



Behaviour and Discipline Policy

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The policy owner is:	Ina Coubrough
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Signed by the Chair of the Local Governing Body:-	Mrs Helen Wardale
Ratified by the Board of Trustees	N/A Renewal
Signed by the Chair of Trustee Board	Mr John Smith N/A Renewal

HELLESDON HIGH SCHOOL

BEHAVIOUR POLICY

1. SCHOOL ETHOS

Hellesdon High School is a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.

The School believes in working together with the young people in its care, their parents/carers and other bodies in order to deal with the underlying causes of challenging behaviour taking into account their individual needs.

Hellesdon High School does not tolerate bullying or other anti-social behaviour and is dedicated to promoting an ethos that reflects high moral standards, a culture of social responsibility and fosters a safe learning environment for all students.

The School's aim is to celebrate and reward positive behaviour. We aim to apply sanctions as a last resort.

2. RULES OF CONDUCT

The Leadership Team are responsible for developing a set of positive and constructive School Rules (as outlined in the following section) following consultation with staff as well as students. These rules will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the School environment
- ensure standards of behaviour are high and student conduct is regulated

3. STANDARDS OF BEHAVIOUR AT HELLESDON HIGH SCHOOL

Hellesdon High School has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School. A student Code of Conduct (Ready, Respectful, Safe) is publicised throughout the school.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required. All absence must be explained and unexplained absence will be followed up (*by the relevant staff*).

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

4. REWARDS AND SANCTIONS

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

4.1 REWARDS

KS3 Rewards

- verbal and written praise
- certificates and vouchers for achievement and attendance
- achievements recorded throughout the year
- departmental certificates/postcards
- tutor group prizes awarded at Celebration Assemblies for achievement and attendance

KS4 Rewards

- verbal and written praise
- certificates and vouchers for achievement and attendance
- departmental certificates/postcards
- tutor group prizes awarded at Celebration Assemblies for achievement and attendance
- Awards Evening
- attendance at the end of year Prom

KS5 Rewards

- prizes given at Awards Evening
- verbal and written praise
- celebration postcard sent every two weeks for those who go above and beyond
- HoY/Director conversations with positive students weekly

Rewards can be given for:

- progress / demonstrating a growth mindset
- excellent work
- good behaviour
- good uniform
- outstanding achievement
- good attendance

4.2 SANCTIONS

- Staff are given guidance and training on general classroom management strategies
- The Stepped Discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom
- A system of lunchtime and after-school is used as part of the School's Disciplinary procedures.

- When necessary students can be isolated within a department, isolated within the Assessment, Intervention and Mentoring Centre or be given fixed period or permanent exclusions for serious breaches of the School Disciplinary procedures.

Sanctions can be given for:

- disruptive behaviour
- disobedience
- verbal/physical aggression
- bringing the School into disrepute
- repeated defiance of School Rules
- endangering self or other people through irresponsible/unacceptable behaviour
- disrupting the effective running of the School

In the following circumstances, the Principals may apply a Fixed Period or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure. These incidents include, but are not limited to:

- serious threat (actual or perceived) of violence to self or others
- sexual abuse/assault
- supplying illegal drugs on School premises
- carrying an offensive weapon on School premises

4.3 INCLUSION PROCESS

The Assessment, Intervention and Mentoring Centre at Hellesdon High School offers an alternative to students who face fixed period exclusions allowing them to access the curriculum while affording students with behavioural as well as academic support. Students will be 'internally excluded' for up to ten days in particular circumstances following consultation with the relevant Head of Year, Assistant Principal and the Principals.

If a student's behaviour warrants 'internal exclusion' parents/carers will be notified and a reintegration process will be followed in accordance with the Procedures for Inclusion at Hellesdon High School (see *Hellesdon High School Behaviour* booklet).

The Assistant Principal (Behaviour, Safeguarding and Attendance) is responsible for the management of the AIM Centre, appropriate record keeping and preparing an annual review. They are also responsible for dealing with complaints and other issues arising on a day to day basis.

Students may also be asked to attend alternative provision off site to serve a period of inclusion. This will be arranged on a case-by-case basis and parents/carers fully informed of the process.

