

HEBBURN COMPREHENSIVE SCHOOL



BEHAVIOUR POLICY

Approved by Governors: February 2010

Review Date: March 2011

Rationale

In Hebburn Comprehensive School, we believe that there is an integral link between good behaviour and effective learning: the Behaviour Policy must complement, therefore, the Teaching & Learning Policy. In order to ensure the most effective learning, all children have the right to work and to learn in an environment which is safe, secure and free from disruption.

Principles

- Pupils learn best in an ordered environment.
- All forms of bullying are unacceptable, including those on the grounds of race, gender, sexuality or disability.
- All members of the school community deserve to be treated with respect.
- Good behaviour is achieved through a positive learning culture.
- Pupils need to receive tangible recognition of achievement.
- Giving young people responsibilities helps to raise self-confidence, self-esteem and promote independence.
- Pupils should be encouraged to treat the school's environment and each other's property with respect.
- Equal opportunities and equal rights should be exercised at all times.

Aims

To encourage, support and reward good behaviour.

- To raise the level of attainment in the school by offering young people the necessary guidance, challenge and partnership to ensure they are able to take advantage of the maximum opportunities for learning.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To build and support the self-esteem of young people.
- To value the rights of the individual.
- To encourage the development of positive relationships in all areas of school activities.
- To define acceptable standards of behaviour.
- To ensure that the school's strategies and expectations of behaviour are widely understood by parents and pupils.
- To produce an environment in which children feel safe, happy, secure and respected.
- To ensure that pupils are confident of their right to be treated fairly.
- To promote/develop empathy and respect for self and others.

Rights and Responsibilities

Young people have an entitlement to an education that challenges and helps them realise their true potential.

All those involved in the life of the school have a responsibility for ensuring good behaviour.

The Hebburn Comprehensive School Code of Conduct is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby the pupils are personally involved and accept responsibility for their own actions and behaviour.

A description of responsibilities for all members of the school community.

	Pupils	Parents	Staff and Governors
Behaviour	<p>To treat staff and fellow pupils with respect.</p> <p>To accept and obey all rules to enable the school to run smoothly and ensure maximum opportunity for learning.</p> <p>To be polite and considerate to all members of the school community and members of the wider community.</p> <p>To observe the Code of Conduct at all times.</p> <p>To wear the correct school uniform and be tidy in appearance.</p>	<p>To be aware of, and support, the school's values and expectations.</p> <p>To share with the school any concerns or problems which affect their child's behaviour.</p>	<p>To lead by example.</p> <p>To be considerate and fair to pupils.</p> <p>To encourage pupils to achieve their full potential as valued members of the school community.</p> <p>To respond to any complaint of bullying seriously.</p> <p>To respond to cases of indiscipline that come to their attention.</p>
Attendance	<p>Attend school regularly and punctually.</p>	<p>To ensure that children arrive on time each day.</p>	<p>To monitor the attendance of all pupils.</p>

Teaching and Learning	<p>Be prepared for learning by bringing the necessary equipment.</p> <p>Pay attention in class.</p> <p>Complete all classwork, homework and coursework to the best of their ability.</p> <p>Avoid negative behaviour which affects the learning of others.</p>	<p>To ensure that children arrive at school with the necessary equipment.</p> <p>To support children in their learning.</p>	<p>To provide an education that is appropriately structured and challenging.</p> <p>To praise pupils, commending them for hard work, commitment, helpfulness, improvement and excellence, celebrating their achievements.</p>
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School Code of Conduct

In Hebburn we will respect the rights of all in our school and realise our responsibilities towards others. This means:

- Attending school on time;
- Coming to school in full uniform and equipped for learning;
- Listening carefully and following instructions;
- Respecting people, place and property;
- Behaving in an appropriate and acceptable manner.

Proactive Strategies

As a school, we will ensure that good behaviour is promoted and unacceptable behaviour avoided wherever possible.

