

Hazel Grove High School Behaviour Policy



Key Responsibility: Mrs A Sewart
Last Review: February 2010
Next Review: February 2011

Approved by Governors on
14th June 2010
At the Standards and Curriculum
Meeting

Philosophy:

At Hazel Grove High School we believe that if effective teaching and learning is to take place then good behaviour and a positive attitude are essential elements of the successful classroom and school. It is recognised that positive behaviours should be promoted and rewarded at all times and that the promotion of a culture of celebration will impact on all students, increasing motivation and achievement.

However, when students choose to display behaviour not acceptable to the school and that behaviour disrupts the learning and/or safety and well being of other students they must be aware that there will be a consequence to that behaviour in the form of a sanction. The school only uses sanctions as a last resort, but expects that all students and their parents/carers will abide by the sanctions set. Where a sanction has been applied and there must be an emphasis on the action that caused it and advice as to how this behaviour can be corrected or avoided in the future.

Aims:

- To reward and celebrate achievement and 'doing the right thing'
- To eradicate behaviour **seen to be** unacceptable in a school community
- To develop students with strong values, beliefs and a clear sense of right and wrong
- To ensure an orderly and friendly environment to work in
- To maintain a purposeful school with learning as the core focus
- To challenge inappropriate and unacceptable behaviour and language
- To prepare our students as adults ready for college and/or work
- To ensure that all students are treated fairly and without bias by other students

Hazel Grove High School Behaviour Policy



Section 1: Sanctions/Guidelines

Practice/Procedure

It is the poor behaviour that is unacceptable not the child. This allows possibilities for change. Good behaviour should be viewed as a characteristic of the student. This recognises the reality that you can't *make* students do things – they choose their behaviour. Staff should clearly articulate the routines that students need to follow to be successful, as well as ensuring as often as possible, that the focus is upon noticing students who are following routines in preference to those who are contravening them.

A choice always brings a consequence. Staff should model the behaviour they want to see and strive to maintain positive relationships so that grudges are not held and the student is allowed a way back. All staff should recognise that mistakes are a normal part of learning.

Staff have access to a wide range of sanctions in response to poor behaviour and attitude. These sanctions range from a verbal reprimand to permanent exclusion. These sanctions are set down in Appendix 1. All incidents of poor behaviour should be logged on the school's management system (SIMS).

Consequences should be fair and logical. They should be based upon the choices that students make (positive and negative) and either reinforce the positive behaviour or teach the preferred new behaviour.

The response to low level disruption has been agreed by all staff (see Appendix 3)

The school has 5 levels of sanctions of increasing severity but the Head teacher has the discretion to use whichever sanction felt most appropriate when dealing with students including permanent exclusion.

The school works closely with support staff and outside agencies to offer support strategies to students who regularly choose to display poor behaviour. All students at risk of exclusion will have a Pastoral Support Plan (PSP) from either school or SBSS.

Hazel Grove High School

Behaviour Policy



PROVISION OF FULL-TIME EDUCATION FROM THE SIXTH DAY OF ANY FIXED PERIOD OF EXCLUSION

The school follows the Local Authority Guidance when a student has been excluded for longer than five days.

The school will inform parents/carers of their responsibility to ensure that their child is not present in a public place during school hours, during the first five days of any fixed term exclusion. Should their child be found in a public place in school hours without reasonable justification, parents/carers will face a fixed penalty notice.

From the sixth day of exclusion, education will be provided by another educational establishment within the Local Authority, This will involve the student travelling to another school and it will be the responsibility of the parents/carers to ensure their child attends.

Section 2: Rewards

All staff should promote good relationships and build rapport with students through verbal praise and positive comments.

Rewards are issued by way of "stars," which should be logged in the SIMs which students exchange at the end of each term. All staff should ensure that rewards are consistent and fair. Rewards vary depending on the number of "stars" a student has received.

Stars can be issued by all staff, and are awarded for academic progress and contribution to the extra curricular life of the school. Students' active participation in lessons, together with good organisational skills and use of journal are also rewarded.

