

<b>BEHAVIOUR POLICY HALESBURY SCHOOL</b>
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**Person responsible: Deputy Head Teacher**

**Policy Date: March 2012**

**Policy review date: March 2013**

**Purpose**

The purpose of this policy is to promote high standards of behaviour and high levels of achievement by our pupils at all times in:

- Halesbury School
- Mainstream School
- College Placement
- Alternative Provision
- With outside providers and visitors

**Beliefs**

In line with the vision and values of the school, this policy is based upon the beliefs that:

- Everyone at Halesbury School has the right to be treated as an individual and with respect and feel safe from physical or verbal threat /attack
- Everyone has the right to be able to work and learn without other people making it difficult
- Good relationships are vital to the successful working of all those within the school and everyone has the right to have their concerns listened to
- Achievements of every kind, academic and non-academic are valued
- Pupils respond well to high expectations
- Parental support enables the behaviour policy to be more effective
- The school's success should not be judged by absence of problems but by the way they are dealt with
- Students are motivated towards the reward system of the school and see it as a positive aspects of school life

**Aims**

In line with the overall aims of the Halesbury School this policy sets out the following aims to encourage:

- a 'whole school' approach to behaviour
- high standards of behaviour and therefore secure high standards of pupil attainment
- pupils to be attentive, courteous and respectful of others
- self-discipline, co-operation and tolerance in pupils
- pupils to be punctual and attend regularly
- motivation in all aspects of school life

### **Promoting good behaviour**

All staff will promote good behaviour by:

- establishing a firm understanding of the school's Code of Conduct and all that it entails
- providing prompt feedback / responses to work focusing on positive comments
- Consistency of approach to all pupils in all aspects of behaviour
- praising the efforts of pupil achievement in both work and behaviour
- using a range of rewards that are pertinent to the pupil's interests
- celebrating achievement through public mention and open display
- regularly sharing pupil achievements with parents / carers

### **Sanctions**

Where pupils do not respond to staff and poor behaviour affects the efficient running of the school, sanctions will be taken against the offending pupil.

In using sanctions:

- clear distinctions should be made between minor and more serious offences
- whole group punishments should be avoided
- staff should be clear about the precise behaviour being punished
- staff should respect pupil dignity and self-esteem

Pupils should be encouraged to have a clear understanding that there are consequences for both acceptable and unacceptable behaviour and that they have the choice.

Redress for unacceptable behaviour should be both rapid and relevant. Wherever possible, redress should be agreed between staff and pupil. Sanctions should only be imposed after the pupil has been given a clear warning as to the possible consequences of their behaviour. Hopefully, pupils will accept sanctions imposed as being fair.

Staff are able to use a range of sanctions to discourage poor behaviour and during discussion with the pupil may, for example:

- give a personal reprimand
- issue a public warning
- working time away from class
- contact parents
- letter home informing parents about serious behavioural incidents
- isolate the pupil

### **Exclusion**

1. In extreme cases, where the behaviour constitutes a serious breach of the schools behaviour policy and/or threatens the safety of others and / or the effective running of the school, the pupil may have a fixed term exclusion. When contacting the parent / carer to inform them, a meeting will be arranged to discuss the situation with a view to the pupil returning as quickly as is practicable.
2. Where extreme behaviour constitutes a serious breach of the schools behaviour policy and/or continues and the safety and / or the effective running of the school is under constant threat, the school will consult with governors and outside agencies regarding alternative provision or in extreme cases permanent exclusion. At this point, in line with DCSF regulations, the Head Teacher of the school will:
  - a) Give the person notice in writing referring to that decision and stating the following matters:
    - i) the reason for the decision
    - ii) the right to appeal against the decision
    - iii) the person to whom any notice of appeal should be given
    - iv) that any notice of appeal must contain the grounds of appeal and:
    - v) the last day on which the appeal may be made
  - b) Inform the Directorate of Children's Services that the pupil is being permanently excluded and include the reasons for the decision

### **Monitoring & Evaluation of the Policy**

The monitoring of the effectiveness of the behaviour policy will take place through scrutiny of:

- pupil's record of intervention
- reference to 'Improving Behaviour and Attendance' DCSF document
- pupil reports on attendance, punctuality, achievement and behaviour
- bullying register
- register of racial incidents
- the Key Stage co-ordinator's termly report to the Head Teacher and Head Teacher's report to the Governors
- Incidents of positive handling recorded in the bound and numbered book.

When intervention is necessary:

SMT sent for and de-escalates by either:

- Returning pupil to class
- Time-out for rest of the lesson
- Time-out for the rest of the day
- Loss of privileges
- Teacher of class to complete incident slip for school monitoring records
- Inform form tutor

If unsuccessful:

- Send for form teacher, mentor, pupil's friend or school council rep
- If non-compliant contact parents
- Fixed term exclusion if necessary
- Complete documentation and arrange meeting with parent/carer and pupil on return
- Put pupil on Report and review weekly: green by Class Teacher; orange by SMT and red by Head Teacher
- Contact support services for advice and/or referral if behaviours have increased

