Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name: Behaviour Management Policy
Date of Last Review: Summer 2018
Date of Next Review: Summer 2019
SLT Responsible: Assistant Principal
Other staff:
1.0 Rationale

- All teachers have the right to teach; and
- All students have the right to learn in a mutually respectful environment.

As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. Our Behaviour Policy focuses on Positive Behaviour, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents/carers have a clear understanding of the procedures and sanctions for dealing with problems.

This policy has been updated with regard to DFE Behaviour and Discipline in Schools, Jan 2016 and statutory guidance on exclusion from maintained schools, academies and pupil referral units in England, September 2017. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Due consideration has been paid to SEND Code of Practice: 0 to 25 years Jan 2015.

2.0 Aims

1. To promote positive behaviour, self-discipline and respect within the school and in the wider community, including outside school.
2. To prevent bullying
3. To ensure that students complete assigned work
4. To regulate the conduct of students
5. To establish clear guidelines for behaviour with appropriate rewards and sanctions which are clearly understood by the whole school community and consistently used.
6. To promote the concept that all students are individuals and should be treated as such; that all individuals have responsibilities to others.
7. To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
8. To encourage and enable all staff to develop appropriate strategies for dealing with poor behaviour when it occurs.
9. To promote clear, effective and prompt communication between all parties.
10. To encourage students to make the right choices about their behaviour and to provide appropriate support and guidance where appropriate.
11. To ensure that sanctions are reasonable and proportionate and will take account of an individual student’s needs.

3.0 Objectives

1. There is a clear understanding that everyone in the school has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so.
2. To create a learning environment which is characterised by:
   - Respect
     Respect yourself and other people in the school, and the environment.
   - Responsibility
Take responsibility for your own actions, learning, your belongings and your surroundings.

- **Co-operation**
  Co-operate by learning to work with others, being part of a team and reaching your full potential.

These objectives are in accordance with our Equality and Diversity Policy, SEND Policy, Anti-bullying policy and Child Protection and Safe Guarding Policy.

### 4.0 Hayes Habits and Hayes Way

The Hayes Habits and Hayes Way outline expectations of students’ behaviour and are displayed throughout the school and referred to in lessons and through assemblies.
5.0 Teachers Statutory Authority

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

The school can also discipline students in certain circumstances for non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teachers have a specific legal power to impose detention outside school hours. Parental consent is not required. Teachers will always try to ensure that 24 hours notice is given however, teachers have the right to set no notice detentions. Staff must ensure that a child’s safety is not compromised and that during lunch time staff will allow students to eat lunch and access the toilet.

Teachers are able to confiscate a student's property e.g. mobile phone, MP3 players, the item must be taken to Student Reception and the student/parent/carer should be informed of when collection may take place. The period of time of confiscation will be dependent on the frequency of misdemeanour.

"Discipline in Schools – Teachers’ Powers” enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (Section 94 of the Education and Inspections Act 2006)

Teachers have the powers to search without consent for prohibited items.
5.1 Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

If school staff resort to the use of reasonable force they must inform parents/carers verbally and in writing.

6.0 Reasons for Poor Behaviour

“Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed.” (Elton Report)

There are many possible reasons for a student exhibiting poor behaviour. They include:

- Low self-esteem
- Inappropriate curriculum
- Inappropriate teaching styles
- Poorly planned and non-differentiated lessons
- Problems at home
- Problems with peers
- Medical problems
- Boredom
- Lack of motivation
- Feelings of alienation
- Anxiety
- Family reputations
- Staff inconsistency

As a result of this our Behaviour Policy focuses on **Rewards** and **Consequences** in order to improve student behaviour.

