

Ellowes Hall Sports College



Behaviour Policy

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The Principles

Everyone in our school community has the right to feel safe, respected and valued. Everyone must be free to enjoy their learning. This policy shows the strategies we use to create and sustain constructive behaviour from everyone, in order to ensure the right conditions for learning. Good behaviour should be identified and acknowledged; unacceptable behaviour must be challenged and changed.

Aims

Ellowes Hall Sports College will:

- Recognise its responsibility to have high expectations of positive behaviour amongst all members of its community.
- As a school community, respect the aspirations and achievements of all.
- Seek to ensure that teaching, learning and socialising takes place in a safe, secure and orderly environment, free from disruption, dishonesty, bullying, abuse and harassment.
- Value openness and honesty and promote self-discipline and self-esteem amongst our members.
- Endeavour to ensure fairness, consistency and proportionality in our responses to all types of behaviour,
- Reward positive behaviours as well as sanction negative behaviours.
- In addressing behaviours, recognise the needs of individuals and the issues of our vulnerable students.
- Require its students, when off-site, not to engage in behaviours which may compromise the good name of the school; and to represent us responsibly and with dignity.
- Keep parents and carers informed of their children's positive and negative behaviours; and develop and sustain a positive and mutually supportive relationship between school and home which will support the efforts of both to encourage positive behaviours in our students.
- Be cognisant of other school policies and relevant legislation in addressing behavioural issues.

The Home School Agreement

At Ellowes Hall we believe that children will learn best in a school where parents, teachers and children work together to promote achievement. This agreement will help to make that partnership clear and help to develop very good relationships between home and school.

The School

Ellowes Hall will aim to:

- Provide high quality education to enable students to make the best of their ability in all aspects of life.
- Provide a safe, disciplined and supportive learning environment

- Assess, recognise and reward achievement in all aspects of learning
- Inform parents of progress, attainment, attendance, behaviour, Special Educational Needs and concerns.
- Provide a Tutor who oversees a child's learning and development and is available to parents/carers to discuss this.
- Work with parents and the community in order to improve every child's opportunities.
- Be clear and sensitive in all communication
- Value and respect people from all cultures and communities
- Develop and encourage a healthy lifestyle in all members of the community.
- Engage students and parents in school development in order to support the school, the community and the environment.

Working with Parents

Parents play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents 'informed' at every opportunity and encourage them to take full advantage of all formal and informal ways of communication with schools.

It is assumed that all parents whose children enter Ellowes Hall are prepared to accept these sanctions and to support the staff in maintaining high standards of discipline and respect for each other. Parents are encouraged to contact the Form Tutor if they have any concerns.

As a parent I will aim to:

- Value and support the school's aims and code of conduct.
- Encourage and help with their children's learning, emphasising the importance of self-discipline and high standards.
- Ensure their children attend regularly and punctually, informing the school by telephone and letter for reasons for absence.
- Avoid family holidays in term time whenever possible.
- Monitor homework and coursework and ensure that it is completed properly and up to date.
- Check and sign their child's diary/planner every week and comment on this where appropriate.
- Ensure school uniform is worn to the correct standard and that their children have the necessary equipment for school.
- Inform the school if there are concerns or significant changes in home circumstances.
- Attend parent's evenings with their child and other school events involving their children.

Students

We expect all of our students to:

- Demonstrate respect for themselves, other members of the school community, visitors and the school environment.
- Conduct themselves in a manner that does not compromise the safety and security of themselves and of others.

- Refrain from behaviours which disrupt the learning of themselves and others.
- Respect the property of others.
- Take a pride in their personal appearance in a way that does not contravene the school's uniform code.
- Refrain from bringing prohibited equipment, items, substances or material to school without authorisation.
- Be honest in their dealings with others.
- Refrain from engaging in behaviour that is rude, aggressive, threatening, intimidating, violent, abusive, racist, sexist or homophobic.
- Use school equipment responsibly and appropriately.
- Arrive punctually and willing to learn at all lessons with the correct books, equipment and materials.
- Complete work set and hand it in on time.
- Refrain from engaging in behaviours outside of school, which may reflect badly upon the good name of the school or have a negative effect on any member of the school community.
- Obey any reasonable instruction given by a member of staff.
- Comply with these rules during the journey to and from school, school visits, fixtures or any other off-site activity undertaken under the direction of the school

Strategies for managing behaviour

All strategies for managing behaviour are centred on achieving a positive climate for learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Ellowes Hall will encourage positive behaviour. All aspects of behaviour are monitored and placed on a platform.

