



# HALL GREEN SCHOOL

## POSITIVE BEHAVIOUR MANAGEMENT POLICY 2018

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<b>Governing Committee:</b>	Pastoral and Curriculum
<b>Responsibility:</b>	Mr D Adams - Headteacher Mrs J Owen - Chair of Governors

# **POSITIVE BEHAVIOUR MANAGEMENT POLICY**

Positive Behaviour Management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

## **Philosophy**

The Positive Behaviour Management Policy at Hall Green School is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing the teacher to teach and pupils to learn.

## **Aims**

The overarching aims are:

- to promote good behaviour and encourage achievement
- to support pupils in learning self – discipline
- to enable effective teaching and learning
- to create a safe and secure environment for pupils and staff
- to teach pupils to understand, accept and tolerate differences in individuals.

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- act justly and fairly and be seen to do so
- establish a relationship of respect with pupils
- deal promptly and personally in matters of discipline
- apply a consistent approach.

To promote a positive ethos in the school staff will use both rewards and sanctions and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation.  
Every member of the school has a responsibility to ensure positive behaviour.

## **Scope of the Policy**

This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

## **Linked Policies**

- Safeguarding and Child Protection
- Equality and diversity
- E-safety
- Special Needs
- Home School Agreement
- Screening, searching and confiscation

## **Expectations of Students**

To adhere to the Expectations for Learning by:

- arriving to lesson on time
- being fully equipped and ready to start work
- following staff instructions immediately
- showing co-operation and respect to others at all times
- meeting homework deadlines.

Students must also follow the existing codes of conduct on uniform, movement around school, behaviour during unstructured time and bullying

## **Expectations of Teaching Staff**

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To ensure a calm entry into the classroom by following the KS3 Entry Procedures.

- To check uniform at the start of Period 1.
- To provide an environment in which students can learn.
- To teach positive behaviour.
- To plan and prepare stimulating lessons.
- To teach respect by treating pupils with fairness and consistency.
- To register pupils in every lesson.
- To support the school's Positive Behaviour Policy, in particular the "Praise and Penalty System".
- To avoid shouting, confrontation, sarcasm and humiliation as a sanction.
- To avoid setting whole class detentions.

### **Expectations of Form Tutors**

- To teach interpersonal skills by promoting positive, supportive relationships within the form.
- To monitor lateness and attendance.
- To monitor penalties and respond accordingly (e.g. form report, contact home, refer to HoH)
- To monitor pupil achievement, including holding Learning Conversations.
- To do all possible to ensure correct uniform.
- To follow a weekly programme of form activities.
- To encourage pupils to develop leadership roles during form time.
- To support the school's Positive Behaviour Policy.
- To support and encourage all Inter House activities.

### **Expectations of Heads of Department**

- To ensure that departmental schemes of work suggest a range of activities.
- To ensure a positive learning environment within the department for both staff and pupils.
- To ensure that the school's Positive Behaviour Policy and "Praise and Penalty" System is implemented within the department.
- To ensure that there is a climate of reward and praise within the department, which outweighs sanctions.
- To monitor the behaviour and learning of pupils within the department.
- To ensure that the homework policy and procedures are being followed within the department

### **Expectations of Heads of House**

- To liaise and communicate with staff, parents and The Pastoral Team regarding pupil needs.
- To manage troubled and challenging pupils with their line manager.
- To track pupils' achievement and behaviour.
- To monitor attendance and punctuality.
- To ensure that form tutors are adhering to the weekly programme of form activities.
- To consistently implement the Positive Behaviour Policy.

## **Expectations of the Leadership Team**

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance are consistently implemented.
- To ensure that INSET is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents, carers and governors.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place, which motivates the potentially disaffected.

## **Expectations of the Governing Body**

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Head teacher and Leadership Team in the monitoring of attendance and exclusions.
- To form a Governors Disciplinary Committee, with a clear role and guidance for action, which meets as required.

## **Expectations of Parents**

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy (Expectations for Learning) and the Code of Conduct.
- To keep the school aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at Parents' Meetings and as appropriate, through planners, letters, reports and telephone calls.

## **Rewards System**

Encouragement, praise and reward are an essential part of positive behaviour.

The Reward system is in place to encourage pupils to adhere to the Expectations for Learning and to work to the best of their ability.

