

Behaviour Policy



Our Guiding Principle

Heanor Gate Science College is committed to creating an environment and climate in which all students have the right to work purposefully, feel secure, happy and confident and where relationships between staff and students, and between the students themselves, are based on mutual respect and tolerance.

Aims and Objectives

At Heanor Gate Science College we:

- Seek to promote a respect for learning and encourage an awareness of education as a lifelong process
- Encourage all its members to develop to their maximum potential
- Promote respect for the needs and feelings of others
- Expect co-operation from students to help create a smooth running, happy community.
- Expect all students to follow the school code of conduct.
- Expect all staff to treat students in a fair and equitable manner to promote consistency and a supportive community.

Positive Behaviour Management

To achieve our aims and expectations and to develop a positive climate for learning, everyone at Heanor Gate Science College should work together in a consistent and positive manner.

We are committed to enabling all students to work purposefully and achieve their potential, to do this we need to teach in an atmosphere that celebrates success and uses sanctions when behaviour hinders the learning process.

A strong ethos of achievement and good behaviour is something that we should all strive to achieve and in order to enable this, we should all work within a clear framework which is open for all to understand and follow.

Every member of staff has a responsibility to uphold the procedures outlined in this policy.

Celebrating Success

Rewards at Heanor Gate Science College

All students deserve to be given praise for their successes and as staff we should actively encourage them to be 'good'.

What is praise?

Praise comes in many forms, it does not have to be celebrated on a huge scale nor have financial value. It can be as simple as:

- A verbal praise and thank you, well done, I really like that, a smile ...
- Written praise in books
- Display of work
- Written praise on a report
- Name on the Rewards board

More formal acknowledgement of achievement will be given through IRIS. This is an easy to use software package for all staff. Each praise awarded to students is to be administered through IRIS so that the number of praises received is centrally logged for each student. A Rewards shop is available for students to spend their praises (praises carry a point value). Praises can be awarded for anything, there are no limits, for example: hitting a target, being helpful around school, taking part in school activities, producing high quality work in class, completion of homework, effort and so on.

Further to the use of IRIS awards at the end of each term, rewards and certificates will be issued in formal assemblies by the Headteacher. There will also be formal celebration assemblies at the end of each academic year for all year groups.

Commendations

- All staff are encouraged, at a faculty level, to issue formal commendations to students who have significantly achieved in that area.
- Commendations should always be supported by letters home, celebrating the success of a child with parents/carers.

Actively build trust and relationships with students

- To create a positive relationship with a student should be at the heart of all that we both do and strive for
- To build such a relationship requires commitment, skill and effort. Basic tips for such a relationship involves – learning names, smiling, saying ‘hello’, showing interest in their hobbies and in what they do, both in and out of the classroom.
- Always rebuild a relationship. If a student needs to be spoken to about a problem or misdemeanour, it is imperative that the student understands that it is the behaviour disliked and not the student. Show the student your control, apply school sanctions but always talk to the student, let them talk and move the relationship forward. Leaving a student in the ‘cold’ and bearing a grudge does not engender positive relationships.
- Show that you are in control, confident and trustworthy. This will leave students feeling safe to take risks in learning.
- Always be consistent in your approach. Follow the rewards and sanctions codes effectively so that students are in no doubt as to where boundaries are and what consequences there may be in their choice of action.

Discipline Procedures

In order to achieve a climate for learning where students may work purposefully, feel secure, happy and confident, expectations of student responsibilities must be made very clear and easy to follow.

Discipline, to achieve high quality learning, must be consistent and fair at all times, and procedures must be followed by all staff. Discipline procedures are not optional and staff may not enforce their own sanctions.

The most important thing to remember is that when sanctions are applied to address unacceptable behaviour, that staff maintain an appropriate relationship with the student. If students are addressed in a disrespectful way, feel belittled or feel unfairly treated, then learning will not be effective and school will be an unenjoyable place to be.

All staff have a contribution to make in the management of behaviour. Behaviour is not someone else's concern or problem to address. It is everyone's.

Upon entry to Heanor Gate Science College, students have the school's rewards and sanctions procedures carefully explained to them and good behaviour is regularly enforced through assemblies and the Tutorial programme.

Behaviour/Discipline Procedures

- The school's discipline procedure is based on a 'consequence' system. Each classroom has clearly displayed an 'expectations' list and a 'consequence' board. Should a student make a choice that is unacceptable, either in or out of the classroom, then the appropriate consequence will be achieved.
- For most misdemeanours, warnings are given. Students are given two warnings before a C3 will be administered by staff. A C3 means a half hour school detention. Some inappropriate actions will generate an immediate C3, but in the main the system is designed to allow students to take responsibility for their actions and be allowed to address their behaviour before a punishment is set.
- Students may gain a C3 for poor behaviour
 - In the classroom
 - Around school
 - Towards other members of our community
- All punishments are recorded and administered centrally. Parents/carers are given the required notification if a detention is set.
- Students are also alerted to their detention via a letter in their register which they are required to sign for.
- Failure to attend a detention of half an hour will result in a one hour detention the next school day (letters home alert parents/carers to this). Reminders will be sent out during the school day.
- Failure to attend the one hour detention will mean a two hour detention which is administered by a senior member of staff.
- All staff have a responsibility to correct breaches of discipline. The 'consequence' system should be used as a tool to address student misbehaviour, but good classroom management and practice must also be applied.