7.0 Promoting Positive Behaviour

We promote positive behaviour explicitly through:

- **ACTIVE** (Tutorial) programme and Citizenship.
- Our code of conduct
- Assemblies.
- Reward system and achievement points
- Setting expectations and rules with students – for classrooms, around school and in the community.
- Use of student planner.
- Discussion with students – individuals and groups.
Hayes School
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Behaviour Management Policy

- Leading by example.
- Challenging anti-social behaviour consistently.
- Sharing expectations and rules – displayed around the school and in student planners.
- Giving ample opportunity for students to make informed and positive decisions.
- Use of classroom strategies like seating plans.
- Maintaining an attractive and stimulating environment which celebrates success, participation and students’ work.
- Restorative practices
7.1 Ways of Improving Behaviour

There are many ways of trying to promote good behaviour. Two underlying principles are:

- Mutual respect through good relationships between students and staff.
- Consistency among staff in implementing school policies and when dealing with individual students.

We can ensure positive behaviour by strategies including:

- Understanding that students are individuals.
- Ensuring the curriculum is appropriate for each individual student.
- Recognising achievement – regular use of praise (success stairway).
- Promoting expectations and rules clearly, publicising them (Hayes Way), living them and reviewing them frequently.
- High quality of teaching and learning.
- Helping students to modify inappropriate behaviour through pastoral support and social inclusion.
- Following agreed procedures, being consistent.
- Promoting the role of the Tutor.
- Promoting the involvement of prefects, peer mentors, mentors and the school counsellor.
- Target setting and use of Individual Education Plans, Pastoral Support Programmes and Personal Education Plans (for looked after children).
- Sharing responsibility for behaviour around the school.
- Induction of new staff and supply staff.
- Supporting each other.
- Promoting students’ involvement in all aspects of school life including school council, extra curricular activities, and charities.

NB: This is not an exhaustive list.

We need to:

- Understand that students are individuals.
- Ensure the curriculum is appropriate for each individual student.
- Use a variety of teaching styles.
- Recognise and celebrate achievement at every opportunity

7.2 Governor Behaviour Panels and the Role of the Governing Body

The Governing Body have a responsibility to ensure that good order and discipline is maintained within the school and support the school in the review of this policy’s effectiveness.

Governor panel meetings take place with the Principal/ Senior Vice Principal/Vice Principal and at least one governor. Parents/carers and students are invited to attend. The purpose of these meetings is to discuss any academic, behaviour or attendance concerns, the support currently in place and to work in partnership to review, identify and plan further interventions by the school and at home. The meetings also recognise and celebrate recent improvements.
7.3 Rewards

As a school we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

At Hayes School we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, i.e:

- A personal comment
- Staff praise in planners and books
- The giving of merits for Lower School
- Individual certificates
- Form group certificates
- Recognition of outstanding achievements
- School Trips
- Article in Newsletter
- Letters of recognition for Upper School
- Celebration of Achievement Assemblies
- Departmental displays
- Good News and ACTIVE Postcards
- Sports and music colours and badges
- Use of the website to display work and mention achievement
- Learning Champion award for outstanding learning behaviour, awarded termly in CoA assemblies
- Endeavour Award from Governor’s for contributions to wider school life and community, awarded termly in CoA assemblies
- Achievement points awarded on Sims for positive behaviour, achievement or progress

We recognise that one of the easiest and most effective ways of rewarding a student is the use of praise.

"Praise is probably the most obvious and effective means of reinforcing appropriate behaviour and motivating students to meet the school's work and behaviour expectations." (Gordan)

8.0 Consequences and Sanctions

"The sensitive use of reprimands and sanctions is an effective means of cutting short, inappropriate behaviours. However, the inappropriate use of reprimands and sanctions can exacerbate or compound a students’ or groups’ poor behaviour" (Elton Report).

When applying the behaviour pathway (see page 9) we need to keep the above in mind. It is also important that we remember to:

- Examine the behaviour and not demean the student.
- Use private rather than public reprimands wherever possible.
- Set short achievable targets for behaviour improvement.
- Be consistent when dealing with students and when implementing the Behaviour Policy.
- It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.
Range of Appropriate Strategies includes:

- Discuss with an appropriate member of staff
- Note in learning journal
- Verbal warning
- Documenting the incident and action by recording the type of behaviour and sanction on the student’s SIMs log
- Letter home
- Parents informed/called in
- Teacher, Middle Leader, Senior Leader, Principal Detention
- School report or subject specific report (Form Tutor/Achievement Coordinator/Heads of School/Head of Department report)
- Contract – student, staff, parent
- Privileges removed
- Community service
- Student withdrawn from class using department or school on call system
- Student withdrawn for a number of lessons
- Personalised timetable agreed with students and parents/carers
- Internal exclusion in our inclusion area
- Individual Behaviour Plan/Pastoral Support Plan/Personal Education Plan (for looked after children)
- Fixed term exclusion
- Permanent exclusion

