



Hayesfield Girls' School

Achieving Ambitions

Whole School Behaviour Policy

Principles:

This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

- 1 All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- 2 We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- 3 We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality Teaching and Learning within a supportive and responsive pastoral system.
- 4 We recognise the need to offer appropriate models to pupils through the relationships, conduct and appearance of staff, governors, parents, older students and other significant adults. Pupils have legitimate expectations in this area.
- 5 We emphasise that discipline begins in the home: parents retain a major responsibility for the behaviour of their children in school, a task in which teachers are partners. It is vital that teachers and parents are mutually supportive.
- 6 Published rules are kept to a minimum consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all pupils.
- 7 Rules and expectations will be supported by a system of graded sanctions which operate within a hierarchy determined by LEA policy and statutory requirements. These rules and sanctions are communicated clearly to parents.
- 8 In exercising discipline, fairness and natural justice should prevail. Punishment should be appropriate to the misdemeanour and the individual.
- 9 When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher, Governors and LEA.
- 10 The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems.

Practice

- In keeping with our policy statement, the management of poor behaviour begins with the promotion of good behaviour through:
 - quality teaching and learning
 - positive relationships in school and with parents and carers
 - quality tutoring and pastoral care
 - a culture of praise and reward
 - PSHEE, Circle Time and other interventions

- In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies/strategies:
 - professional counselling
 - the Educational Psychology Service
 - the Children Missing Education Service
 - Family Therapy
 - The LEA Behaviour Support Service
 - The School Medical Service
 - The Bath Area Panel
 - CAMHS

- Within school the following strategies are available to staff when dealing with instances of poor behaviour:
 - repetition of work
 - additional work to be completed either at home or in school
 - loss of free time (see detention system)
 - removal from the classroom or activity for structured reflection/apology
 - removal from the teaching group and placed in another class for a defined period of time
 - informing/meeting with parents
 - target setting
 - referral to a senior member of staff and/or Head of Faculty (see referral system)
 - referral to our own Behaviour Support Unit
 - Isolation (see isolation system)
 - Exclusion (see exclusion system)

- **Detention System**
 - Faculties and individual staff may operate lunch-time detentions
 - After school detentions are managed by senior staff and may last until 4.30
 - Parents will always be given notice of an after-school detention except where girls are detained for up to 15 minutes after school
 - Girls will not be detained after school if their safety is in doubt
 - For girls who persistently misbehave, truant from school or for first time smoking we operate a Saturday morning detention.

- **Referral System**
 - Senior staff are on duty in both main buildings to receive girls referred out of lessons
 - Any girl who disrupts the work of others will be referred out of the lesson
 - Girls referred will be withdrawn from the lesson to work under the supervision of a senior member of staff. A decision will be made as to whether the incident is best

- dealt with by the Head of Faculty, the Head of Year or by the Senior Leadership Team. Repeated referrals may lead to exclusion being considered.
- When girls are referred parents will be/ may be informed
- Details will be recorded in the student's personal file

Isolation System

To be used at the discretion of Senior Staff where a full suspension is not appropriate but return to classes is not helpful. Girls are retained in school but will be placed to work on a different site, in isolation from their peers. It may also be used when parents cannot be contacted prior to an exclusion.

Pre-exclusion warning

Girls referred more than once in a term or those guilty of persistent misdemeanours who have not responded to other sanctions face the possibility of a fixed period exclusion. Prior to this however, parents will have discussed their daughter's behaviour with senior staff.

Fixed Period Exclusions

The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008):

A decision to exclude a student for a fixed period or permanently should be taken only:

- in response to serious breaches of discipline
- once a range of strategies have been tried and failed
- if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

There are two kinds of exclusion:

- (1) fixed term exclusion
- (2) permanent exclusion

Level One

To be used where a pre-exclusion warning has proved insufficient or for a significant misdemeanour, e.g. failure to attend a Saturday detention, blatant rudeness to staff, violence or threats of violence, defiance.

Usually one or two days. If longer than one day work will be provided to be completed at home.

At re-admission meeting, a Post Exclusion Report to be issued, setting and monitoring targets to form a Behaviour Support Plan (BSP). Failure to complete the Report shows lack of co-operation with the school.

Level Two

To be used in any instance where a longer exclusion is thought appropriate. Typically used for repetition of behaviour warranting a level 1 exclusion.

Normally two to five days. Work will be provided to be completed at home.

**Second Post Exclusion Report issued and further support planned as part of BSP.
Failure to complete the Report shows lack of co-operation with the school.**

Level Three

To be used for those who have been excluded on more than one occasion or are responsible for a significant act of indiscipline.

Referral to the BAP should be considered at this point

In all cases of Fixed Period Exclusion, monthly reviews should be carried out by the HoY and the parents/carers informed of the outcome. After 6 cycles possibility to revert back a level.

Level Four

Permanent exclusion subject to LEA and DfES guidelines.

- N.B. Any level may be used at any time.
A level may be repeated a number of times if appropriate.
This policy is to be read in conjunction with the SEN Code of Practice.
At all levels parents will be informed by letter and whenever possible by telephone as well and informed of their right to make representation to the school governors.
Other than a permanent exclusion, no pupil may be excluded for more than 45 days in one Academic Year.
For any fixed period exclusion of one to five days, the school has the responsibility to ensure that work is set and marked.
For any fixed period exclusion over five days, the school has a responsibility to ensure that work is set and marked for the first five days. From the sixth day, the school will make provision for students to receive their education at Beechen Cliff School for the remainder of their exclusion.