### The Praise System

- Teachers can award praises for a variety of reasons (e.g. excellent homework, improved effort etc.).
- Praises can also be awarded by form tutors.
- Positive phone calls and Praise postcards can be used to reward pupils' consistent achievement, effort and good behaviour.
- At the end of every half term, Penalties and Praises are totalled and the House with the highest number of Praises receives 50 Housepoints.
- House Achievement Assemblies are held at the end of every half term to celebrate pupil success.

- At the end of every half term, pupils who have not accrued any penalties are awarded 50 Praises.

### Awarding Praises

Teachers can award pupils 1, 2 or 3 praises at a time depending on the reason for the praise:

- Verbal or written praise by the teacher for good/improved behaviour, good effort, or excellent response in lesson etc. = 1 Praise
- No penalties over a half term, an outstanding piece of work, sustained effort, marked improvement in work/effort/attitude/behaviour = 2 Praises
- Contribution to extracurricular activities = 3 Praises.

Please note that this is just an example. Staff should use their professional judgement when issuing Praises.

### **Sanctions**

Children will not always behave in the way we may wish and we will then implement sanctions, which are two-fold:

- to reprimand;
- to get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

However, sanctions should not be used where low level interventions, such as giving a non-verbal signal, or reminding a pupil of a rule, are all that is needed. Staff should also consider, when using sanctions, whether an apparent behaviour is in fact a manifestation of unidentified learning difficulties, or other type of SEND (CBN pupils).

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance rather than prescription. The grid works on a 5-stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

Stage	Example of incident	Consequences
<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Forgotten equipment</li> <li>• Incessant chatter</li> <li>• Talking over the teacher</li> <li>• Not adhering to seating plan</li> <li>• Disturbing others</li> <li>• Calling out</li> </ul>	1 Penalty Mark (Recorded on Class Charts)  (Verbal Warning)

Stage	Example of incident	Consequences
<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>• Second failure to meet learning expectations at Stage 1</li> <li>• No homework (Refer to homework procedures)</li> </ul>	2 Penalty Marks (Recorded on Class Charts)  (2 <sup>nd</sup> verbal warning)
<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>• Third failure to meet learning expectations at Stage 1 &amp; 2</li> <li>• One-off open defiance e.g. Ignoring staff instructions</li> <li>• Refusal to work</li> <li>• Refusal to follow requests</li> </ul>	3 Penalty Marks (recorded in Class Charts) and a teacher detention (20 minutes).
<b>STAGE 4</b>	<ul style="list-style-type: none"> <li>• Persistent attitude/behaviour problems – pupil fails to meet expectations at stage 1 - 3</li> <li>• Constant lack of work</li> <li>• Failure to attend 2 teacher detentions</li> <li>• Accrued more than 2 teacher detentions for same issue</li> <li>• Accrued 6 penalties for no homework (refer to homework procedures)</li> </ul>	<b>DEPARTMENTAL DETENTION (40 minutes)</b>  Held centrally by HOD or class teacher, with central record of pupils attending  HOD keeps a termly record of Stage 4 detentions  Parents informed of the detention via text or phone call home.  Stage 4 logged on SIMS by HOD or RMO.  <b>HOD follows the procedures in Appendix 2 at the end of the booklet.</b>

Stage	Example of incident	Consequences
<b>STAGE 5</b>	<ul style="list-style-type: none"> <li>• Abusive language (to peers or staff)</li> <li>• Racist, sexist or LGBTQ comments</li> <li>• Vandalism</li> <li>• Dangerous behaviour</li> <li>• Physical aggression to peers or staff</li> <li>• Persistent refusal to follow a reasonable instruction/defiance</li> </ul>	<p>Immediate referral to Pastoral Team/ SMT via call out system.</p> <p>Monitoring Report</p> <p>1-hour detention (Restorative conversation held between member of staff and pupil)</p> <p>Internal Isolation</p> <p>Meeting with parents Exclusion</p>

