Hodge Hill Girls' School

Behaviour Policy and Professional Learning Standards

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Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave** with an emphasis from all teaching and non-teaching staff on promoting positive behaviour for learning
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Hodge Hill Girls' School operates a consistent approach to provide a safe, calm, purposeful learning environment that promotes good relationships and respect between all members of the school community, modelling and promoting positive behaviour for learning and the development of positive character traits and virtues in a rights respecting environment. The School Code of Conduct and classroom rules are printed clearly at the front of the school planner so that pupils and parents may be reminded of them. The Code of Conduct is discussed with, and explained to, parents and new pupils at induction time. Pupils are reminded of professional learning standards and the school PRIDE values throughout the year in assemblies and tutor time. The promotion of the code and of good behaviour is the responsibility of all staff.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Incorrect uniform
- Truancy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (peer on peer abuse)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Bladed items, knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying are reported to us and are fully recorded and investigated. Sanctions will be taken against pupils who are found to have bullied other pupils. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

We promote a climate and ethos that encourages our pupils to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no pupil is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

It is the responsibility of every member of staff in the school to maintain appropriate behaviour within the school environment. All staff should make every effort to lead by example and model appropriate standards of behaviour, character virtues, PRIDE values language, dress etc. When dealing with instances of poor behaviour, the aim should be to de-escalate the situation using rights respecting language. Staff should be vigilant when on duty and around the school premises to support a calm, safe environment. Staff should follow the relevant procedures that support this policy.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour for learning, character traits and virtues
- Upholding the school PRIDE values (see appendix 2)
- Ensuring all seating plans are recorded on class charts and updated regularly
- Following up incidents of poor behaviour this can include making phone calls to parents
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on Class Charts. Staff can get support from Subject Leaders, Faculty Leaders/Line Managers, the Pastoral Team and the Senior Leadership Team in responding to behaviour incidents.

5.4 Parents

Parents/Carers play a crucial role in shaping the attitudes which produce good behaviour in school. We encourage parents/carers to take part in formal and informal means of communicating with the school. Parents are encouraged to contact the class teacher, form tutor or pastoral manager if they have a concern about their daughter or share information that may have an impact on the behaviour and achievement of their daughter.

It is assumed that all parents/carers who choose Hodge Hill Girls' School for their daughter are prepared to accept the school sanctions and support the staff in maintaining high standards of discipline and respect for others.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct found in the pupil planner
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

At Hodge Hill Girls' School we actively promote and support the development of positive character traits and virtues, for examples courtesy, good manners and consideration for others, self-discipline are encouraged at all times. We place great emphasis on rewarding and praising children and encouraging high aspirations for all our pupils so that they may thrive and flourish as global citizens.

Pupils are expected to:

- Develop their full potential and take the responsibility to see this right afforded to others.
- Expect consideration and courtesy and take the responsibility to show these to others.
- Model and respect the school PRIDE values
- Be listened to and take the responsibility to listen to others
- Learn and take the responsibility to allow others to learn
- Behave in an orderly and self-controlled way
- Demonstrate positive character traits and virtues
- Show respect to members of staff and each other
- Communicate using rights and respecting language
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The classroom rules for pupils support our code of conduct.

- Arrive on time calmly and quietly with the necessary equipment and with your coat off.
- Listen to and follow all instructions from your teacher.
- Complete work and stay on task.

- Do not distract other pupils.
- Raise your hand if you wish to speak and wait for your teacher to give you permission.

Uniform

Pupils are expected to wear the correct school uniform when attending school. There is also a uniformed P.E kit. Pupils must bring a school bag and a pencil case with the correct equipment ready for learning. Should a pupil not wear the uniform/P.E kit or not bring a school bag and pencil case the school will provide pupils with the correct items.

7. Rewards and Sanctions

Praise and rewards are an integral part of encouraging pupils to demonstrate positive behaviour and striving for excellence in their work and wider contributions to school life. Pupil achievement, progress, attendance, positive character traits, wider school contributions, demonstrating PRIDE values and good behaviour is celebrated through a variety of ways and recorded via Class Charts with points for different types of successes. Form tutors are able to communicate with pupils their total positive or negative points weekly during form time.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive points
- Text messages or phone calls home to parents
- Governors' meetings at parents evening
- Termly reward assembly with certificates
- Termly reward day

Other ways pupil achievements are recognised:

- Stickers in exercise books.
- Displays of pupils' work around the school.
- Subject specific postcards/emails to pupils.
- Faculty Leader, Pastoral Manager or SLT invited to classrooms to deliver praise.
- Badges for roles of responsibility.
- Subject staff nominations for pupil for effort.
- Positive conversations with Form Tutors/Faculty Leaders.

