially put on report at any level a parental meeting should be held to set and agree targets
- Staff responsible for the report must update parents/ carers weekly. If there are considerable issues a daily call should be made.
- All reports should be logged on behaviour watch under the interventions tab.