



HILLVIEW
SCHOOL FOR GIRLS

**BEHAVIOUR POLICY
KEY STAGES 3, 4 & 5**

2017-18

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INTRODUCTION

Hillview believes in the pure potential of every child within the school to develop, mature and thrive leaving the school fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them. The behaviour management policy supports the development of skills and knowledge within a focused safe and secure environment. The expectations of behaviour and conduct of all our students are in line with those in the working world.

AIMS

- That students are able to learn and teachers are able to teach
- That student behaviour recognises the rights of others, such as the right to enjoy an uninterrupted and successful education and the right to be safe.
- That students accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly.
- That all students have the right to be successful and have their efforts rewarded.
- That the Hillview community as a whole is united and works together to support every member be successful

Hillview will take full consideration of every individual student's needs, including those of Special Educational Needs ("SEN") disability, race and gender. Where necessary the school will take into account any different behaviours that individuals from these groups might exhibit in line with the Equality Act 2010, the Education and Inspections Act 2006, the Children and Families Act 2014, and the Special Educational Needs and Disability Regulations 2014.

This policy should be read in conjunction with the following school policies:

- Attendance
- Communication
- Safeguarding, including CP/E-Safety
- Equal Opportunities
- Teaching and Learning

This policy should also be read in conjunction with the Parent Information Booklet, which is updated on an annual basis.

Appendix 1 – ROLES AND RESPONSIBILITIES

1. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
2. Staff are responsible for ensuring the policy and procedures are followed; consistently and fairly applied.
3. Governors will ensure there is no differential application of the policy and procedures on any grounds. This will be reported upon in the Governors' Welfare Committee.
4. Parents/carers will be expected, encouraged and supported to take responsibility of their child both in and outside of school. Any incidences that bring the name of the school into disrepute will be dealt with under this policy.
5. Students are expected to take responsibility for their own behaviour and will be made aware of the school policy, code of conduct expectations.

Review

6.1 The Senior Assistant Headteacher will review the Behaviour Policy with a stakeholder focus group at least bi-annually. This could include views from:

Staff
Parents
Students

6.2 Policy effectiveness, fairness and consistency will be reported to the Governing Body via the Welfare Committee. The outcome of the review and changes to the policy will be communicated to all those involved and the policy amended accordingly.

Appendix 2 - PROCEDURES

1 COMMUNITY POINTS

The school rewards students who demonstrate the values set out in the school's Vision and Code of Conduct (*see Appendix 4*) and who make a positive contribution to the school both in the classroom and in the many extra-curricular and community-based enrichment opportunities they choose to engage in.

Hillview School for Girls will:

- Reward positive behaviour through our code of conduct as demonstrated in the school's Vision of Pure Potential which is well-publicised and consistently applied by all staff.
- Utilise the school planner to share positive contributions and concerns about behaviour with parents and carers.
- Provide all students with opportunities to gain respect and develop self-esteem.
- Teach and model the need for tolerance, empathy and responsibility for and towards others.
- Follow agreed guidelines for applying the Vision, which are clearly communicated to students.

1.2 Community points are used to promote positive behaviour and develop a learning environment where a strong work ethic and attaining goals, academic or otherwise, are both beneficial and desirable and are applied consistently in all areas of school life.

1.3 Community points are earned by demonstrating that students are following the code of conduct and rewarded for their inspiration, innovation, independence and inclusivity. (*Appendix 5*)

1.4 We recognise that to promote positive behaviour and academic engagement, it is important to display, celebrate and advertise achievements regularly throughout the school year.

2 ANTI-SOCIAL BEHAVIOUR

2.1 Parental/carer support is expected when the school applies an after-school detention as one of the consequences used by the school to address poor behaviour. **It is important that parents realise that the school has the statutory power under the Educations and Inspections Act 2006 to detain students even without parental permission, although we will always notify.** When an after school detention is issued we will give parents 24hours written notice via the planner and where possible someone from the school will contact home by telephone. It is the responsibility of the student to show this to their parent/s. If parents defy the law in this respect without reasonable cause, the school could increase the seriousness of the sanction in order to enforce its rules.

2.2 Hillview School will isolate students if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance is very serious. Isolation is intended to be restorative, providing an opportunity for the student to reflect upon their behaviour. A student can only be placed in isolation by a member of the Senior Leadership Team or Leader of Community.