7.2 Sanctions

At Hodge Hill Girls' School consequences will be applied if pupils behave in an unacceptable manner at any part of the school day or in specified circumstances outside of the school environment. The school will issue a consequence based on the seriousness of the incident. Each incident will be carefully considered and dealt with in a professional and consistent manner. In the first instance, the responsibility of sanctions rests with the individual member of staff. The aim should be to promote an improvement in pupil behaviour, and motivation.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A learning conversation
- Expecting work to be completed at home, or after school
- Isolated lunch

- Detention after school

- Referring the pupil to a senior member of staff

- Text message or phone calls home to parents

- Use of a behaviour support plan

- Putting a pupil 'on report'

- Removal of pupils from education visit

Behaviour logs will be recorded on Class Charts giving the appropriate level of sanction by staff. Where there has been an incident in unstructured time the member of staff who has witnessed the incident should take responsibility of following up the incident and completing the behaviour log and putting the sanction in place. Pastoral Managers will support incidents in unstructured time where appropriate.

Teachers have the legal power to place pupils in detention. At Hodge Hill Girls' School we use detention as a sanction. Parental consent is not required for detentions, but out of courtesy staff will aim to give 24 hours' notice of an after-school detention. Staff are permitted to ask pupils to remain at the end of the school day for 10 minutes without any prior notice.

With lunchtime/breaktime detentions pupils will have reasonable time to eat/drink and use the toilet.

Subject teacher/HOF detentions – to be completed in subject areas

Break time- up to 5 minutes in length

Lunchtime- up to 15 minutes in length

After school- up to 60 minutes in length

Pupils will be sent to the Head of Faculty or a 'good neighbour' during a lesson to de-escalate a situation, they will be expected to complete the same work as they would in class. Pupils will be placed on a subject/Faculty report to monitor pupil behaviour. Teaching staff will communicate with parents what their subject concerns are so that parents and staff can work together to support pupil progress.

Failure on the part of a pupil to attend detentions will be seen as a breach of the school discipline code. Where criminal activity has taken place, the school will report the incident to the police.

The table below provides **examples of behaviour**, who owns that behaviour and the sanctions. **This is not an exhaustive list.** Staff are expected to use their professional judgement. At each point the staff member should have a learning conversation ang give opportunities to change.

Class Charts log (examples of possible behaviour)	Staff owned by	Sanctions/ Restorative Practice	Reporting
1.Low level behaviour – e.g. litter, uniform issues, persistent talking/tapping etc in class, swearing to other pupils in conversation	Subject Teacher/ Form Tutor	o Verbal warning o Catch up work o Change seats o Short detention o Community work e.g., tidy the classroom o Apology	Class Charts
2. Shouting out in class over teacher/pupil Foul/unkind language – directed at someone, Refusal to follow	Subject Teacher/ Subject Leader/ Form Tutor	o Change seats on the seating plan o Verbal reprimand	Class Charts Parents informed of subject/form report by teacher using the

instruction Arguing/answering back, any persistent low-level behaviour Persistent lack of work/homework/engagement, equipment		o Short detention o Subject report if the behaviour is persistent o Tutor report if behaviour concern is outside of lessons o Work re-done o Apology	report
3. Damage to property e.g. textbook, any of the above that are persistent after interventions at level 2, bullying	Head of Faculty/ Pastoral Manager	o Removal from lesson to a good neighbour. o HOF detention o Community work o Internal isolation o Follow up session o Apology o Pastoral Manager after school detention o Report to form tutor o Report to HOF o Report PM (if across subjects or unstructured times)	Class charts log Parents informed of form tutor/pastoral manager report Parental contact and meeting
4. Fighting, theft, swearing at a member of staff, threatening behaviour, ASB, damage to property, bullying, cyberbullying, use of mobile phone in school	Pastoral Manager Deputy Headteacher	o Positive Behaviour Programme, o Individual behaviour plan o Report to PM/ DHT o Meeting with Governors o Managed Move offered o Fixed term exclusion	Class charts log Parental contact and meeting. DHT report
5. Serious assault, serious health and safety risk eg drugs/weapons in school	Headteacher, who may delegate to a member of the Leadership team	• Permanent Exclusion – This may be for a one-off serious incident or a series of negative behaviour incidents.	Class charts log Parental contact and meeting.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

All pupils have access to the Pastoral Team in school. Pupils with concerns can speak to any member of staff and see their Pastoral Manager, Form Tutor or Faculty Leader at break, lunchtime or after school. Pupils can also see the school counsellor for further support. Pupils with behavioural issues are identified and given extra support to help them manage their behaviour through an internal mentoring programme.

 The school offers a wide range of support for pupils including:

- The traffic light report system
- School Counsellor
- Learning Support
- Learning Mentor
- Pupil Mentor
- SENCO support
- Educational Psychologist
- Leadership programmes
- Workshops (mindset. MADE)
- Projects including (for example, Aim Higher and Mosaic)
- Managed moves

In addition, the school will work in tandem with external agencies as needed. These could include other schools, Children's Services, Forward Thinking Birmingham, Early Help support, James Brindley Hospital School.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Greet pupils at the door at form time and at the start of every lessons.
- Ensure a 'Do Now' activity is on the board or on the table as pupils arrive.
- Ensure all seating plans are recorded on Class Charts and updated regularly.
- Finish lessons in a orderly manner with pupils being dismissed in silence.
- Follow up incidents of poor behaviour including making phone calls to parents.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Promoting the school PRIDE values
    - Highlighting and promoting good behaviour, positive character traits and virtues