### Issuing Penalty Marks

- Before issuing a penalty mark, the teacher reminds the pupil of the Expectations for Learning (e.g. Paul, you are talking while I am talking. You are failing to follow the Expectations for Learning, if you **choose** to do again; I will have to give you a penalty mark). This gives the pupil the opportunity to change his/her behaviour and prevents them from being issued with a penalty mark in the first instance.
- At **Stage 1**, one penalty mark is issued and is recorded by the teacher on Class Charts.
- At **Stage 2**, a further penalty mark is issued and the same recording process is applied as at Stage 1. The teacher reminds the pupil that they have now accrued two penalty marks and a further one will result in a 20 minutes' detention. **For failure to complete homework or insufficient homework, please follow homework procedures.**
- At **Stage 3**, a third penalty mark is issued and recorded as above. Once the detention has been completed, the pupil goes back to Stage 1. However, the teacher can go straight to Stage 3 depending on the severity of the incident (please refer to Learning Expectations for types of incidents at Stage 3).
- It is highly unlikely that a pupil would accrue more than three penalty marks in a lesson. Penalty marks are carried on to the next lesson and run over a half term period. Only at the beginning of a new half term, can the slate be wiped clean and pupils start afresh.
- **Penalty Marks are not issued at Stage 4 or 5.** On-call procedures must be followed for both Stage 4 and Stage 5 referrals. (Please refer to the On-call procedures at the end of this policy). There is also a copy of the On-call procedures in the "Better Behaviour Better Learning Booklet, issued to all teaching staff at the start of the academic year.

**For pupils who are Additional Needs, Additional Needs Plus or Complex Needs for behaviour or homework, please refer to either Appendix 2 (Reducing low level disruption in the classroom) or Appendix 3 (Homework procedures).**

## **Detentions**

Detentions are given as sanctions for poor work/effort or behaviour.

- 20 minute detentions are carried out by the class teacher (Stage 3) and 24-hour notice to parents is **not** required.
- 40 minute detentions (Stage 4) are normally carried out by the Head of Department, but can be carried out by the class teacher. Parents **need to be given 24 hours' notice** of the detention either by text or phone call home.
- 60 minute detentions are issued by the SMT or the Pastoral Team (Stage 5). Parents are informed by phone by the relevant Head of House or via text. Detentions are run daily in Room 10. Restorative conversations are held at the end of the day between the subject teacher and the pupil where a Stage 5 has been issued and it is deemed appropriate for such a conversation to take place.
- A lunchtime detention is held every day for pupils who fail to wear correct school uniform or display poor behaviour during unstructured time. The lunchtime detention is held in D5.

Please note that it is never acceptable to use indiscriminate whole class detentions.

*Important: If pupils are kept in school for over 20 minutes, for a detention, Period 6 or any other reason, a register must be sent to the school office, including details of where the detention is being held.*

*On occasion, pupils can be kept behind at lunchtime after period 4 and at the end of the school day after period 5 to complete their classwork when appropriate. They will be kept for no longer than twenty minutes after school though they may stay up to forty minutes into lunchtime.*

## **Other Sanctions Available**

- Community Service (e.g. litter-picking)
- Form Report, Department Report, Head of House Report, Assertive Mentoring Report
- Internal Isolation
- Fixed Term Exclusion
- Managed Move
- Permanent Exclusion.

School has a duty to safeguard all pupils and staff. This duty is explained further in *Keeping Children Safe in Education* published by the Department for Education. Therefore, Hall Green School is most likely to permanently exclude any student found to be carrying a knife or offensive weapon\*, both on and off the school premises, and the police will be informed.

\* *Offensive weapons can include knives, knuckle-dusters, broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to a person.*

School will use powers to restrain, search or confiscate items from students when appropriate. This will happen where school needs to safeguard pupils (or staff) or needs to maintain the order and discipline in school. Hall Green School will follow the 3 guidance documents published by the Department for Education in deciding when to use these powers. These documents are:

**Searching, Screening and Confiscation:**

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

**Use of Reasonable Force:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Behaviour and Discipline in Schools**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**Random searches of pupils' bags and coats, and the use of hand-held and fixed metal detectors, have been introduced to reassure staff, pupils and parents that the school continues to be a safe and secure site.**

## **APPENDIX 1**

### **Uniform Expectations**

Pupils are expected to be in full school uniform at all times. At the start of period 1, a uniform check is carried out by the class teacher. If a pupil has incorrect uniform which cannot be rectified immediately, such as:

- Incorrect footwear
- No blazer
- No tie
- Incorrect trousers/skirts etc.

They are sent to the Pastoral Office where they are issued with a yellow slip and a detention.