In KS3, House points are awarded to promote House identity and responsibility. The weekly tally is monitored by the Head of House and a trophy is awarded in assembly. An allocation of 5 "stars" = 3 House points. In KS4 there is an additional system to support commitment and achievement with the collection of Prom points.

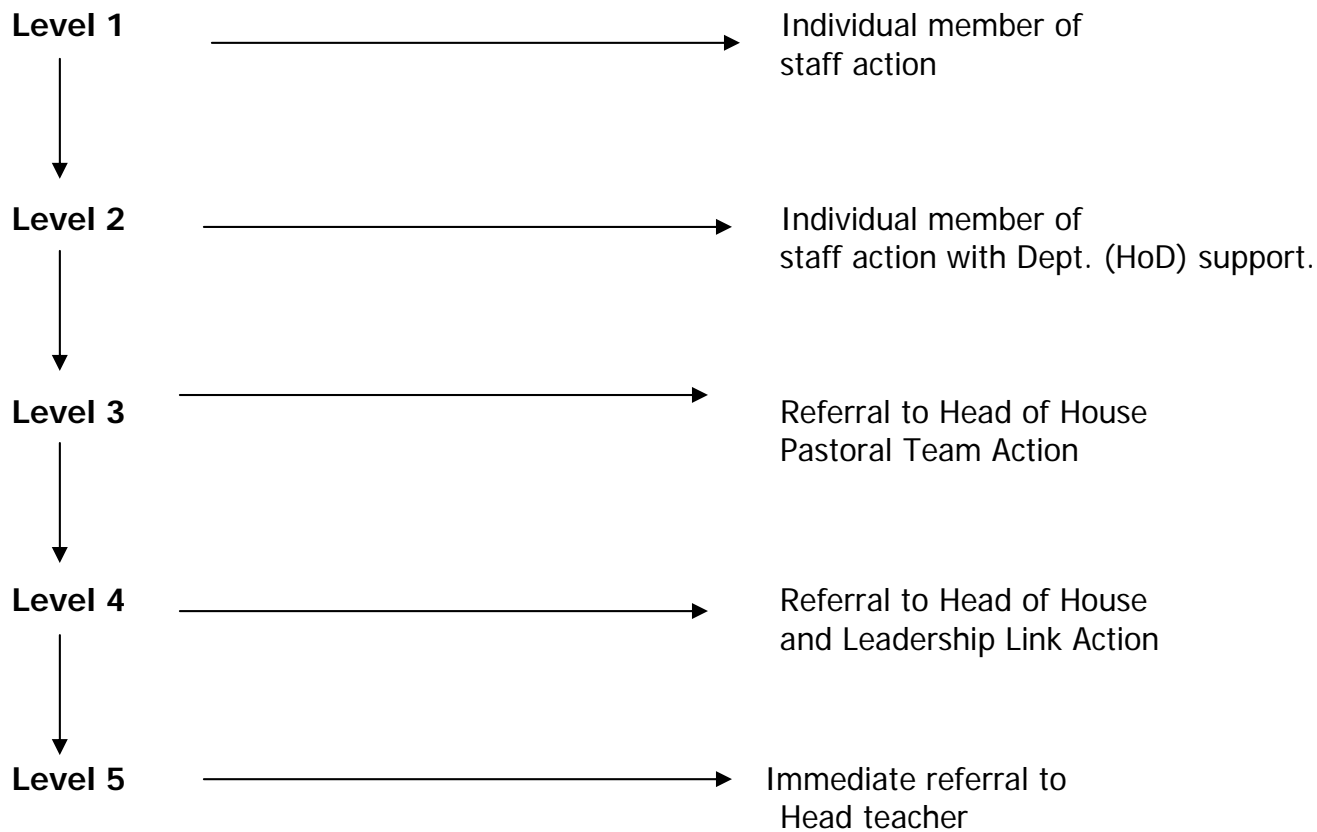
Letters and postcards of praise are also sent home by individual departments to recognise other achievements e.g. 100% attendance, sporting achievements, improvements in punctuality, excellent work.