- o   Promoting the use of rights respecting language

- o   Concluding the day positively and starting the next day afresh

- o   Having a plan for dealing with low-level disruption

- o   Using positive reinforcement

- o   Circulating in lessons

8.2 Physical restraint

Rarely do teachers at Hodge Hill Girls' School have to intervene physically to reinstate control or restrain a pupil. The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves and others, or damaging property, and to maintain good order and discipline in the classroom.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Weapons, illegal drugs and items believed to be stolen will be passed immediately to the Police.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Exclusion Process

9.1 Internal Exclusion

Pupils will be under the supervision of an appropriate member of staff and will be in isolation from other members of the school community either during lesson or unstructured time. If a pupil has to be internally isolated they will go to a member of the Senior Leadership Team with work where they will be supervised. Internal exclusion may be used in a situation which is too significant for a detention or to prevent a situation escalating.

9.2 Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

9.3 Fixed Term Exclusion

Exclusion is an extreme sanction and is only used by the Headteacher, or in the absence of the Headteacher, the Deputy Headteacher who is acting in that role. Before deciding whether to exclude a pupil either permanently or for a fixed term the Headteacher will ensure that:

- Appropriate investigations have been carried out
- All the evidence available has been covered
- The pupil's version of events has been heard
- Statutory guidance on exclusions has been taken into account

The Headteacher will make a decision on exclusion based on the balance of probabilities established. Exclusion may be used for serious infringements of the school behaviour policy or for repeated unacceptable behaviour for which school sanctions and interventions have not been successful in modifying pupil behaviour. While sections 4 and 5 of the tiered process highlight some of the types of behaviour which could lead to an exclusion, this is not an exhaustive list.

9.4 Alternatives to Exclusion

Pupils will be required to stay after school to complete a 5 hour block of detentions. This request is at the Headteacher's discretion, where behaviour has been serious, but not to the level of a fixed term exclusion.

9.4 Managed move

The school will work closely with other local secondary schools to undertake a managed move where this may be beneficial to the pupil and both schools concerned. This will give a pupil the opportunity to have a fresh start. A managed move follows a clear set of guidelines and will be reviewed at regular periods.

10. Electronic Devices

If a pupil brings a mobile phone/ear pods or any other electronic device to school, it **MUST** be switched off and put away at the school gates before entering the school premises and not turned on at the end of the day until pupils are off the school site. Where a pupil does not follow this rule and has a mobile phone/ear pods out on school premises the phone/ear pods will be confiscated and kept until a parent can pick it up.

Devices must never be used to photograph or film a pupil, a member of staff or a visitor to the school without their express permission. This also applies to school trips. Where devices are used to bully, intimidate or harass anyone it will be dealt with severely. Pupils should never carry material on their device which they would be unhappy about an adult or parent viewing.

Staff authorised by the Headteacher have the right to search for electronic devices where they reasonably suspect that the data or file on the device has been or could be used to cause harm, disrupt teaching or

break the school rules. An authorised member of staff may access and delete any data or files on the device if there is a good reason to do so.

If inappropriate material is found on the device it is up to the authorised member of staff to decide whether they should delete the material, retain it as evidence or pass the material on to the police.

The use of Smart Watches is not appropriate in school due to risks of loss and damage and of misuse in the same way as mobile phones or tablets. Pupils should wear an analogue watch only.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

As part of the whole school CPD programme regular training relating to behaviour will be planned for throughout the year. All new staff will receive an introduction to the behaviour systems at the school through their induction programme. The school coaching programme can further support individual requests.

We recognise that there will be times when staff need support with classroom management. Professional dialogue with other members of staff can be helpful and the Head of Faculty is available to offer assistance within their subject area. Pastoral Managers are able to assist with concerns about a class or individuals within their year group and the school SENCO can advise about specific pupils and their learning needs. Members of the Leadership team are regularly on walkabout and drop into classes. They are also available to support staff with specific groups or individuals.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Attendance policy
- Anti-Bulling policy
- Education Visits
- Exclusions policy
- Safeguarding policy
- SMSC Policy

- ## **Appendix 1: Professional Learning Standards**

  - Every pupil understands they have the right to feel safe, be valued and respected, and learn free from the disruption of others
  - All pupils, staff and visitors are free from any form of discrimination
  - Staff and volunteers set an excellent example to pupils at all times
  - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
  - The behaviour policy is understood by pupils and staff
  - Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
  - Pupils are helped to take responsibility for their actions
  - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing Body annually.

Appendix 2: PRIDE VALUES

- Partnership-
    - We value each member of our school community and work in partnership to achieve the best outcomes.

- Respect-
    - For ourselves and others in words and actions.
    - We demonstrate respect for our environment.

- Inspiration-
    - We are inspired to make a positive difference to ourselves and the wider community within our daily lives.
    - We are inspired to challenge ourselves and to be the very best we can.

- Determination-
    - We show determination, and we keep trying even when the going gets tough.
    - We demonstrate resilience, take risks and rise to the challenge.

- Excellence-
    - We aim for excellence, demonstrating high standards in all that we do.
    - We demonstrate a professional approach in our actions, words, attire and outcomes.