8.1 Detentions

The Behaviour Management Pathway (page 9) outlines the “Consequences” for students who do not adhere to the Code of Conduct. All detentions will be recorded in SIMS. Parents/carers will normally be notified by e-mail or phone call of any detentions set.
# 8.2 Behaviour Management Pathway

<table>
<thead>
<tr>
<th>Detention type</th>
<th>Set and run by</th>
<th>Venue</th>
<th>How long?</th>
<th>Set For</th>
<th>How to set</th>
<th>What if student does not attend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teachers Tutors</td>
<td>To be decided by teacher setting detention (e.g. their classroom)</td>
<td>30 minutes</td>
<td>Reasons include, but are not limited to: Lack of homework Lack of effort Lateness to lesson Low level disruption of lesson and failure to respond to warnings</td>
<td>Teacher records detention in SIMS (see guide) <strong>Speak to student</strong></td>
<td>Check if student was in school. If present refer to HoD/Aco for Middle leader detention Reset detention if student was absent from school</td>
</tr>
<tr>
<td>Middle Leader</td>
<td>HoDs Acos</td>
<td>H5</td>
<td>60 minutes (every day)</td>
<td>Reasons include, but are not limited to: Failure to attend Teacher detention Persistent failure to complete homework Persistent lack of effort Persistent disruption of lessons Persistent lateness to lessons Failing to follow instructions/defiance 2x yellow slips in a day</td>
<td>Email #Secretary with details <strong>Speak to student</strong></td>
<td>Check if student was in school. If present refer to SLT line manager for Senior Leader detention Reset detention if student was absent from school</td>
</tr>
<tr>
<td>Senior Leader</td>
<td>SLT</td>
<td>H6</td>
<td>90 minutes (Friday)</td>
<td>Reasons include, but are not limited to: Failure to attend Middle leader detention Persistent defiance Late to school</td>
<td>Email #Secretary with details <strong>Speak to student</strong></td>
<td>Check if student was in school. Student to be seen by SLT on Monday morning Reset detention if student was absent from school</td>
</tr>
<tr>
<td>Principal</td>
<td>SLT</td>
<td>C1T</td>
<td>2 hours (Saturday)</td>
<td>Principal detentions are set as an alternative to exclusion and after discussion with the Principal/SLT</td>
<td>Discuss with SLT line manager. Set by SLT only who</td>
<td>Student to be placed in G1L on Monday pending decision/confirmation by ACO/SLT</td>
</tr>
</tbody>
</table>
Late detentions
Students arriving late to school (after 8.35am) should sign in at Student Reception. Students are set a same day lunch time detention (20 minutes) with a member of the Senior Leadership Team.

9.0 Procedures/Guidance for Use of Report Cards

Aim of report:
To support a student in the management of their behaviour/learning and raise achievement.

Reports should be viewed as supportive not punitive and should be time limited with reviews of targets.
- To identify areas of difficulty.
- To set achievable, short term targets.
- To provide individual, focused contact with an appropriate member of staff.
- To reinforce the Home-School partnership.
- To facilitate and link to academic tutoring.

Reports may be established by:
Head of Department
Form tutor
Achievement Co-ordinator
Senior Leadership Team and Sixth Form.
Pastoral Support Plan (PSP) to Behaviour & Inclusion Manager

In all instances students should be spoken to about the targets set and these should be shared with parents

In addition in accordance with the tier management structure we use:

IBP: Individual Behaviour Plan
A list of targets and strategies for all involved to enable the student to focus on key areas. Generated in consultation with the Achievement Coordinator for students with persistent behaviour issues. This report should be set up with the parents and reviewed with the key worker after 6 weeks.