If the pupil is stopped later by another member of staff regarding incorrect uniform, if the pupil can produce the yellow slip, they will have no further sanction. However, if the pupil is unable to produce the yellow slip or the uniform misdemeanour is different from that on the yellow slip and it can be rectified e.g. untucked shirt, too much make up, the member of staff should issue a strike (staff initials). Pupils are also issued with a strike for chewing gum, boisterous corridor behaviour and wearing headphones in the school building.

### **Uniform Strike Procedures**

At the start of each term all pupils are issued with a uniform card which they must carry at all times. Staff can request the card at any time and record any uniform misdemeanour (a strike). However, pupils will be given the opportunity to tidy their uniform at the start of the day and at the end of break and lunchtime.

The card is divided into four sections, each showing a Stage and its sanctions:

Stage 1: When the card has been signed 5 times, the card is retained by the member of staff who issued the fifth strike. The member of staff then puts the card into the uniform box in the staffroom. The pupil will incur 2 penalties and a 20-minute detention issued by the Head of House. The card will then be returned to the pupil.

Stage 2: This has only 3 chances of being signed. When full, the procedure is as above. However, the pupil is issued with 4 penalties and a 40-minute detention.

Stage 3: This only has 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school.

Stage 4: This also has only 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school and it will also result in the pupil losing their unstructured time for a week.

Heads of House must be informed of any pupil who fails to present the card for signing. The pupil will automatically receive a 60-minute detention unless a genuine reason is provided.

Reward: students who have a blank card at the end of the term will receive 50 Praises.

SMT and the Heads of House will support staff by:

- Running the detentions
- Reinforcing uniform message in assemblies
- Carrying out spot checks in assemblies/end of lessons etc.
- Picking up pupils who are not in correct uniform during breaks, lunchtimes and at change of lessons.

## APPENDIX 2

### Reducing low level disruption in the classroom:

With the aim of reducing low level disruption in the classroom, we have created the following three tiered system as an addition to our Behaviour Policy.

1. **Universal:** The majority of pupils who are able to follow the behaviour policy.
- 2a. **Additional:** Pupils who are consistently disruptive in lessons and require a more rigorous approach to improve their behaviour. This cohort of students has been identified by Heads of House.
- 2b. **Additional Needs Plus:** Additional Needs pupils who have failed to improve their behaviour after being placed on Additional Needs.
3. **Complex:** Pupils who require a different approach to improve their behaviour for a range of reasons (The Hub pupils).

A list of the Additional, Additional Plus and Complex pupils can be found in SEND Prov. The lists will be reviewed on a half termly basis which may result in some pupils being removed from the Additional/Additional Plus lists along with a positive phone call home to parents. New pupils may also be added to the lists at any point throughout the school year.

### Procedures for Universal pupils:

- Staff implement the behaviour policy and adhere to the procedures found in the Behaviour Booklet.

### Procedures for Additional pupils:

- Staff to implement the behaviour policy and adhere to the procedures found in the Behaviour Booklet.
- If three penalties are issued for disruptive behaviour in the same lesson the pupil is automatically removed from the class (staff follow on call procedures in Behaviour Booklet).
- Any pupil who has accrued 3 or more penalties (for disruptive behaviour) in one day will be issued with a one-hour detention on the same day.

### Procedures for Additional Needs Plus pupils:

- Staff to implement the behaviour policy and adhere to the procedures found in the Behaviour Booklet.
- If one penalty is issued for disruptive behaviour in the same lesson, at the teacher's discretion, the pupil may be removed from the class (staff follow on call procedures in Behaviour Booklet).

- Any pupil who has accrued 1 or more penalties (for disruptive behaviour) in one day will be issued with a one-hour detention on the same day.
- Pupils will be picked up at the end of the day and escorted to the detention and parents informed via text message.
- The detention will be run by the Behaviour Assistant.

**Procedures for Complex pupils:**

- In the first instance, all strategies provided on SEND Provision should be implemented and reasonable adjustments made (See reverse of strike card provided by CMC).
- If pupils do not respond to these strategies, issue the strike card.
- After the third strike follow the on call procedures (refer to Behaviour Booklet) informing the member of staff on duty that the pupil is to be escorted to The Hub.
- Send an email detailing the incident to CMC and also cc the relevant Head of House and Head of Department by the end of the day.
- CMC to issue Penalties and impose a sanction.