Rewards at Ellowes Hall

We believe that students thrive on encouragement and that achievement and high standards should be recognised. Students are consulted on a regular basis via School Council. In order to reward students for the high standards of behaviour that the school expects, students may receive:

- Praise from the Teacher
- Written comments/symbols
- Positive comments on Ello
- Postcard/Letter sent home
- Phone calls to Parents/Carers
- Informing HOH
- Photographic evidence in displays or workbooks
- Termly Celebration assemblies for houses
- Reward trips and vouchers
- Reward and celebration of attendance and achievement
- Responsibilities
- Merits
- Behaviour record will be taken into account when conferring upon them positions of responsibility (prefect, form captain, school council etc)

Support Structures

Every member of staff will look to support every pupil both academically and in the shaping of the positive behaviour that we expect in our school.

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Heads of House
- Deputy Head in Charge of Pastoral/Director of Inclusion/Inclusion Manager
- Learning mentor
- Student Support Centre
- Learning Support Department
- Outside Agencies
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- School Counsellor
- External agencies

Identifying unacceptable behaviours

The following behaviours are unacceptable and will result in the school agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The school will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to students on excursions.

- Smoking
- Substance abuse
- Possession and/or consumption of alcohol
- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)
- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion

- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non co-operation with school uniform policy and standards
- Non co-operation with school jewellery policy
- Insolence and bad manners
- Use of mobile phone in school time

Sanctions and Strategies

Teachers will look to promote positive behaviour and attitude to learning through positive feedback and praise in lessons.

Elloes Hall will use sanctions to respond to unacceptable behaviour. We will apply sanctions with fairness, consistency, flexibility and proportionality. Where sanctions are used we will explain the reason for the sanction, what changes in behaviour are needed to avoid future sanctions, and that the sanctions are a response to the behaviour and not to the individual.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, any specific needs the student may have, their previous record of behaviour, the severity of the unacceptable behaviour and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable behaviour may have affected others, where the unacceptable behaviour took place, and whether the student was a part of a group.

Sanctions available to subject teachers and tutors are:

- Verbal or written reprimand
- Parental contact
- A negative comment recorded on the school system (Ello)
- Removal from class
- Loss of privileges
- Tasks – e.g. tidy classroom
- Detention – (24 hours' notice is required if detention is more than 15 minutes unless student is on a behaviour contract)
- Tutor report

- Senior Staff Detention

Additional sanctions available to Curriculum Leaders/HOH are:

- Withdrawal from lesson and contact home
- Isolation
- Loss of unsupervised time
- Faculty detention
- Faculty behaviour report
- Faculty target card
- HOH report
- Behaviour contract

Senior Leadership Team have access to all sanctions.

Increasing of sanctions:

- Failure to attend classroom Teacher detention = Reset and lengthened
- Failure to attend classroom Teacher x2 = HOD detention
- Failure to attend HOD/HOH = SLT detention
- Poor behaviour in and around school = SLT detention
- Failure to attend SLT x2 = Isolation and further detention
- Failure to comply parents will be contacted and an appointment to be made

All departments have a report card system in place. Behavioural incidents are recorded on the school system and regularly reviewed by the tutor, HOH and SLT team.

Within the support structure there is a member of SLT who is on call to assist staff with any given situation as well as a Student support centre where pupils work one to one with a member of staff for a variety of reasons and are mentored until they are ready to be phased back in to the classroom.