2.3 For very serious or extreme anti-social behaviour which includes any malicious accusation made about a member of school staff, - the Headteacher, or Deputy Headteacher in the absence of the Headteacher, has the delegated power to issue a fixed term or permanent exclusion as ultimate consequences. Hillview School for Girls follows the DfE guidance on 'Exclusion from maintained schools, Academies and student referral units in England'. (See Appendix 6)

2.4 Incidents of negative behaviour are recorded by staff on sims by the process of issuing points. The issuing of points is not a sanction in itself, but a way to track, record and measure behaviour. Behaviour points should not be added accumulatively for a series of events within the same incident. In such cases the infringement that carries the highest points should be recorded and the details of other behaviours can be added as a note.

2.5 Appendix 7 shows examples of anti-social behaviours and the consequences which follow that behaviour. We recognise that all staff must consistently apply sanctions when behaviour is anti-social. This may be inside or outside the classroom. All students will be aware of the consequences through their Student Planner and Vision infographic throughout the school.

2.6 Staff should allow reasonable time for the student to eat, drink and use the toilet when issuing lunchtime detentions. This is enforced by the use of centralised detention times and locations. Energy drinks are banned from school.

3 Support for Parents

At Hillview School we believe in working in partnership with parents/carers to maintain high standards of behaviour both inside the school and within the community. Parents should contact their child's mentor in the first instance.

4 Support for students

At Hillview, students are provided with a number of support structures to ensure that they feel safe and secure in the school environment.

Support can be found from the following:

- | | |
|--------------------------|-------------------------------|
| Mentors | Mental Health Ambassadors |
| Leaders of | Community Subject Ambassadors |
| Student Council | School Ambassadors |
| Student Prefects | Reading Buddies |
| Peer mentoring | |
| Subject teachers | |
| Student Support Managers | |

5 BEHAVIOURS OUTSIDE OF SCHOOL

5.1 Anti-social behaviour outside school which is not supervised by a teacher is not strictly the school's concern but, in order to protect students, staff or our reputation, reports of anti-social behaviour by students, in particular when dressed in our uniform, which is likely to affect the school will always be investigated and appropriate consequences applied.

5.2 E-Safety. Students receive regularly updated advice on E-Safety and are reminded about appropriate behaviour online. As a school we expect parents to support the school in ensuring any electronic communication is used responsibly and appropriately following the guidelines in the E-safety policy.

5.3 Whilst the school recognises its duty of care to ensure students are safe and happy, we cannot sanction behaviour that is only taking place at home or via social media out of school hours. Parents are responsible for their child's use of social media.

5.4 If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy, informing the Designated Safeguarding Lead (DSL).

6 Out-of-classroom behaviours

6.1 The Code of Conduct must be followed in all areas of the school, when travelling to and from school and when students are on school trips/visits.

6.2 Teachers may discipline students for misbehaviour when the student 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 student at the school.

or 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 student or member of the public or
- could adversely affect the reputation of the school.

7. Behaviour Management Stages (*Appendix 8*)

7.1 Depending on the nature of the identified behaviour, we may start a student on this process at any of the stages 1-5 as set out in the appendix.

7.2 The above process is supported by 'Behaviour monitoring' reports of different stages. A normal pattern for this is outlined in *Appendix 9*.

8 Definition of Bullying

8.1 There are many definitions of bullying, but most have three things in common.

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.

- It is difficult for those being bullied to defend themselves.

8.2 Bullying can include:

- **Physical:** pushing, kicking, hitting, pinching or any use of violence.
- **Verbal:** name calling, sarcasm, spreading rumours, teasing.
- **Emotional:** excluding, tormenting (e.g. hiding books, threatening gestures), being unfriendly, racial taunts, graffiti and gestures.
- **Sexual:** unwanted physical contact or abusive comments.
- **Racist:** bullying based on a person's colour, ethnicity, culture, religion or national origin.
- **Homophobic:** bullying based on a person's actual or perceived sexual orientation.
- **Cyber:** bullying that uses electronic forms of contact such as text messaging and instant messaging.

8.3 Bullying based on disability could be included in any of the above categories.

8.4 Victims

In the short term, victims of bullying may become unhappy and distressed. Their self-image may be damaged and they may feel anxious and insecure. This may affect their concentration, learning and achievement and can contribute to problems with attendance, motivation and general health and wellbeing. Self-esteem is usually affected in a negative way. They may begin to view themselves as "failures". Some victims commit suicide. (*See Appendix 10*).

8.5 Those who bully

Those who bully "successfully" are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour patterns, can link with future criminal behaviour and can have consequences for future generations.

8.6 School

Bullying will affect the whole school community and will impact on the ability of children and young people to enjoy and achieve. The reputation of the school will suffer if we are not seen to positively address concerns about bullying and raise the profile of our anti-bullying work among the whole school and wider community.