## APPENDIX 3

### Procedures for supporting pupils in developing good homework habits

As for behaviour, pupils will be divided into 3 categories:

**“Universal homework needs”** – the large majority of our pupils, who ought to be able to complete homework in timely fashion.

**“Additional homework needs”** – those pupils for whom there is no known barrier to their completing homework but who, over time and over a range of subjects, have shown a very poor record at producing homework on time.

**“Complex homework needs”** – those pupils where there are known barriers to completing homework, such as a home-life which does not support homework in any way or the pupil’s own special needs.

#### Procedure for “Universal homework needs”

If homework is not completed on time to the expected standard:

- The subject teacher will issue 2 penalties through Class Charts.
- The subject teacher, at their discretion, will either give the opportunity for an extended deadline or will issue a detention where the missing work is completed.

If the homework is still not completed AND/OR the detention not attended OR the original offence is repeated two more times, then this is referred to the HOD as a stage 4. An e-mail to the HOD will be triggered by the pupil receiving a sixth homework penalty.

- The HOD will take the pupil for a stage 4 detention.
- Any missing work will be completed there.
- The HOD will have a conversation with the pupil about the importance of homework .
- Parents must be informed, if this has not already happened.

If a further homework is not completed on time or to the expected standard in that subject:

- The class teacher should inform the HOD who should refer the pupil to their Head of House for two weeks of compulsory attendance at homework club. (Parents will be contacted and pick-up arranged at the end of school).
- The HOH will look at the pupil’s record of homework penalties in Class Charts and decide, based on the number of other subjects where they have received penalties, the number of days per week they need to attend homework club.
- Once the pupil has been assigned to two weeks of compulsory homework club, the Head of House should e mail staff to inform them. If, during this time, further homeworks are missed, staff should log this in Class Charts using the button “Missed or unsatisfactory homework – no penalty”.

After two weeks of compulsory homework club:

- Penalties and other sanctions revert to normal.

- If there is a further missed homework in the original subject OR if the pupil is referred by another HOD, as described above, the pupil will be referred back to compulsory homework club for three weeks (or longer at the discretion of the head of house).

### **Procedure for pupils with “Additional homework needs”**

An initial list will be compiled by heads of house, with input from heads of department, of pupils with the worst homework record in 2017-18. HOH (with input from CMC) will make decisions as to whether any of these pupils face significant barriers and should be classified as “Complex homework needs”.

The initial list will be kept relatively short, prioritising those pupils who have failed to produce homework across a wide range of subjects. However, **the list will be reviewed once every half term.**

- If any additional homework needs pupil receives penalties in Class Charts for “insufficient homework” or “no homework” or even “missed or unsatisfactory homework – no penalty” an email will be sent to Mr Ali and their Head of House to say that they must be picked up for compulsory homework support club that day.

### **Procedure for pupils with “Complex homework needs”**

The list will be compiled as described above and reviewed half termly.

If a pupil does not produce satisfactory homework:

- The teacher should record this on Class Charts with “missed or unsatisfactory homework – no penalty”.
- This will trigger an e mail to CMC who will arrange support for that homework to be completed. (Class Charts can be used to show which is the missing homework).

### **Further support for the completion of homework**

- An “Intel event” will be set up on Class Charts to inform form tutors when a pupil has missed five homeworks.
- An “Intel event” will be set up on Class Charts to inform heads of house when a pupil has missed ten homeworks. (It is most likely that the pupil will have been referred to the HOH already, but this is added as a failsafe in case for some reason this has not happened).
- A new homework report, based around use of Class Charts, has been produced, which is available for form tutors or heads of house to use at any time that they feel it suitable, such as following a learning conversation.

### **Procedures for pupils late to lesson**

If a pupil arrives late to lesson, the teacher awards a penalty in Class Charts under “late to lesson” Teachers issue a detention in the normal way if a pupil has accumulated 3 penalties for them Once a pupil has 5 “late to lesson” penalties, Class Charts will notify the form tutor who should put them on punctuality report for a week. While on report, the teacher can request that the pupil be picked up for 20 minutes of late detention for each lesson they are late for.

If at the end of the week, the pupil has not shown a significant improvement, the form tutor should refer them to the head of house who will:

- Give them a second week of punctuality report with 40-minute detention for each lateness.
- Decide whether to refer them to the “additional needs for punctuality” list, where they would receive a 40-minute detention after school, triggered by Class Charts any time they received a penalty for being late to lesson.