Hazel Grove High School Behaviour Policy



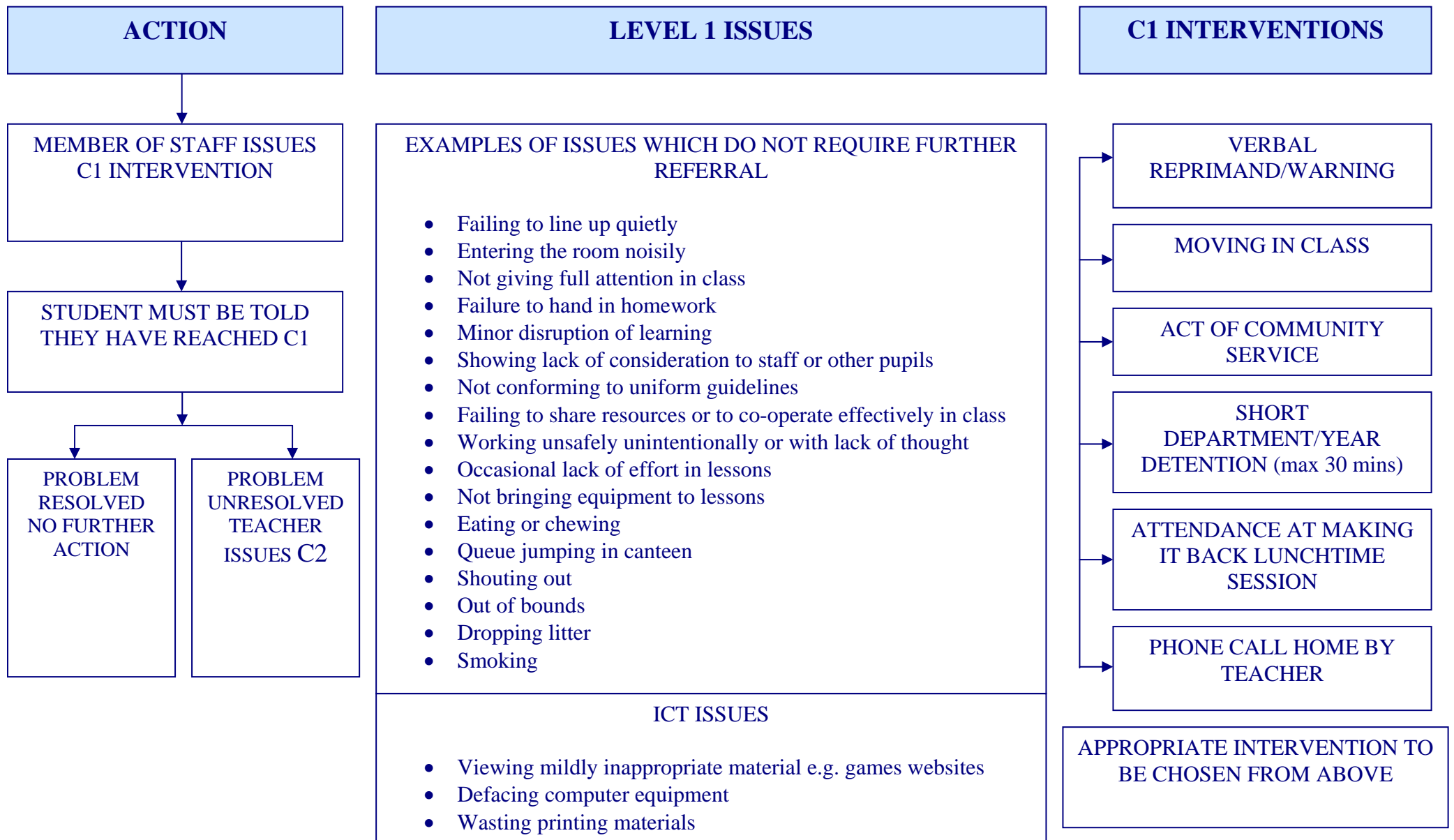
End of year assemblies take place at the end of the summer term and other Presentation evenings through-out the year. Students receive certificates and recognition for a wide variety of achievements relating to attendance, academic achievements and contribution to the wider community.