Positive strategies we will use are as follows:

- Supervision of pupils (see duty rota)
- Use of data to inform planning, teaching and learning and pupil class allocation.
- High-quality teaching and learning
- High-quality classroom management
- Intervention work with 'at risk' and underachieving pupils
- Learning mentoring
- Curriculum planning
- External curriculum provision
- Rewards and recognition of learning
- Student Council
- Partnership and support with parents / PSPs
- Involvement of the Education Welfare Service
- PSHE and Citizenship lessons, assemblies and reflections
- External agencies provision
- Purple Zone
- Case conferences
- Quality standards
- Amber Zone
- Anti-bullying
- CAF

Information and Data

Individual pupil and whole-school data are analysed and used to inform short-term and long-term planning. Teachers use data profiles of their classes to prepare lessons and programmes of study. Individual pupil data are used to set pupils in a variety of subjects (see Curriculum Policy).

If a pupil exhibits unacceptable behaviour categorised as persistent Level 1, Level 2 or Level 3 (see categories on page 6), it is important that a variety of data on the pupil be looked at, to identify any potential underlying problems; this includes data on ability (MIDYIS), attainment, attendance, behaviour, individual learning needs and individual social needs.

Data on pupil behaviour are stored in the school MIS which can be accessed by all staff.

Current individual pupil information on reports, exclusions, Amber Zone, Purple Zone and personal matters will be displayed on the Pastoral Notice Board in the staff room.

Heads of Learning meet with Heads of Key Stage on a fortnightly basis to discuss matters and issues within the year group. The data mentioned in paragraph 2 above is used to inform these meetings. As with all schools, summative data is shared at the Local Authority Behaviour and Attendance Partnership.

Communication and Parental Partnership

Hebburn Comprehensive gives high priority to clear communications within the school and to positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour and learning.

A positive partnership with parents is essential to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage, and encouraged to work with the school in rectifying the situation. This may lead to a Partnership and Support scheme or a PSP with the support of the governor responsible and any other agencies necessary.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which their efforts are valued. Senior staff patrol the corridors during lessons to support effective learning.

Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way in which pupils behave.

Staff Training

It is essential that staff are fully aware of, and act in accordance with, the school's behaviour policy. To this end, all staff receive in-house training and guidance as to the policy and its implementation. On joining the school, staff are given training through the induction programme for new staff. Additional support for all staff can be provided through:

- Refresher courses
- Teacher improvement strategies

- One-to-one support

Positive Achievement

Hebburn Comprehensive School aims to foster a positive attitude to all aspects of school life; the acknowledgement of learning – and of the positive attitudes which maximise learning – lies at the heart of all we do.

Staff encourage all pupils to achieve their potential through a system which strives to reward through praise and acknowledgement of achievement. This is done through:

- Merits
- Letters home
- Departmental and Pastoral rewards
- Record of Achievement
- Prizes

Our annual Prize-Giving Ceremony, held late in the Autumn Term of each year, acknowledges achievement, effort and contribution in all aspects of school life; attendance and punctuality; talent in sport, music and the arts; contribution to the school and wider community; and academic achievement.

Guidance and Learning (Purple Zone)

The Guidance and Learning Centre seeks to provide a safe, secure and healthy environment in which a pupil can:

- Feel supported
- Modify behaviour
- Improve attendance
- Value learning for themselves and others
- Develop personal and social skills

Aims:

The Guidance and Learning Centre aims to help in the promotion of social inclusion and raising of standards of achievement at Hebburn Comprehensive School by providing support in the removal of barriers related to:

- Learning
- Behaviour
- Attendance

Amber Zone

The Amber Zone is used to replace the former school exclusion for most cases of serious negative behaviour. It allows a pupil to maintain attendance at school and continue with their studies whilst removing them from mainstream classes for a period of time. It avoids breaks in the pupil's learning and promotes inclusion. Placement in the Amber Zone may be for a serious incident which will cause a stay of one to ten days, or a subject referral after other strategies have been used. Subject referrals are usually for two weeks of lessons. All referrals are monitored and sanctioned by HOKS.

Anti-Bullying

Within school, we strive to ensure that all forms of bullying are prevented and eliminated, rather than just controlled. Teachers, pupils parents, governors and support staff make sure the school is a welcoming place where children are happy and relaxed enough to take advantage of all the educational opportunities that are being offered.

In order to deal with incidents of bullying, the school will react firmly and promptly where bullying is identified. A Bullying referral form is completed and incidents are taken seriously. (See Anti-Bullying Policy)

Reactive Strategies

When unacceptable behaviour occurs, the school deals with incidents quickly and effectively.

Unacceptable behaviour is divided into three broad bands.