- If a student is unable to focus and behave in an acceptable manner after being spoken to, supported and consequences issued, then the student should be removed from the classroom. Staff should complete the red report slip and send to student reception. At this, a Senior Member of Staff who is on call, will attend to either resolve the issue and put the student back in class or remove them completely and place them in an area of seclusion or in the Isolation room.
- In more serious situations where the health and safety of either staff or students is compromised, then an emergency 333 call may be used and a senior member of staff will attend.
- Students may simply need to ‘cool off’ for a short period of time (two or three minutes) and may be invited to do this outside the classroom. However, this should never be for more than two or three minutes and should not be a tactic used when students are already standing outside. If a teacher feels that the student is unable to address their behaviour and may indeed work their way to another C3, then the student should be withdrawn.
- If a student is removed from lesson by a Senior Member of Staff on Call (SOC), it is the responsibility of the teacher to record the incident on SIMs and to inform parents/carers of the incident.
- All students have the right to discuss a detention set, particularly if they feel they have been unjustly treated. They may do this with the member of staff setting the detention, their KSAL, PM or with AHR. Staff may not set a detention without the student’s knowledge. It is expected that staff speak with students about their behaviour in order to address correcting it.
- All staff are required to take part in supervising whole school detentions (a rota is established).
- Some actions of inappropriate behaviour warrant more than a C3. This is the responsibility and at the discretion of KSALs and AHR. Referrals are made to AHR who, with KSALs, determines an appropriate course of further action – up to and including exclusion.
- Any permanent exclusion will be at the discretion of the Headteacher.
- KSALs will work with the Inclusion Manager, Key Workers, students, tutors, parents/carers to address behaviour management.
- If any member of staff has reason to believe that a student may have used or had access to drugs or alcohol, then the matter must be referred to a member of SLT (according to school Drug Policy).
- Instances of actual or suspected bullying should be referred to the appropriate KSAL (according to school Anti-Bullying Policy).

Good discipline and the giving of praise is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self, and of punctuality.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system.

Expectations of appropriate behaviour in all lessons:

1. Start of lessons
Students should:

- Arrive on time for all lessons
 - Enter rooms sensibly and go straight to their workplace
 - Take off and put away any outdoor wear
 - Take out books, pens, planner and equipment
 - Put bags away as directed by teacher
2. During lessons
- Students should be greeted upon arrival
 - A register should be taken at the start
 - When you talk to the whole class, ensure they all remain silent, listen and concentrate
 - If the class is asked a question, ensure students put up a hand to answer, do not allow them to call out (unless you are asking for quick ideas)
 - Students must have pen, pencil, planner and any other equipment needed
 - Eating or chewing in lessons is not allowed. Drinking water is to be kept in a clear plastic container in the student's bag (this may not be taken out in lessons such as IT and science)
 - Students must not leave the lesson without your permission
 - Ensure students record all homework in their planner.
3. End of lessons
- Students should not begin to pack away until you tell them to do so
 - At the end of the lesson ask students to stand and ask the students to put their chairs under or on desks. Any litter should be picked up.
 - Supervise students so that they leave the room in an orderly and quiet manner.
 - Do not allow students to leave before the bell.
4. Finally, but most importantly, never accept:
- Rudeness or disrespect from any student.
 - Argument or disagreement from any student following a reasonable request.

Steps to address behavioural concerns

For some students further support and guidance is needed to help them to amend behavioural issues. At Heanor Gate Science College there are many areas of support as part of our inclusion agenda and the following list highlights which behaviour support/sanctions may be applied to address concerns.

At all levels where there is concern shown, communication with parent/carer must always be sought.

A range of strategies may be employed to help support students and so reduce the risk of either fixed term or permanent exclusion. These strategies include:

- Verbal reprimand or discussion with member of staff.
- C3.
- Reporting card
 1. Tutor
 2. Head of curriculum area
 3. KSAL
 4. SLT year link
- IEP
- Meetings with parents

- Time in Seclusion
- Time in the Isolation Room
- Time in Achievement Centre
- Revised timetable
- Key worker
- Referral to outside services – Behaviour Support, School Nurse
- Planned withdrawal from lessons
- Meeting with Governors’ disciplinary panel
- Pastoral Support Programme (PSP)
- Managed move

Student behaviour must be regularly monitored, using appropriate data, to ascertain whether or not the support or sanctions applied are reducing the frequency of misbehaviour. This will identify any further action needed.