Working with Parents

- Supporting and involving parents is key to our successful anti-bullying initiatives. Steps taken to ensure parental involvement include:
 - Regular consultation and communication with parents about bullying, its causes and its effects
 - Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents

- Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents.
- Ensuring all school staff are aware of the school's Behaviour Policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of bullies and victims at an early stage
- On-going contact with parents of both bullies and victims to ensure the problem does not recur.

8.7 As a school

In developing effective strategies Hillview recognises the importance of group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- (a) Attaching high importance to challenging bullying as part of a strong school ethos
- (b) Teacher Continuous Professional Development
- (c) Training for support staff
- (d) The curriculum
- (e) Assemblies
- (f) Support from the Student Support Team
- (g) Peer mentoring
- (h) Peer mediation
- (i) School Council work
- (j) Circle of Friends
- (k) Circle Time
- (l) Mentor Time Buddying system
- (m) Co-operative approaches to group work
- (n) Improving mechanisms for reporting bullying.

9 Key Priorities – Anti-Bullying

9.1 Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. Bullying of any kind is unacceptable at Hillview School and will not be tolerated. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. No one person or group, whether staff or pupil, should have to accept any form of bullying.

9.2 Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration, self-esteem and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

9.3 All institutions, both large and small, contain an element of pupils with the potential for bullying behaviour. If a school is well-disciplined and organised it can minimise the occurrence of bullying. The school believes in promoting good citizenship through its PSHEE/PDL programme. Within the programme of study it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

10. Managing Bullying-related incidents

10.1 If bullying is reported to/seen by an adult within the school it will be taken seriously. The suspected victim, suspected bully and any witnesses will be spoken to in a non-threatening way. Help, support and guidance will be given as is appropriate to both the victims and the bullies.

10.2 The victim will be supported in the following ways:

- (a) by offering them an immediate opportunity to talk about the experience with their Mentor or a member of the Student Support team;
- (b) informing the victim's parents/guardians if appropriate;
- (c) by offering continuing support when the pupil feels it necessary through either the peer mentor/ mediation service or the Student Support Team;
- (d) by getting the bully to change their behaviour through restorative approaches;
- (e) by giving the victim an opportunity to speak with the bully in an organised; mediation meeting accompanied by an adult.

10.3 The bully will be helped in the following ways:

- (a) by talking about what happened, to discover why they became involved;
- (b) by informing the bully's parents/guardians if appropriate;
- (c) by continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible;
- (d) by giving the bully a chance to meet with the victim to put right their wrongdoing.

10. Procedures to be used in cases of bullying

11.1 A written account by the victim and bully and any witnesses are taken by staff and kept on the pupil's file.

11.2 The bully is spoken to by a member of staff and told to stop.

11.3 The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going:

- (a) isolation at break and lunchtime;
- (b) parents or guardians informed;
- (c) community service to be issued if appropriate;
- (d) restorative meeting between the victim and bully;
- (e) if the bullying does not stop, a full day in isolation;
- (f) Youth Crime Reduction Officer to provide support;
- (g) if incidents continue, report incidents to the Police;

11.4 All bullying incidents are logged onto the internal school system (SIMS) and input training is given to all new staff.

12 Training and Support for Staff

12.1 The school will ensure that staff receive training to help them provide the support both victims and bullies need. The Personal Spiritual Development Curriculum Leader will ensure that bullying appears within the PSHREE programme in all years. It is important that from Day One everyone understands that bullying is not tolerated in the school and that everyone has the responsibility to tell - this is not telling tales. Personal Development Learning and mentor time provide the ideal opportunity for discussion to take place. The Personal Development Learning programme will teach the pupils to be assertive and that differences should be acceptable and never a cause for bullying.

Appendix 3

GUIDANCE FROM EXTERNAL BODIES

External agency support

Hillview school works closely with a range external agencies, accessible via Behaviour, Attendance, Families (BAF) meetings, chaired by the Senior Assistant Headteacher.

The Law

1 As stated in the Department for Education's booklet, "Searching, screening and confiscation", February 2014, teachers have the power to search without consent for prohibited items including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item that has been banned by the school

Weapons and knives and extreme or child pornography must always be handed over to the police by the Designated Safeguarding Lead (DSL.)

2 School staff have the legal power to use reasonable force if they believe such force is needed to prevent students from committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline in the classroom. *(See Appendix 11 for examples of reasonable force).*

3 It is always individual choice for a member of staff to engage in using reasonable force within the guidelines of the policy if they feel confident and safe to do so.