Appendix 1 HAZEL GROVE HIGH SCHOOL Overview of Student Behaviour Management

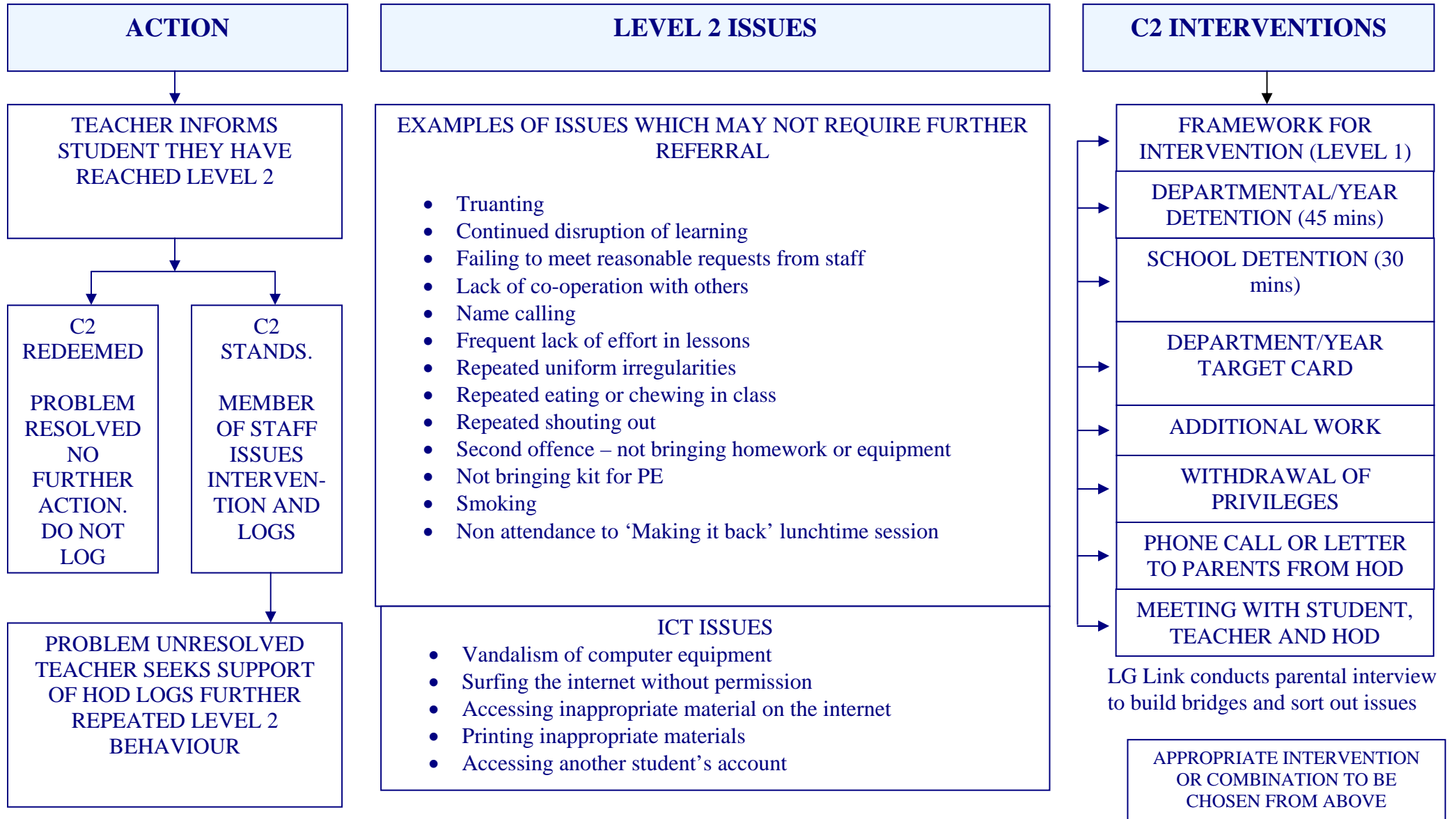


Appendix 2

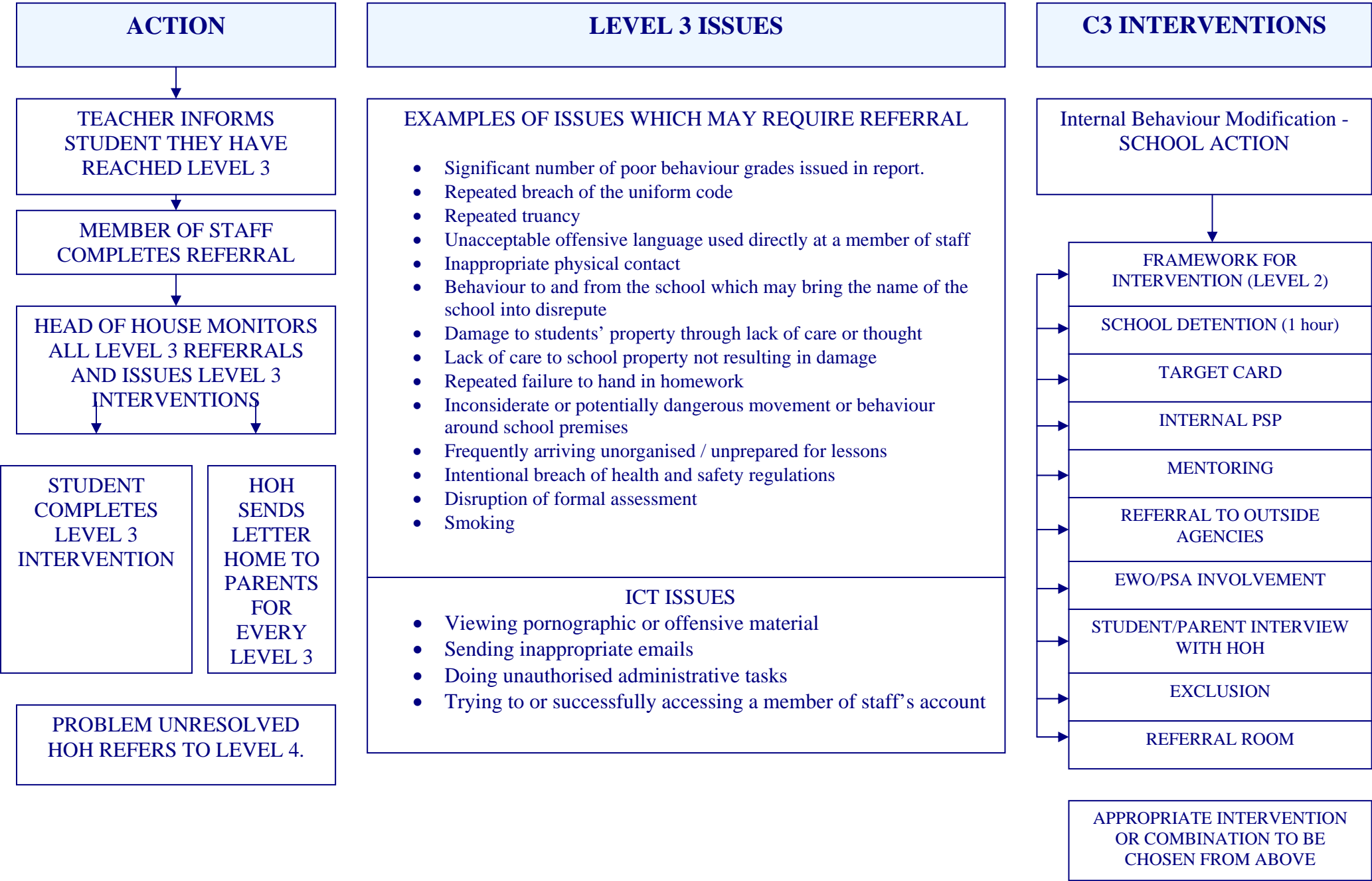
Level 1 Consequences



Level 2 Consequences



Level 3 Consequences



ACTION

TEACHER INFORMS
STUDENT THEY HAVE
REACHED LEVEL 3

MEMBER OF STAFF
COMPLETES REFERRAL

HEAD OF HOUSE MONITORS
ALL LEVEL 3 REFERRALS
AND ISSUES LEVEL 3
INTERVENTIONS

STUDENT
COMPLETES
LEVEL 3
INTERVENTION

HOH
SENDS
LETTER
HOME TO
PARENTS
FOR
EVERY
LEVEL 3

PROBLEM UNRESOLVED
HOH REFERS TO LEVEL 4.

LEVEL 3 ISSUES

EXAMPLES OF ISSUES WHICH MAY REQUIRE REFERRAL

- Significant number of poor behaviour grades issued in report.
- Repeated breach of the uniform code
- Repeated truancy
- Unacceptable offensive language used directly at a member of staff
- Inappropriate physical contact
- Behaviour to and from the school which may bring the name of the school into disrepute
- Damage to students' property through lack of care or thought
