

HELSEBY HIGH SCHOOL

BEHAVIOUR POLICY

Aims of the School

Our expectations are clarified in the school aims:

Achieving Success

Encouraging high aspiration and a love of learning
Maximising progress and potential
Providing rewarding learning experiences
Offering diverse opportunities
Recognising and celebrating all achievement
Preparing for independence and future challenges

by

Valuing Others

Contributing to a safe school environment
Showing tolerance, respect and fairness
Listening to and respecting others' views
Appreciating and embracing diversity
Being an active member of our school and local community
Co-operating with others

Ethos of the School

The school believes that good behaviour forms the basis of high quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance. Students and parents are regularly reminded of the importance of a high standard of uniform and there is a procedure in place to address the issue of students not meeting the expectations of the school.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning

The Law

Helsby High School acknowledges its legal duties under the Equality Act 2010 and any disciplinary matters will be resolved with due consideration to this act.

Standards of Behaviour

General School Principles

All students are expected to:

- contribute to a safe environment, both in the classroom and in all other areas of the school
- show tolerance, respect and fairness
- listen to and respect the views and needs and others
- appreciate and embrace diversity
- become active members of the school and local community
- co-operate positively with all members of the school community
- behave in a considerate and respectful manner travelling to and from school and on all trips

- and visits
- attend school regularly and be punctual to registration and lessons

Classroom Behaviour

All students are expected to follow the Code of Conduct, which is displayed in every classroom and can be found in the Student Planner. It is helpful if both staff and parents discuss this code with students to reinforce the message. Staff use their class registers to record a level of behaviour and engagement for each student at the end of the lesson using a number from 1-5 with 3 being the expectation (and 5 being outstanding behaviour) using lesson monitor.

Behaviour in public areas

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms. Students should also respect the needs of others in areas such as the Canteen, the Break Out Space and the Field. Students are expected to cooperate to keep these areas tidy and free of litter

Respect for others

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school. All allegations of anti-social behaviour or bullying will be investigated thoroughly. Where such incidents are discovered to be well-founded they will be officially logged and appropriate action taken.

Health and Safety

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged.

Online Safety

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school website and details can be found in the online safety policy.

Responsibilities of Staff

- all members of staff are briefed on and inducted into day-to-day procedures for managing behaviour
- all members of staff take responsibility for the behaviour and safety of students
- members of the SLT, including the Headteacher, are kept informed of behaviour issues in each year; these are reviewed on a weekly basis in SLT meetings. Each year group has a linked member of the SLT: Year 7 – Mrs Neal, Years 8 and 9 – Mrs Parr and Years 10 and 11 – Mrs Warburton
- prompt communication with parents will be made in the event of serious or persistent breaches of the school's behaviour code
- clear guidance will be given to students to ensure that they understand what is expected of them
- good behaviour and attendance will be recognised on a regular basis

Responsibilities of Parents/Carers

The implementation of a successful Behaviour Policy entails close co-operation between school, pupils and parents; the role of parents cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom leads to successful learning. It is helpful if parents discuss both the Code of Conduct and the Rights and Responsibilities page

in the Student Planner with their daughters and sons. It is also helpful if parents regularly access SIMS Learning Gateway (SLG) to be kept updated regarding merits, consequences and lesson monitor levels.

The School's System of Rewards and Consequences

The school operates a system of formal and informal rewards and consequences as follows:

Formal Reward System

- reward merit points are awarded for good behaviour and service to the school/local community, as well as for good work; these points are recorded electronically in SIMS
- parents can access SIMS Learning Gateway (SLG) to see how many reward merit points their child has earned
- reward merit point totals are shared regularly with students by their Form Tutors
- rewards such as tokens and certificates are issued at the end term in special celebration assemblies
- in Years 7 and 8 students are invited to celebration lunches
- the Headteacher, Key Stage Leaders and Year Leaders send home letters of commendation
- reward point totals for each form are available daily via SIMS and in the Summer term students rewards points for part of the criteria for being invited on the annual reward trip.
- there is a Star of the Week for Year 7 to 11, nominated by their Year Leader this student receives a gold star badge and a letter home from the Headteacher.