4 Teachers can discipline students any time the student is in school or elsewhere under the charge of a teacher, including on school visits (DFE Feb 2014)

5 Corporal punishment is illegal in all circumstances.

Bullying

1 Hillview follows the guidance from the DFE policy 'Bullying – Don't suffer in silence'. Bullying is not tolerated and students are encouraged to tell an adult who will follow procedures *(See Appendix 10 Behaviour/Bullying).*

Taking account of individual student Needs

1 This policy acknowledges the school's legal duties under the Equality Act 2010 and the Children and Families Act 2014 in respect of students with SEN.

2 Vulnerable students may need the adults in school to take into account the individual needs and circumstances when applying the school's Behaviour Policy. Groups to consider include: sick children, young carers, pregnant school girls and teenage mothers, children looked after by the local authority, faith groups, EAL children and families, children with SEN.

GUIDANCE from THE SCHOOL

Code of Conduct (*Appendix 4*)

1 The code of conduct outlines the expectations of the student whilst they are in the care of the school; during the school day and also on any school led event. By accepting a place for their child at the school, parents are agreeing to support the school in upholding these conducts.

Home School Agreement (*Appendix 12*)

2 The relationship between Hillview School for Girls, home and students is critical in ensuring all parties know their responsibilities, in order to achieve the best outcomes for the student. Hillview expects all students and parents to sign and adhere to this agreement when admitted to the school.

Inspiration

- ❖ Be confident in your ability to learn and make progress.
- ❖ Be proud to be part of Hillview and represent the school positively, within the local community.
- ❖ Behave in an appropriate manner when in, or travelling to and from, school and whenever you are in uniform.
- ❖ Be happy to share your ideas and successes with others.
- ❖ Strive hard to be the best you can be; whatever your talents may be.

Innovation

- ❖ Be active citizens within the school community and help make changes to continually improve Hillview.
- ❖ Embrace the Performing Art techniques which are used across the curriculum.
- ❖ Find out and understand the best way for you to learn and apply this to succeed within all your subject areas.
- ❖ Explore all varieties of pathway in education at Hillview and ensure you are always ready for the next step.

Independence

- ❖ Ensure you arrive to school, every day, ready to learn and engage in all lesson activities.
- ❖ Try your best in all classwork and homework, attending additional support sessions or clubs to help you progress.
- ❖ Think for yourself and take responsibility for your actions.
- ❖ Never bring any item into school that could cause harm to yourself or others.

Inclusivity

- ❖ Have respect for all school staff and follow instructions without argument.
- ❖ Show respect and understanding for the opinions and beliefs of others.
- ❖ Always try to ensure everyone feels safe at Hillview; report any anti-social behaviour you may experience or witness, including bullying, abuse and exploitation.
- ❖ Be kind to others around you and ensure mobile phones and social media are used in a responsible way, which is safe for yourself and respectful to others.