Permanent Exclusion

Unfortunately not all steps taken to avoid permanent exclusion work and there may be occasions, at the Headteacher’s discretion, that a student will be permanently excluded. This may be the decision taken for such misdemeanours as: serious violent outbursts; having weapons or drugs in school, physical abuse of staff and in cases after all supportive measures have been taken the persistent disruptive behaviour, or the refusal to follow the school’s code of conduct continues.

Link with other policies, including:

- Anti-Bullying
- SEN
- Race Equality
- Disability Equality Scheme
- Attendance and Punctuality
- Internet
- PSHCE
- Teaching and Learning policy
- Equal Opportunities

DETENTIONS

Detentions will be set by staff according to the guidelines set in Behaviour for Learning.

Whole school detentions, commonly known as C3’s, are set for half an hour and will take place in the school hall between 3:00pm and 3:30pm. Detentions for non-completion of homework will take place in a classroom and be for one hour in length. Duty teams of staff will supervise the detention on a rota basis.

Failure to attend the half hour detention will result in a one hour detention to be taken the next school day and, further to this, a two hour detention will be given if this student fails to attend any one hour detention.

Detentions and the Law

In line with Regulations, detentions are set at Heanor Gate Science College as a sanction since the Headteacher has determined this and made it known within the school and to parents/carers.

The law states that it is just for teachers to detain students, without parental/carers consent, in the evenings. In accordance with this, parents/carers of students at Heanor Gate Science College are given the required 24 hour notice that a detention is to be taken.

When detention dates have been set, dates may be re-arranged due to family circumstances. In cases where there are family holidays, medical appointments or there are care duties on behalf of the family, then the detention date will be re-arranged.

Detention Procedures

- According to BfL policy, any member of staff may issue a C3 if the student has gone beyond the boundaries set. C3's may be given after two warnings or it may be given for a one off misdemeanour.
- Appropriate C3 information should be logged by staff using the IRIS system so that the Attendance and Behaviour Officer may issue detention letters. Information must be provided by 3:10pm on the day of the incident (earlier if possible).
- C3's should never be issued without the student's knowledge (Behaviour Policy).
- The Attendance and Behaviour Officer will process the detention. The software used will issue a date for detention and a letter will be posted home to parents/carers.
- A copy of the detention letter will be placed in the student's register for tutors to hand out the next morning.
- The detention letter sent will give the required 24 hour notice for a half hour detention or a one hour homework detention. The letter will give parents/carers notice that if not done, their son/ daughter will do a one hour detention on the next day, or indeed a two hour detention if the one hour detention is not completed.
- All parents and students are given the right to find out more about why the detention was set.
- Any detention issued can only be removed by AHR, KSAL or Pastoral Manager.
- Any detention given by a member of staff must be processed. (Praises should be issued for improved behaviour; the C3 must not be taken away.)
- In the register each morning there will be a reminder list for students in that group who have a detention that day.
- Students who move to a one hour detention will be issued with a reminder slip during the school day.
- For all students on detention a list will be displayed in the corridor outside the hall.
- For any student who fails to attend a one hour detention, a letter will be sent home explaining when the two hour detention will be sat.
- Refusal to attend a two hour detention will result in further punitive action. (Isolation and seclusion and for repeat offenders a fixed term exclusion may be issued.)

Detention Expectations

- The hall will be set out for detentions during period 5. This will include the fire doors closed and curtains drawn.

- Students must enter the hall through the internal doors only and not by the fire doors.
- Numbers for detention will be limited to 80 and, if necessary (due to clientele), two venues will be used.
- Students should enter in silence and remove their bags, outside coats and non Heanor Gate tops.
- Students should be reminded that all mobile phones should be switched off.
- The dress code should be met by students – shirts in, ties up, shoes on, etc. Any student arriving out of uniform should be told to correct their uniform unless a pass has been supplied by KSALs. Please ask to see these.
- On entering the hall the rows should be filled from the front and students should sit up straight and not lounge in their seats (throughout the detention).
- Students will be informed that if they need the toilet they should go before arriving at the hall. Students will not be allowed to go to the toilet once the detention has started.
- AHR will take the attendance register.
- Staff should position themselves towards the front of the hall so that eye contact can be made and not stand at the back. It is preferable that staff stand, but high seats will be available for those who may find this difficult.
- Any student found talking; being silly, making noises, etc should be given a warning and be told to stand. Students should stand at the back of the hall or at the side facing the wall – they should not be allowed to be the centre of attention.
- Any student standing who continues to distract must be sent home by the team leader. Any student sent home must be reported to AHR so that further action may be taken.
- At 3:30pm students should be released row by row starting from the front. Each row should be told to stand, collect their belongings and leave by the fire door nearest the kitchen area. In this way, students who arrived later will be released later. They should then go home via the drive. Students must be told that they must not enter school.
- Until students leave the hall there should be no talking, anyone who does so will do the detention again – students must be reminded of this when being released.
- Any student sitting a one hour detention must remain in the hall or be taken to a suitable classroom with the member of staff on duty.