PSP: Pastoral Support Programme
A multi-agency intervention to help individual students to better manage their behaviour. The programme will be agreed with parents, Behaviour & Inclusion Manager and Special Educational Needs Coordinator (SENCO) where appropriate. For students at risk of permanent exclusion, when all prior strategies have not produced desired outcome.
Students on a PSP are monitored through an individualised report to the Inclusion Manager which runs in the first instance for 8 weeks and is reviewed after 4 weeks. However, a serious breach of the school’s Code of Conduct may result in permanent exclusion.

PSP Time scales and reviews
PSP1 - 8 weeks with a 4 week review
PSP2 - 16 weeks with an 8 week review. Reduced to monitoring report if successful after 8 weeks.
  Review at a Governor panel
PSP3 - 16 weeks with an 8 weeks review as above.

10.0 Time Out’ Procedure for use with individual students

This is one of the school’s strategies for dealing with students who have difficulty with self-control.

1. The decision to apply ‘Time Out’ to a particular student may only be taken by a senior member of the Pastoral team (SEND/Inclusion members or the Achievement Coordinator).

2. This decision will only be made in exceptional circumstances and always for a named reason.

3. Each student on ‘Time Out’ will carry a ‘Time Out’ card with a named contact and place.

4. The initiator will brief each student on how/when ‘Time Out’ is to be used.

5. The student’s teachers will be informed that he/she is on ‘Time Out’ by e-mail sent by the initiator.

6. Teachers will be asked to e-mail the initiator as soon as possible after ‘Time Out’ has been used with details of the circumstances.

7. The named contact person will have a contact meeting with the student as soon as possible after ‘Time Out’ has been used – and in the student’s own time.

10.1 Sending students out of lessons

There are occasions when both the teacher and the student need some respite. Teachers may decide to give the student time out of the lesson for a few minutes but must ensure that they are quickly reintegrated back into the lesson and that the matter is followed up with a discussion between the teacher and the student.

10.2 On Call Protocols

Discipline within a lesson is the responsibility of the class teacher who should look to the Head of Department (or Achievement Coordinator if a Tutor period is concerned) for support as necessary. However there are occasions where further or alternative assistance is needed - at such times the ‘On Call’ system is available.

What is On Call?

On Call should only be used for the more serious types of disruption that occur in a lesson. This would include:

- A classroom fight
- Swearing directly at a teacher
- Confrontation that could quickly result in physical harm to a member of staff or student
- Repeated refusal to follow the instructions of a teacher/HOD/ACo (especially when acting in support of a colleague).

**On Call should not be used for:**
- Students arriving late
- Failing to complete homework/classwork
- Low level disruption such as talking, lack of equipment

For these incidents, normal disciplinary action should be taken – ‘consequences’, referral to HOD, use of departmental withdrawal/on call (see below), letters home or any combination of the above.

**Procedure for obtaining On Call assistance**
The class teacher should send a reliable student with a note to Gadsden main office, requesting assistance from the person on call. Please state room, name of staff member and student. Emails are not routinely picked up and may not result in a prompt response.
The classroom teacher will arrange a ‘return to classroom’ interview, with the support of the HOD.

All students on called from a lesson will be expected to complete a one hour Middle Leader Detention during which any missed work will be completed.

**Departmental Support**
It is hoped that every department in the school has established departmental withdrawal/on call arrangements. Staff having difficulty managing a student’s behaviour, would be able to send the student (with work and a return time) to an identified colleague, who is hopefully free or teaching a KS5 class. The HOD would need to be informed if this action was taken, in order to monitor frequency, identify appropriate sanctions for frequent offenders and support the member of staff (some smaller departments have set up a joint system).

Staff teaching away from their immediate departmental area, should establish mutual departmental withdrawal/on call support arrangements with staff in adjacent rooms.

All cover staff should be made aware of which departmental withdrawal/on call area is to be used if required – details recorded on the cover/set work details.

**Procedure for person on-call**
The person “On Call” should let the office know where they may be located or collect a radio from Gadsden reception at the start of the period.
It is expected that staff “On Call” would patrol at the start of lessons to make sure students are in class and that they are not loitering/using water fountains etc.