4.4 EXCLUSION PROCESS

The School views the application of the Exclusion Process as an action of last resort once other sanctions and support systems have been explored or where exceptional circumstances apply.

Where there are vulnerable groups or those who have disproportionately high rates of exclusion (eg SEND, Free School Meals, Looked After children and certain ethnic groups, eg Gypsies, Roma or Travellers), the School shall identify where extra support might be needed to address the needs of these groups to reduce their risk of exclusion.

The formal process of applying a Fixed Period or Permanent Exclusion is defined within Government Guidelines and regulated through an internal and external appeals/review process.

For serious or persistent breaches of the School's Disciplinary procedures, only the Principals (or authorised person acting as Principal in their absence), may make the decision to exclude a student either for a fixed period (up to 15 days in any one term) or permanently.

The decision to exclude a student will only be made after:

- thorough investigation of the incident
- consideration of all the evidence taking into account the possibility of provocation or extenuating circumstances.
- the student has been allowed to give their own version of events

A written record of all actions taken and signed and dated witness statements will be maintained.

Where a student is to be excluded, the Principal shall immediately inform the Parent/Carer by telephone, followed up in writing, of the:

- period of exclusion (or permanent exclusion),
- reason for exclusion,
- arrangements for continuing education while excluded
- appeals process, including time limitations and who to contact
- date and time the student is expected to return (fixed period only)
- right of access of the Parent/Carer to a copy of the student's School Record on written request

The School shall take reasonable steps to set and mark work for excluded students during the first five school days of an exclusion and to make alternative provision via the Local Authority from the sixth day.

For fixed period exclusions greater than 6 days, the Parent/Carer and student will be invited to a reintegration interview prior to return to School.

Appeals

Only the parent or legal guardian (or the student if over 18) has the right to make appeal against exclusion. Appeals should be made in writing to the Governing Body (usually the Clerk).

The Governing Body will convene a Disciplinary Panel of three governors to review the exclusion at the request of the Parent/Carer (for fixed Period exclusions of 6 to 15 days or for shorter periods if Panel considers it necessary) and for all permanent exclusions or fixed period exclusions that are for more than 15 days in a term. The Parent/Carer, student, and School representatives will be invited to attend a hearing convened between 6 and 15 school days from notification of the exclusion. A Local Authority Officer may be invited at the request of the parent/carer.

The student shall be enabled and encouraged to participate at all stages of the exclusion process.

The role of the Disciplinary Panel is to impartially review the exclusion imposed by the Principal and either uphold the decision or direct re-instatement of the student.

Consideration will be given to whether the Principal has complied with the law in making the exclusion and to the evidence presented, both written and verbal, by the School and the Parent/Carer and student.

The Panel will inform the School and the Parent/Carer of its decision and reasons in writing within one school day of the hearing. Details of the right to review within 15 days to an Independent External Review Panel, arranged through the Local Authority will be provided. The parent/carer will be informed of their right to request the presence of a Special Educational Needs and Disabilities (SEND) specialist to provide impartial advice to the independent review panel.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Where the misbehaviour of students is related to a disability, it is expected that the Principal will make reasonable adjustments to enable those students to be included within the School community.

These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- ensuring that staff are aware of any students with such disabilities;
- ensuring that help is sought from the Local Authority (LA) to enable the School to make reasonable adjustments;
- ensuring that School resources are committed to assist in making reasonable adjustments; and
- making reasonable adjustments to School organisation or of the timetable of particular students.

The Principal will, as far as possible, avoid excluding permanently any student with a statement of SEND.