Re-admission meetings - After the meeting a letter must go home to parents giving a summary of the discussion points and clearly stating the action plan.

Rewards

Individual staff, Departments and Faculties are encouraged to run a variety of schemes that reward our students for work, effort, behaviour and endeavour. Students should and must be rewarded and the whole school system has been developed to reward academic achievement and Service to the School.

- In the Lower School, this takes the form of merits which are awarded to girls for consistently working well
- Merits are collected in the Student Planner and are further recognised
- Merit Certificates will be awarded:
 - 25 merits Bronze Certificate - awarded by the Tutor, along with a bronze pin
 - 50 merits Silver Certificate - awarded by Head of Year/ Head of Key Stage, along with a silver pin
 - 100 merits Headteacher's Award - awarded by the Headteacher, along with a gold pin
- In the Upper School, this takes the form of a Reward Card with students being rewarded for consistently working well
- Cards can be stamped by all members of staff
- Letters of Commendation will be awarded:

- 5 stamps, from Head of Year
 - 10 stamps, from Head of Key Stage
 - 15 stamps, from the Head Teacher
 - 20 stamps will earn a reward which will be presented by the Headteacher
- Special Certificates - 100% Attendance, Good Attendance 98% and above awarded every term and at the end of a school year.
 - The School Service Award recognises those students who represent the school in competitions, for extra-curricular activities, service to the community or outstanding acts
 - Letters home to students/parents or carers praising good work, improved effort/behaviour etc.
 - Display of student's work in classrooms, corridors, TV screens and Web site
 - Praise in the weekly Home School Bulletin
 - Celebration assemblies - performing and sharing success with others
 - Reward trip, visits or activities

Code of Conduct

Hayesfield Girls' School is a learning community based on respect for self, others and the environment in which we all work.

Everyone should:

- Smile and be friendly
- Be positive and polite
- Look after the environment

What we want from lessons:

- A purposeful and positive atmosphere
- Lessons to start and finish on time
- A listening environment - for teachers and students
- Clear and brief instructions and explanations
- A range of activities

Students:

- Put learning first
- Respect people's right to learn and teacher's right to teach
- Be prepared

Teachers:

- Set clear guidelines for work in and out of class
- Be consistent and fair
- Set high expectations

The Reward Ladder

Every step up the ladder increases the reward.
The staff can award rewards on their own rung, AS WELL AS
any of the rewards below their rung.

The Head Teacher can also:

- Offer the Head Teacher's Award

SLT (Assistant Head Teachers and Deputy Heads can also:

- Present rewards in Assembly

Heads of Year and Heads of Key Stage can also:

- Collate merits to ensure bronze, silver and gold awards are celebrated
- Run Celebration Assemblies

Heads of Department or Heads of Faculty can also:

- Run a Departmental/Faculty reward scheme
- Award prizes

Teachers, Tutors, Staff on Duty, Supply Teachers, Cover Teachers, can also:

- Mark books quickly and effectively
- Award stickers, stars, postcards
- Contact parents by phone or letter
- Award merits for achievement (KS3)
- Nominate students for the School Service Award
- Reward via the Reward Card (KS4)

Any member of staff can

- Offer verbal praise and thanks
- Pass on compliments about a student to other staff
- Write a note of congratulations in planner
- Support behaviour rewards
- Recommend students to Form Tutor
- Nominate students for the School Service Award

The Sanction/Intervention Ladder

Every step down the ladder increases the severity of a possible sanction.
The staff can impose the sanctions on their own rung, AS WELL AS
any of the sanctions above

Support Staff can:

- Speak to a student about their behaviour
- Confiscate items
- Write in planners
- Use referral system
- Contact parents by phone or letter

Teachers, Tutors, Staff on Duty, Supply Teachers and Cover Teachers can also:

- Move a student in class
- Park a student elsewhere
- Give a detention at lunchtime or after school
- Ask parents to come into school
- Give a community service (litter picking, canteen duty, other tasks)
- Refer a student to Head of Subject or Faculty
- Put a student on subject report
- Give a departmental detention
- Set extra work
- Place a student outside classroom to cool off

Heads of Department or Heads of Faculty can also:

- Place a student on subject report
- Give a departmental detention at lunchtime or after school
- Move a student to another teaching group
- Withdraw a student from a subject
- Ban a student from attending trips
- Set a Head Teacher's Detention after school on Friday

Heads of Year can also:

- Place a student in Isolation
- Place a student on daily report
- Place a student on weekly report
- Withdraw a student from a lesson
- Make a student attend school on INSET day
- Alter a student's timetable
- Move a student to a new tutor group
- Ban a student from social activities such as a disco or ball
- Arrange a college or work placement
- Arrange counselling
- Contact the Educational Welfare Officer
- Contact Social Services
- Ban a student from trips

SLT (Assistant Head Teachers and Deputy Heads) can also:

- Impose fines
- Give external fixed term exclusions
- Refer the student to the Head Teacher
- Refer the student to a Governor's Disciplinary Hearing
- Contact the Police
- Withdraw privileges such as Sports Day, Carol Service

The Head Teacher can also:

- Permanently exclude a student