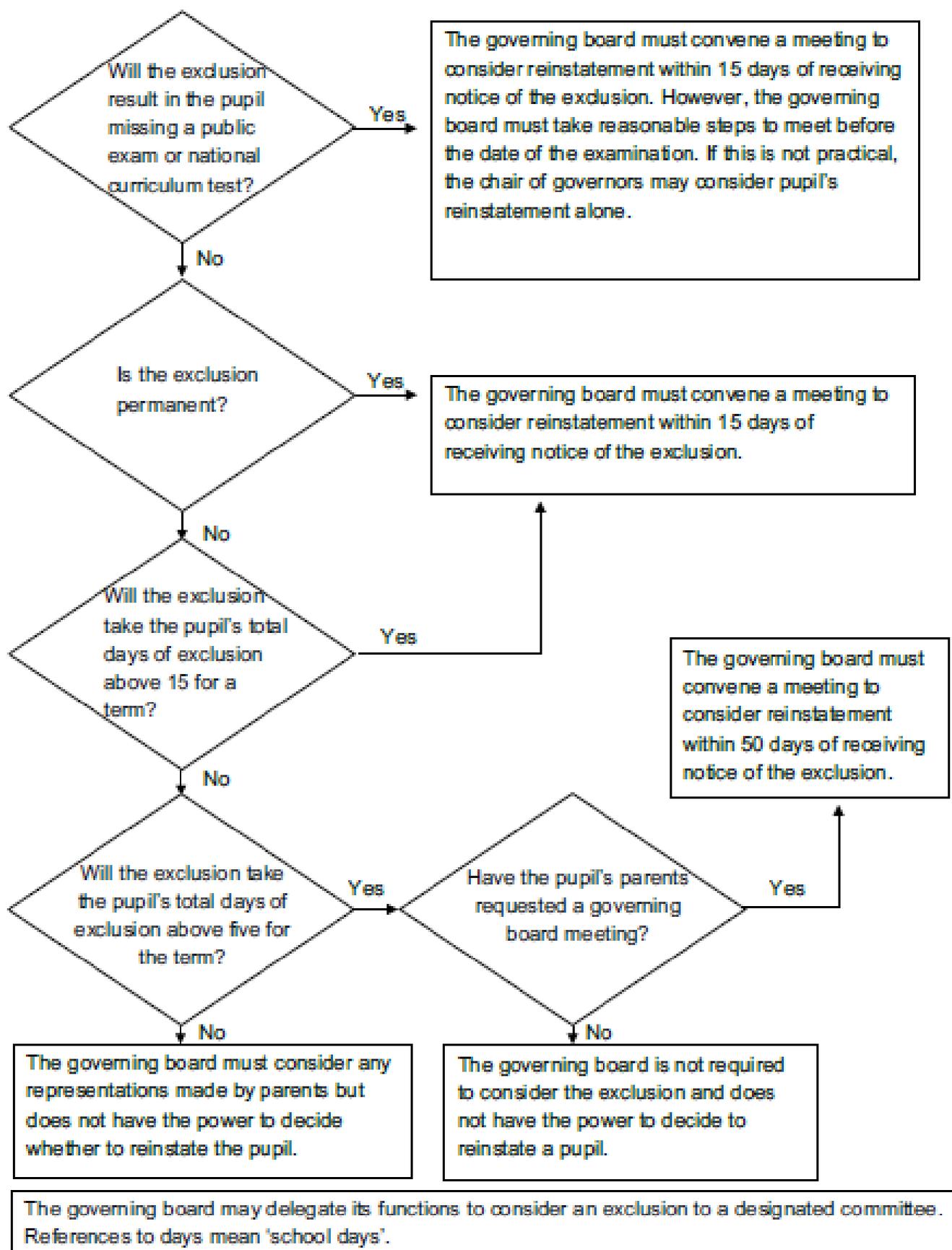


Community Points



Community Points are earned by demonstrating that you are following the code of conduct. You will be rewarded for your: Inspiration, Innovation, Independence and Inclusivity.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
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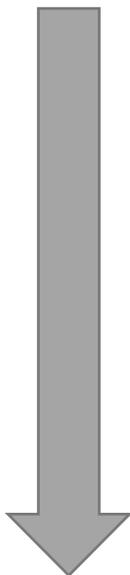
Appendix 7

Implementation of Sanctions

	Break Time Detention 15mins (Faculties)	Lunch Time Detention 30mins (Directors and LoC)	Friday Detention After School - 1 hour (SLT)	Isolation Full Day (Student Support)	FTE (Fixed-term exclusion) (Variety of lengths)
Examples of behaviours leading to sanction (not exhaustive)	<ul style="list-style-type: none"> Uniform infringements Lateness Lack of equipment Incomplete homework Use of mobile phone Lack of work in lesson Low level disruption 	<ul style="list-style-type: none"> Failure to attend break time detention. 	<ul style="list-style-type: none"> Failure to attend lunchtime detention Department withdrawal Removal by on call Unsuccessful mentor report 	<ul style="list-style-type: none"> Failure to attend Friday detention Refusal to comply with a senior member of staff Swearing at a member of staff Vandalism Bullying/ threatening behaviour Violence Unsuccessful LOC/SLT report 	<ul style="list-style-type: none"> Verbal abuse towards staff / other students Bringing the name of the school into disrepute – in/out of school Disturbing the learning of others – persistent Drug offences Other extreme events/behaviours Unsuccessful SLT 2nd report
Staff responsible for issuing and logging sanction.	Class teacher to issue sanction in planner FOR THE NEXT AVAILABLE BREAK TIME and log as a break time detention on SIMS.	Faculty member supervising break detention to log as a lunchtime detention on SIMS. Student Support to send message to students during P3/4.	Staff add Friday pm SLT detention for withdrawal from their lesson Mentor issues Friday pm SLT detention Issued by Director/LoC supervising lunchtime detention OR by LoC for extreme behaviour during the school day. LoC/Director to log as a Friday detention on Sims. Student support to issue letter to parents.	Issued by LoC/SLT supervising Friday Detention OR by SLT as part of an investigation of an incident within the school day. Student Support to telephone parents.	FTE In extreme circumstances, a permanent exclusion may be issued.
Sanction for failing to attend.	Lunch time detention (same day).	Friday Detention.	Isolation (Community Service) following Friday – extended day i.e. 8.40-3.00pm.	Repeat of isolation or possible exclusion.	