When called by “On call” the student should be removed and taken to the supervision room or other appropriate area where the student can be supervised. Wherever possible work should be collected for the student.

Once the person “On Call” has dealt with the incident
- They must contact Gadsden Office and give the name(s) of student(s) concerned; state the type of incident and briefly indicate action taken e.g. This enables the Office to properly log the event so that we can build up a picture of student(s) causing problems in class repeatedly.
- They should ensure that the class teacher knows to complete an e-mail to the relevant persons.
- An on call letter signed by the HOD, identifying the concern and the sanction should be sent home.
If “On call” is used for an obviously inappropriate reason, the student should be removed temporarily, an events slip/e-mail requested, and the matter drawn to the attention of the HOD who would need to discuss the matter with the classroom teacher.

A senior member of staff is always available on a timetabled basis to offer support for any member of staff who has an incident which requires such assistance. On call staff unsure of the appropriateness of the “On call”, should discuss their response with a member of SLT.

Procedure for Office
On request, contact the On Call teacher, or failing that a member of SLT.
All calls for assistance to be logged with date/time/staff/room/subject/incident/staff on call.

Departmental/Pastoral follow up
A student on called will:
- spend time in the Supervision Room (or other appropriate supervised area)
- receive a detention with the class teacher during which we would expect a discussion to take place prior to the next lesson in order to adjust behaviour.
- receive a ‘return to classroom interview’ with the class teacher and/or HOD, where targets for improvement will be discussed and agreed
- receive a letter home from the department

A student receiving two or more On Calls in their subject area in a term, should be interviewed with their parents by the HOD.

An e mail should be sent to notify the ACo of student(s) causing concern and allow them to monitor behaviour across the school. Two or more On Calls from two or more Departments in a term should prompt an interview between ACo, parent and student.

11.0 Respite

If appropriate and in consultation with the local authority respite may be sought for a student in danger of exclusion or where attendance at school is a serious concern.

11.1 Managed Moves

Managed moves are processes, which allow students to move between schools without the stigma of exclusion. Hayes School works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a student with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the student, parent/carer and the school has in effect broken down.

12.0 Safer School Partnerships

As recommended by Sir Alan Steer, Hayes School is committed to a close working relationship with the police through our School Liaison Officer and the Safer Neighbourhood team.
13.0 Reduced rates of persistent absence.

Persistent absentees are defined as students with 10 per cent or more absence. With these very high levels of absence, students are most likely to suffer other negative outcomes, such as low educational attainment and involvement in harmful activity. In partnership with our appointed Education Welfare Service Provider (WPA) and other agencies, and in line with our attendance policy, we aim to, wherever possible, reduce the levels of PA.

14.0 Exclusions

The school will follow the Department for Education guidance “Exclusion from maintained schools, Academies and pupil referral units in England,” September 2017.

14.1 Fixed Term Exclusions

Excluding a student from school for a fixed term is a serious step to take. Only the Principal or Head of School (or in their absence, the Deputy Head) has the authority to exclude a student. In all cases the parents will be informed either by telephone and letter on the day the student is excluded and the reasons for the exclusion. The student will be seen by the Principal or Head of School, or a member of the Senior Leadership Team. On their return to school the student should come in with a parent/guardian to meet with a senior member of staff and/or Achievement Coordinator.

Work will be set during the period of the exclusion.

If a student is excluded for a second or third time and seems not to be treating the sanction seriously, a member of the Governing Body may be included in the re-admittance process. Offences for which exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of school property
- Bringing or using illegal substances, including alcohol, into school
- Possession of any offensive weapons in school
- Using illegal substances or alcohol in school
- Supplying or selling illegal substances in school
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the school into disrepute, this may occur in school or outside school.

Parents/carers have the right to appeal against a decision to exclude their child.

14.2 Permanent Exclusion

A decision to exclude a student permanently is a very serious one and will be considered as a last resort, in response to a serious breach, or persistent breaches of the school’s behaviour management policy and where allowing the student to remain at Hayes School would seriously harm the education or welfare of the student or others in the school. The decision to permanently exclude will be taken by the Principal.