5.1 STUDENTS IN POST-16 PROVISION

- Students are expected to support the aims of the School and the Sixth Form and to comply with its policies. They are expected to dress, behave and present themselves in a mature and responsible way, to recognise their responsibilities both as members of the Sixth Form and the wider School. This includes treating all members of the Sixth Form (and wider School Community) with dignity and respect as well as respecting the built environment.
- Picture Identity (ID) cards will be provided by the School for all students attending the Hellesdon High Sixth Form. While on site, or on organised visits, students are expected to wear their ID cards at all times. These must be worn clearly around the neck on the lanyard provided. If a student forgets their ID card, a temporary card should be obtained from the Sixth Form Reception for that day. Should the ID card be lost or damaged, a charge of £5 will be made to the student for a replacement.
- Students are expected to contribute positively to the success and reputation of the Sixth Form and Hellesdon High School both within the Sixth Form and on any external visits.
- Students should recognise both physical and psychological bullying, and should take active steps to counter them. If students become aware of bullying, they should inform a member of the Sixth Form Team immediately.
- All students are entitled to stand for election and vote on membership of the Sixth Form Committee, for which an election is held annually. The Committee has the responsibility of organising social functions and events, and of providing amenities for the benefit of all students. Its constitution and activities are displayed in the Sixth Form Common Room.
- Students should take vigorous steps to become 'responsible for their own learning' and actively participate in lessons. If they are having difficulties with their course, they are expected to bring these to the attention of the subject teacher/Mentor and/or Head of Year.
- Where a student has a serious complaint or grievance, then they should bring this to the attention of the Director (either directly via letter or through their Mentor/Head of Year). These will be investigated and students/parents/carers informed by letter of any outcomes. The School's Complaints Policy will be followed for complaints and appeals.
- In cases of serious disciplinary issues, students may be:
 1. Temporarily excluded for a defined period
or
 2. Permanently excluded (as for 1 above, but there is no requirement to make alternative educational provisions unless the student has a Statement of Special Educational Needs).at the discretion of the Director of Sixth Form and/or the Principals in conjunction with the Governing Body.

6. ROLES AND RESPONSIBILITIES

6.1 The Governors

The Governing Body is responsible for monitoring the implementation of this policy and for holding Disciplinary Committees to review exclusions as required.

They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

6.2 The Principals and the Leadership Team

The Principals role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role.

The Principals have sole responsibility for deciding to exclude a student from the School.

The Principals and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate. They are also responsible for reviewing the School's Disciplinary procedures at least annually making amendments as required for the effective management of student discipline at the School.

Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Principals Report to Governors.

6.3 The Staff

The Staff are responsible for making themselves familiar with the current policy and applying it fairly and consistently when dealing with students in the classroom as well as across the School.

All staff are expected to encourage good behaviour and respect for others in students. All staff are expected to take into account the academic needs of students in the classroom and plan accordingly. All staff have been issued with the "Classroom Management Strategies" handout to encourage a more positive and consistent classroom approach across the school.

Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

Heads of Year are responsible for dealing with more serious or persistent disciplinary issues following appropriate referral procedures.

The working of the current policy will be discussed regularly at staff meetings and staff are expected to contribute their views, ideas and experiences with applying this policy. Staff will also be involved in discussions with students in tutor time.

Staff may be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

7. SUPPORT SYSTEMS

The School has a number of programmes and techniques for supporting behaviour management. These include the AIM Centre at Hellesdon, referral to our Behaviour and Pastoral Team or to the appropriate member of the Leadership Team as well as meetings with parents/carers. Students may be placed on a Behaviour Stage which will identify appropriate support and intervention, alongside regular monitoring and meeting with parents/carers.

8. INVOLVEMENT OF PARENTS/CARERS

Parents/carers are also expected to encourage good behaviour in their children, make themselves familiar with the School's Disciplinary procedures/Student Code of Conduct and support its effective implementation when necessary. Parents/carers will be involved in discipline cases as appropriate following consultation with a member of the School's Leadership Team.

9. INVOLVEMENT OF STUDENTS

Students are encouraged to express their views on the present policy through tutor/mentor time discussion and contribute to the effective implementation of the policy. The School Council will be involved in reviewing the School's anti-bullying policies and procedures in order to reinforce self-discipline and positive work and behaviour patterns. The Head of Year is responsible for ensuring the positive contribution of students and the participation of ALL students in relevant discussions.

10. EQUAL OPPORTUNITIES

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equality Policy.

11. PUBLICATION

The Principals must publicise the policy at least once per year to students, parents/carers and staff. It will also be made accessible to parents/carers whose first language is not English. The School will consider translating the policy as appropriate.

12. RELATIONSHIP WITH OTHER POLICIES/PROCEDURES

- School Development Plan
- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equality Policy
- Inclusion Process
- School's Disciplinary Procedures
- Student Code of Conduct
- DfE - Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.