1. Break Detention
2. Lunch Detention
3. Friday after school detention
4. Isolation
5. Exclusion

Rapid response system to poor learning behaviours



Behaviour Report Procedure**Stages of Behaviour Management**

Report	Possible triggers for Report	Expectations From Student	Expectations From Member Of Staff In Charge Of Report
Mentor	Concerns from teachers. Isolation.	<ul style="list-style-type: none"> Do not misplace the report. Ensure the report remains presentable. Ensure all it is completed by each lesson. Ensure parents sign the report. 	<ul style="list-style-type: none"> Formal contact with home by letter or phone call to explain situation and expectations. Support student in finding ways to manage their negative behaviours. Issue Friday afternoon SLT detention for incomplete or unacceptable weekly mentor reports. Monitor the report daily: provide strategies and follow up any issues with students. Log the start date of the report as an 'intervention' on SIMS.
LOC / DHo6th Form / Director of 6 th Form	2-4 weeks of unsuccessful mentor report. Reintegration after 1 day exclusion.	<ul style="list-style-type: none"> Do not misplace the report. Ensure the report remains presentable. Ensure all it is completed by each lesson. Ensure parents sign the report. 	<ul style="list-style-type: none"> LoC to meet or telephone parents to explain situation and expectations. Formal contact with home by letter. Support student in finding ways to manage their negative behaviours. Support colleagues in the follow up and sanctions related to the student. Issue isolation for incomplete or unacceptable LoC reports. Regular monitoring of the report. If no improvement is shown after 2-3 weeks, meet with parents and ensure a PSP/BSP is in place. Update SSM weekly with progress towards targets. Log the start date of the report as an 'intervention' on SIMS.
SLT	2-4 weeks of unsuccessful LoC report. Reintegration after 2+ day exclusion.	<ul style="list-style-type: none"> Do not misplace the report. Ensure the report remains presentable. Ensure all it is completed by each lesson. Ensure parents sign the report. Weekly self-evaluation. 	<ul style="list-style-type: none"> Handover meeting with student, LOC or SSM and SLT SLT to meet or telephone parents to explain situation and expectations. Formal contact with home by letter. Weekly meeting with student to monitor progress and set new report targets. Ensure student is visited during SLT drop-ins. Issue isolation for incomplete or unacceptable SLT report in the first instance and a fixed term exclusion for the second instance. Update LoC/SSM weekly with progress towards targets. Log the start date of the report as an 'intervention' on SIMS.

Appendix 9

Stages of Behaviour

Behaviour Stage	Behaviour Management Strategies	Member of Staff	Likely Improvements
First Stage	<ul style="list-style-type: none"> A variety of classroom management techniques will be applied. Break time detentions have been issued. 	<p>Classroom Teacher</p> <p>Classroom teacher supported by the Curriculum Leader (and Mentor if across multiple subjects)</p>	Student ceases to collect behaviour points and remains within the classroom each lesson.
Second Stage	<ul style="list-style-type: none"> Subject report/Mentor report/ Leader of Community report is issued. A meeting held with student, parent and classroom teacher. 	Likely to include Curriculum Leader, student support manager or mentor (Leader of Community if across multiple subjects).	Students collect less behaviour points and move down a reporting level to be monitored by the mentor.
Third Stage	<ul style="list-style-type: none"> A meeting is held to set up a Behaviour or Pastoral Support Plan. A Leader of Community report will be in place. 	<p>Leader of Community</p> <p>Leader of Community and Student Support Manager. Minutes sent to Mentor.</p>	Students will successfully complete their BSP/PSP targets after a 6-week review. Student moved down to mentor report.
Fourth Stage	<ul style="list-style-type: none"> A meeting to review failures of PSP. The student is at risk of no longer being educated at Hillview. A SLT report will be in place. 	<p>SLT responsible for KS Pastoral and Student Support Manager.</p> <p>DSL informed</p>	Students will successfully complete their PSP targets after a 6-week review. Student moved down to Leader of Community report.
Fifth Stage	Where possible, a meeting will be held to inform parents of next stages: possible managed move, referral to Two Bridges School (PRU) for a period of behavioral input and support or that the student will be permanently excluded unless behaviour improves with immediate effect. Possible Governor review panel if appropriate.	<p>SLT responsible for high level behaviour issues.</p> <p>Governing body.</p>	Students make immediate, positive changes to their behaviour. SLT monitoring report becomes successful.
Sixth Stage	Permanent exclusion issued	Student ceases to be educated at Hillview School for Girls.	