Informal Rewards

- verbal praise from all members of staff
- positive comments in Student Planner
- positive comments in exercise books
- e-mails to parents
- text messages to parents

Formal Consequences

In all cases of poor behaviour, whether relatively trivial or more serious, students are encouraged to reflect on their actions and discuss alternative ways of handling a similar situation, should it arise again

- minor infringements are recorded electronically and the record viewed by Form Tutors/members of the pastoral team and parents, through SIMS
- such consequences can result in equivalent reward points for the form being cancelled
- monitoring cards – a variety of different cards are used to monitor a student's work and behaviour over a fixed period – parents can check the cards and discuss issues with their children. Cards will also be checked regularly by the Form Tutor/ Year Leader/Key Stage Leader
- official letters home - departmental/pastoral
- subject detentions – served at break, lunchtime or after school with the support of the Subject leader
- litter picks at break or lunchtime.
- lunchtime or after school detentions, supervised by Key Stage Leaders/Year Leaders – letter sent to parents/formal records kept. Detentions can also be at the weekend (other than the weekend preceding or following a half term break) or on INSET days. Parental consent is not required for detentions. During lunchtime detentions, staff will allow a reasonable time for the pupil to eat, drink and use the toilet.
- internal isolation – students spend time in the Inclusion Room, supervised by a member of the teaching staff. The provision is used flexibly according to the circumstances. Records are kept to monitor use of the room and parents are kept informed. Pupils are given the

chance to eat lunch and to use the toilet.

- Step Out Programme – a student may be required to attend another school for a fixed period of time to spend time in internal isolation.
- Fixed Term Exclusion - in exceptional circumstances students may be excluded from school for a number of days, usually as a result of aggressive, violent or disruptive behaviour which is having a detrimental effect on the learning or welfare of others – a formal meeting will usually take place with parents to agree an re-integration plan
- Behaviour Plans – these will be negotiated with the student by Year Leader/Key Stage Leader, setting out SMART targets. There will also be parental involvement and, if appropriate, involvement of the Special Educational Needs Co-ordinator (SENco)
- Pastoral Support Plans – where issues have become very serious the Key Stage Leader, SENco or Senior Leadership Member linked to the Key Stage will involve outside agencies to draw up a formal plan and set clear SMART Targets which are regularly reviewed.

Informal Consequences

- verbal warnings
- notes in Planners/exercise books
- text messages to parents
- brief 'cooling off' period outside classroom
- letter home expressing general concerns

Any consequences will be reasonable and proportionate, taking account of the pupil's age, any SEN or disability and religious requirements affecting them.

Student Voice

The views of students on behaviour and other related matters are taken into account:

- there are regular calendared student voice surveys conducted on issues such as behaviour & safety, rewards and celebrations.
- Year 7 EBuddies consulted on induction process – students also consulted about any concerns/anxieties
- the Student Support Coordinators run a Key Stage 3 and Key Stage 4 student focus group who meet fortnightly and cover topics such as anti-bullying, behaviour and rewards

Behaviour Modification

When trying to support students in reflecting upon their behaviour with a view to modifying it, a number of strategies can be employed:

- low level disputes between students which can lead to disruptive behaviour can often be settled by a meeting of all parties when a code for future behaviour can be agreed. Form Tutors/Year Leaders/Key Stage Leaders can be involved
- Circle of Friends can be set up for an individual student who is experiencing difficulties with the peer group
- peer mentoring – this can take the form of meetings with trained 6th Form students or through a 'buddy' system
- restorative methods- students make an apology or undertake an act of service to the community
- where it is felt that poor behaviour may be caused by emotional/social difficulties the services of the Student Support Coordinators, School Counsellor, Educational Welfare Officer, SENDCO or support from outside agencies will be involved

Screening and Searching pupils

Searching without consent can occur when seeking 'prohibited items' such as knives and

weapons*, alcohol*, illegal drugs*, stolen items*, tobacco and cigarette papers*, fireworks*, pornographic images* and any item that has been or is likely to be used to commit an offence*, cause injury* or damage to property, or has been banned by the school rules.

Some items (weapons and knives and extreme or child pornography) will always be handed over to the police.

The power to use reasonable force and other physical contact

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Head teachers and other authorised staff can also use such force as is reasonable given the circumstances when conducting a search without consent for items marked by an asterisk above.

The power to discipline beyond the school gate

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school e.g. when the behaviour:

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

Confiscation of property

Only items asterisked above will be confiscated and not returned to students. Certain items the use of which might affect learning during lessons or breaks school rules (e.g. mobile phones) might be confiscated temporarily. They would be returned to students or their parents in a timely manner.

S Warburton
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