- Level One: misbehaviour that can be effectively managed within a classroom environment or around the school by any member of staff.
- Level Two: more serious behaviour or persistent Level One misbehaviour that requires involvement of a more senior member of staff e.g. Duty Team Leader, Head of Subject, Head of Learning.
- Level Three: very serious behaviour or persistent Level Two misbehaviour that requires involvement of Heads of Key Stage or Senior Leadership Team. Behaviour at this level will, of necessity, involve a Pastoral Support Programme and the involvement of external agencies.

Referral System

	Level One	Level Two	Level Three
Classroom	Teacher Classroom Assistant	Head of Subject	HOL, HoKS, SLT
Tutorial Period	Form tutor	Head of Learning	HOL, HoKS, SLT
Exam Hall		Head of Examinations	HOL, HoKS, SLT
Around school	Teacher Classroom assistant	Head of Learning	HOL, HoKS, SLT
Across subjects		Head of Learning	HOL, HoKS, SLT

Unacceptable Behaviour

Level One	Level Two	Level Three
Not on task Disrupting another pupil Chatting in class Not taking instruction	Persistence of Level One Refusal to work Deliberate incompleteness of work Defiance	Persistence of Level Two Stealing Abusive/obscene language directed at a member of staff or another pupil
Minor bad language Careless damage	Destruction of property (minor) Smoking	Racial abuse Vandalism of school property
Wearing incorrect uniform	Leaving school premises without consent	Abuse/threatening behaviour towards staff
Wearing make-up	Unnatural hair colour	Dangerous refusal to obey instruction
Chewing in class	Extreme hair styles/ motifs shaven into hair.	Endangering the health and safety of others
Lateness	Truancy (internal and external)	Major disruption of class activity
Jewellery Lack of homework Lack of equipment	Talking in exam hall Fighting Poor punctuality	Bullying/ Cyberbullying Aggressive violent behaviour Possession and/or use of illegal drugs Selling or providing illegal drugs Possession of a weapon Use of a weapon against other pupils or a member of staff. Inappropriate behaviour of a sexual nature. Possession and/or use of alcohol Disruption or persistent talking in the exam hall
Name calling (minor)		

These lists are not exhaustive, and are intended to be illustrative, rather than prescriptive.

Sanctions/Strategies

	Level One	Level Two	Level Three
Strategies	Reminder of Code of Conduct	Referral to Head of Department, Head of Learning, Head of Examinations or Duty Team Leader as appropriate.	PSP
	Private discussion with pupil	Letter home/Telephone home	Case conference
		Meeting with parents	Key Stage Report
		Departmental monitoring	Governors' Disciplinary
		Year Report	Purple Zone placement
		Parent Partnership	Work with Social Inclusion Team
Sanctions	Verbal reprimand	Withdrawal from lesson and isolation within department (Rescue base)	Senior Team Detention – 1 hour
	Move seats		Amber Zone
	Isolation in class	Year/Subject Detention 30 minutes	Pre-exclusion warning
	Repeat work	Head of Key Stage Detention 40 minutes	Fixed term exclusion
	Extra work to complete at home		Final contract
	Teacher/tutor detention 10 minutes		Alternative Education placement
	Confiscation		Permanent Exclusion

Exclusions

We work extremely hard to be an 'inclusive school'; however, there are occasions when pupils, in order that their ultimate inclusion may be assured, are excluded from mainstream provision.

Procedures

Behaviour within the classroom and around the school environment is the responsibility of each individual teacher and pupil. Procedures and quality standards have been produced on the following to support staff by ensuring consistency and fairness.

Quality Standards in place :

- Dining Hall
- Assembly
- Exam Hall
- Classroom
- School entry
- School visits
- Tutorial period

Monitoring and Evaluation

Consultation on this policy has canvassed the views of pupils, parents, teaching and non-teaching staff; the policy has been, in large part, drawn up by members of the Senior Pastoral Team.

Monitoring and evaluation of the policy will take place through a combination of the following mechanisms:

- Behaviour audit
- Questionnaires to pupils and parents
- Lesson observations
- Corridor observations
- Pupil behaviour data
- Attainment data
- Attendance data
- Reports to Governors

The policy provides a focus for dealing with issues of pupil behaviour; it will be reviewed annually.