As a student: What can you do if you are being bullied?

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- Tell an adult as soon as you feel threatened by anyone's actions. They will be able to support you.

Teachers will take you seriously and will try to deal with the bullies in such a way to stop the bullying.

Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

If you know someone is being bullied

- Take Action! Watching and doing nothing (bystander apathy) looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with the bully.

Examples of using reasonable force

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.
- Removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- Preventing a student behaving in a way that disrupts a school event or a school trip or visit.

As a member of the Hillview community you are expected to adhere to the following commitments.

Student Responsibilities

I recognise that I am responsible for my own achievements and I will always approach opportunities and challenges with a positive mindset.

I will:

- Follow the Hillview code of conduct.
- Attend school regularly and on time.
- Wear the school uniform correctly (including to and from school) and bring all the equipment I need every day.
- Ensure homework is completed.
- Keep my planner up to date by: entering all homework; recording and monitoring targets; getting it signed each week; and showing parent/carer/staff any notes for communication.
- Always have my mobile phone switched off and in the bottom of my bag during lessons, unless I have been given a clear instruction to use it during lessons to help my learning. *(See Appendix 13 for guidance on use of mobile phones)*

Parental Responsibilities

As parents, we acknowledge that we have chosen to send our child to be educated at Hillview School for Girls. As parent I/we commit to:

- Support my child in fulfilling their student responsibilities.
- Support the values and policies of Hillview and encourage my child to do her best.
- Provide a working environment for my child to do their homework and support them in completing this.
- Inform Hillview of any concerns about my child's learning or welfare in a constructive way.
- Attend all parents' evenings and discussions about my child.
- We will take our family holidays during school holidays.

Hillview's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world.

Hillview School will:

- Ensure school policies are readily available to parents and act in accordance with them.
- Let parents know about any concerns or problems that affect their child's progress.
- Share with parents, regular assessments and progress reports.
- Keep parents informed about school activities and changes through regular letters home, newsletters and notices about special events.

GUIDANCE ON THE USE OF MOBILE PHONES and OTHER ELECTRONIC DEVICES IN SCHOOL

Please note that this guidance also applies to any other personal portable digital device.

1. INTRODUCTION

Mobile phones are ethically neutral: they are a tool. They have rapidly increasing uses and applications and have become an almost indispensable part of our society and particularly the lives of young people. It would be pointless and counterproductive to attempt to banish them from school life. What this policy concerns itself with is what is appropriate or inappropriate in their use in the school context.

2. In the Classroom (or within timetabled time)

2.1 As a general rule, mobile phones should not be used in lessons. They should be turned off so that they do not interrupt the lesson or the individual student's learning. Mobile phones should be kept in the bottom of students' bags and switched off so that there is no possibility of them becoming a distraction or being stolen. (*See Appendix 14 for guidance on Loss or Theft of Valuable Items*)

2.2 In certain circumstances, teachers may wish to allow access to mobile phones for educational purposes. In all other circumstances, phones should not be used and should be in students' bags and switched off. Any phone being used without the teacher's permission will be confiscated.

2.3 If these rules are not complied with the phone will be confiscated and handed in to Reception or the Student Support Centre and the incident logged on the student's SIMS record. Students collect it from there at the end of the day. Refusal to hand the phone over at this point will be treated as a refusal to co-operate and school procedures will be followed and sanctions applied accordingly.

2.4 If a student has a phone confiscated again, this will be referred to the Student Support Manager, who will contact home to make it clear that any further infringement will result in the student being banned from bringing a phone into school or having to hand it in on arrival and pick it up when s/he leaves.

3. Out of Lesson time

3.1 Students may use a mobile phone during their recreation time (i.e. at break or lunchtime) and in their own time before and after school. However, this does not include the time when students are moving to and from lessons.

3.2 When mobile phones are allowed to be used it is important to recognise that their use is governed by the school's code of conduct. It is not acceptable to photograph, film or voice record anybody without their permission. As a matter of courtesy, students should put their mobile phone away when engaging in conversation with staff at recreation times. Staff should not be approached by students who are using their phones at the same time, e.g. in the canteen or in the corridor.

3.3 On no account should a student use a mobile phone to by-pass school procedures by contacting a parent, such as those applying to reporting illness or behaviour management. We ask for parental support in this matter. Moreover, it is made clear to

parents in the school's Information Booklet that they should not text or call their children during lesson time.