To support both pupils and staff the school operates an isolation room where pupils who require further intervention/ sanction are placed for a set period of time. As well as periods of Isolation, Internal exclusion is a strategy in place in attempt to avoid a fixed term exclusion, to work with the pupil but also to ensure they aspire to meet the high expectations set by all teachers. When a pupil is placed in internal exclusion, parental contact will be made and like all behavioural incidents will be recorded against the pupil record.

A Restorative Approach

A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues with a zero tolerance for poor behaviour.

The student is taken out of circulation and placed into the Inclusion Unit for a number of days that are agreed by pastoral staff. They will not have contact with students who are in school circulation and will take part in a restorative programme which will look at the following:

1. The incident (what happened and why it is not acceptable).
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected. Strategies supporting an understanding of empathy and anger.
3. What needs to happen to put things right or to make things better in the future.

Next steps

- A meeting with parents/carers will take place.
- There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

Exclusions

Excluding a student from school is an extremely serious matter and can only be authorised by the Head teacher, Deputy Head teacher and Director of Inclusion. Ellowes Hall will follow the LA procedures and guidelines for exclusion.

- * *Fixed Period up to 5 days* – These will be used when a serious incident has occurred and it is necessary to see a student's parents to discuss the incident before reintegrating. Most often this involves a violent incident, extreme rudeness, refusal to cooperate in isolation or very serious disruption. Or when a series of problems have occurred and previous sanctions and warnings have not been effective. It is the duty of the school to provide work, and for the parent to ensure they are at home during the hours of school.
- * *Fixed period over 5 days* – Such exclusions are rare and usually to investigate further or to allow more effective intervention by the school and other agencies. The school must provide alternative provision.
- * *Permanent Exclusion* – Only used in the most serious cases and where a student's continuing presence in the school would either be detrimental to them or other students.

Searching, screening and confiscation

School staff can search a pupil for any item if the pupil agrees.

Head teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

The search will be conducted by somebody of the same sex with a witness.

School staff can seize any prohibited item found as a result of a search, or any item, however found, which they consider harmful or detrimental to school discipline.

If a pupil refuses to be searched, the school may refuse to have the pupil on the premises.

Where controlled drugs are found, they will be delivered to the police as soon as possible.

The school will make every effort to inform parents/guardians before the search even though it is not a requirement but contact will definitely be made after.

Reasonable Force

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that student and others around them is in jeopardy. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned.

Ellowes Hall Sports College recognise students with SEN and disabilities have additional needs which may in turn affect their behaviour and therefore special consideration should be applied when reasonable force may be used.

For further guidance on where reasonable force may be deemed appropriate, see the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If reasonable force is used the incident must be reported to the Director of Inclusion on the same day the incident takes place.

Uniform

- Ellowes Hall uniform policy is designed to encourage a purposeful and effective climate for learning.
- It is expected that all students wear full uniform at all times, unless directed otherwise by staff.
- All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment.
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.
- Sanctions are in place for inappropriate uniform and at the discretion of SLT.

Mobile phones and MP3 players and headphones

If staff see a student with one of the above they are to remind the student that they should not be seen, and should be removed and placed with the Inclusion Manager until the end of the day. A repeat of the appearance will lead to the item being removed and placed with the Inclusion Manager until the end of the next day. A third repeat will lead to the item being collected by a parent. If a student refuses they are referred to HOH or SLT.

Anti-Bullying Policy

- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time
- Bullying can be verbal, physical or psychological.
- Ellowes Hall investigates all complaints about bullying.
- Ellowes Hall will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take the law into their own hands.
- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage pupils to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.
- Responses to bullying are varied, depending upon context and the needs of all parties involved. Some strategies are:
 - Circle time
 - Mentoring
 - Counselling
 - Meetings with parents
 - Students may be placed on report
 - Placed in isolation
 - Fixed Term Exclusion from school.
 - Permanent Exclusion from school.
- Discussion between any combination of staff, pupils, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service).
- In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
 - to rebuild his/her confidence.
 - Where appropriate, help him/her confront the bully and establish a better relationship.
 - to consider ways to modify his/her own behaviour to avoid repeated experiences.