- Lack of care to school property not resulting in damage
- Repeated failure to hand in homework
- Inconsiderate or potentially dangerous movement or behaviour around school premises
- Frequently arriving unorganised / unprepared for lessons
- Intentional breach of health and safety regulations
- Disruption of formal assessment
- Smoking

ICT ISSUES

- Viewing pornographic or offensive material
- Sending inappropriate emails
- Doing unauthorised administrative tasks
- Trying to or successfully accessing a member of staff's account

C3 INTERVENTIONS

Internal Behaviour Modification -
SCHOOL ACTION

FRAMEWORK FOR
INTERVENTION (LEVEL 2)

SCHOOL DETENTION (1 hour)

TARGET CARD

INTERNAL PSP

MENTORING

REFERRAL TO OUTSIDE
AGENCIES

EWO/PSA INVOLVEMENT

STUDENT/PARENT INTERVIEW
WITH HOH

EXCLUSION

REFERRAL ROOM

APPROPRIATE INTERVENTION
OR COMBINATION TO BE
CHOSEN FROM ABOVE

Level 4 Consequences

ACTION

TEACHER INFORMS STUDENT THEY HAVE REACHED REFERRAL ROOM. CALLS FOR LT SUPPORT

MEMBER OF STAFF COMPLETES C4 REFERRAL BY THE END OF THE DAY

HOH MONITORS ALL C4 REFERRALS AND FOLLOWS UP WITH ADDITIONAL INTERVENTIONS

PUPILS REFERRED TO REFERRAL ROOM WILL BE INTERVIEWED BY HOH AND TEXT MESSAGE SENT HOME TO INFORM PARENTS

IF PROBLEMS PERSIST THEN EXCLUSIONS WILL FOLLOW

LEVEL 4 ISSUES

EXAMPLES OF ISSUES WHICH WILL REQUIRE REFERRAL

- Continuous disruption of learning
- Bullying or wilful intimidation of other pupils
- Swearing at a member of staff
- Verbal or physical abuse of a member of staff or damage to their property
- Major truanting problems in line with guidance on attendance
- Theft or assisting in attempts at theft
- Wilful and intentional damage to school property
- Seriously endangering themselves or other pupils
- Serious breach of health and safety regulations
- Non-attendance to school detention.
- Smoking

ICT ISSUES

- Theft of computer equipment
- Making system software unusable
- Deliberate hacking/wilful damage
- Distribution of pornographic materials.