3.4 The school's ICT Policy and the agreement signed by parents and students also govern the use of the internet and other applications on mobile phones whilst on the school premises or on trips. It is the school's expectation that when students use their phone to access the internet, the same rules apply.

3.5 The school can accept no liability or responsibility for any mobile phones or similar devices, whether they are damaged, lost or stolen.

4. Inappropriate Use of devices

4.1 Any inappropriate use of phones, or other electronic devices as technology progresses, such as filming or taking pictures without permission is prohibited and will be sanctioned accordingly.

5. Isolation

Whilst in isolation mobile phones are handed into staff and kept safe until either the situation is resolved, or at the end of the day.

By bringing a mobile device onto the school premises, it is important to recognise that the school has the power to search electronic devices and download content to support investigations regarding behaviour incidents. The school does not need to seek parental permission to do this.

We strongly advise all parents that their daughter should not be bringing valuable items into school to alleviate the chance of theft or loss.

In school we have taken steps to reduce the risk of theft during Performing Arts and P.E lessons by providing lockers in changing rooms or a valuables box that the teacher holds until the end of the lesson. It is important that students utilise these facilities. We have posters in the changing room to remind students of this.

In the event of a loss/theft being reported, it should be directed to a Student Support Manager (SSM), who will follow a set procedure.

Such instances normally fall into one of two areas. The first being that the item has been lost or could possibly have been taken but the student has very little information beyond this. In such cases the procedure set out below will be followed.

- Make sure student has thoroughly checked his/her bag. This can include making her turn her bag out.
- The SSM will ask where the item was last seen or used.
- Make sure student looked on floor around where s/he had been sitting.
- Student will be asked to speak with friends to see if anyone has picked the item up.
- Student will be asked to check with Reception and department it was lost in to see if it has been handed in.
- If the item is a mobile phone the Student Support Manager will try calling it and where possible texting it with a message to return the phone to Student Support if found.
- An "All staff/student" message will be posted onto the Daily Bulletin to see if anyone has seen the item.
- The Student Support Manager will inform parents of loss/theft. In the event of the loss/theft being a phone, parents will be encouraged to block the device by contacting the network provider.
- The Student Support Manager will make a record of the incident on the student's SIMS file.

The second type of scenario is where a student is reasonably confident that the item has been taken and has some information that the school could reasonably investigate further. Such information may be that people were seen in the area, rumour that someone has the item, etc. In circumstances such as this the following procedure will be followed:

- Make sure student has thoroughly checked his/her bag. This can include making him/her turn his/her bag out.
- The SSM will ask where the item was last seen or used.
- Student will be asked to speak with friends to see if anyone has picked the item up.
- The student reporting the loss/theft will be asked to write a statement, giving as much information as possible.

- Any witnesses or students that could provide, further information will also be asked to provide a written statement. Statements will be cross-checked and students may be questioned further.
- If student names are provided SSM will conduct a search of bags and lockers in an attempt to rule individuals out of investigation. This is usually only possible if the incident is reported promptly and the same day as the discovery of theft.
- If appropriate/manageable – a class bag search may be conducted. It is always important to consider impact on learning against likelihood of retrieving item.
- If the item is a mobile phone the Student Support manager will try calling it and where possible texting it with a message to return the phone to Student Support if found.
- All staff/student message will be posted onto the Daily Bulletin to see if anyone has seen the item.
- Inform parents of loss/theft. In the event of the loss/theft being a phone parents will be encouraged to block the device by contacting the network provider.
- The SSM will make a record of the incident on the students SIMS file.

The above provides guidance to the typical procedure to follow. Every incident is unique and this guidance must allow for 'common sense' to be used in altering the order of the procedure and pursuing avenues not listed above.

The school reserves the right to pass matters of theft to Kent Police to investigate.

HILLVIEW SCHOOL FOR GIRLS GOVERNORS' BEHAVIOUR POLICY

Compiled by: Deborah Ellis

Consultation with: SLT, Director of SEN – Mrs Baker, Teaching Staff, Student Support Managers, Representative Student Group and Parents.

Date of approval by governors:

Most recent update: September 2017

Anticipated review date: September 2018

References and Associated Resources

DfE (Jan 2016) 'Behaviour and Discipline in schools', Advice for Headteachers and School Staff

DfE (Feb 2014) 'Searching, Screening and Confiscation.'

DfE (Sep 2017) 'Exclusion from Maintained Schools, Academies and student referral units in England'.

DfE Guidance on Bullying, "Don't suffer in silence."

Education Act 2011

School Standards and Framework Act 1998

Education and Inspections Act 2006

School Information (England) Regulations 2017

Equality Act 2010

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