C4 INTERVENTIONS

Internal Behaviour Modification - SCHOOL ACTION/ PLUS

FRAMEWORK FOR INTERVENTION (LEVEL 3)

REFERRAL ROOM

LG DETENTION (FRIDAY NIGHT)

INTERVIEW WITH PARENTS

INTERVIEW WITH HEADTEACHER

LA PASTORAL SUPPORT PLAN

EWO INVOLVEMENT

EXTERNAL AGENCIES
Educational Psychology
School Nurse
Social Services
Police
Other professional agencies

EXCLUSIONS

APPROPRIATE INTERVENTION OR COMBINATION TO BE CHOSEN FROM ABOVE

Level 5 Consequences

ACTION

IMMEDIATE REFERRAL
TO THE HEADTEACHER

LEVEL 5 ISSUES

EXAMPLES OF ISSUES WHICH WILL REQUIRE REFERRAL TO THE HEADTEACHER

- Serious physical assault on student or staff
- Drug, alcohol, solvent possession, dealing or abuse
- Possession of offensive weapon in school
- Pre-meditated act of serious violence, physical violence or sexual assault
- Repeated poor behaviour and not compliant behaviour in school.

ICT ISSUES

- Introduction of malicious applications to school network
- Continued distribution of pornographic materials

C5 INTERVENTIONS

EXTENDED EXCLUSION

and/or

PERMANENT EXCLUSION

Appendix 3

Minimum response to low level disruption in the classroom (Agreed October 2009)

Low level disruption	Minimum response suggestions
Late to lessons	Ask why they are late at an appropriate time, log it, 3 strikes ,30 min DT issued. Log on SIMs
Chewing	Ask for gum to go in bin, move on with lesson. 3 strikes - repeated offence DT logged on SIMs
Shouting out	Ignore (deadly stare), praise others for putting up hands, 3 strikes verbal warning, move within the classroom, if continues move to different classroom and 30 min DT issued. Log on SIMs
Answering back	3 strikes verbal warning, move within the classroom, if continues move to different classroom and 30 min DT issued (this will depend on severity of answering back – immediate removal may be needed) Refer to HOD – department monitoring/ Log on SIMs
Lack of equipment	Verbal warning and lend, note in journal to parents, 3 strikes leads to DT, logged on SIMs.
Talking when teacher is talking	Visual signal to lips or similar calm response, if continues 3 strikes verbal warning (name on board), move to a different seat, remove from classroom and DT. Log on SIMs
Not getting on with work	Quietly check for understanding, verbal reprimand naming student. 3 strikes verbal warning, move within the classroom, if continues move to different classroom and 30 min DT issued. Log on SIMs
Playing with / Refusing to hand over a mobile	Remove from student. Phone taken to Head's PA ideally by teacher. If student told to take it, back up with E mail. If student argues 30 mins DT given and logged on SIMs
Uniform	Verbal warning to fix uniform, ask them to remove inappropriate jewellery, if item missing period 1record in journal for parents and tutor to see it has been logged. Repeated offences -3 strikes DT issued. Log on SIMs
Out of seat	3 strikes verbal warning, move within the classroom, if continues move to different classroom and 30 min DT issued. Log on SIMs
Not listening/Distracting other students	Stand next to the student whilst continuing lesson, tap work to draw attention to task/give pointed stare, if continues 3 strikes verbal warning. 30 min DT issued Log on SIMs
Failing to complete homework on time	Give opportunity to bring in the next day, if then not brought give 30 min DT. Log on SIMs
Swinging on chair, face pulling, silly noises	3 strikes verbal warning, move within the classroom, if continues move to different classroom and 30 min DT issued. Log on SIMs

- Language of choice 'you *are* choosing... you *could* choose' counter with 'maybe but....' 'However you *can* choose.....'
- 3 strikes system widely use by some departments does allow *choice* on part of student
- You need to know your vulnerable students and make reasonable adjustments