

## **BEHAVIOUR PRINCIPLES WRITTEN STATEMENT**

### **Introduction**

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour.

The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document. In deciding on these Behaviour Principles, the Governors and school leaders work in unison to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected and the use of Rewards and consequences.

The Governors of Helsby High School want all members of the community to be part of and contribute to a *safe school environment*:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and will be dealt with in accordance with the Behaviour Policy for students and the Code of Conduct for staff.

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school and that this is demonstrated by them *showing tolerance, respect and fairness* and both *listening to and respecting others' views*.

The Governors of Helsby High School want all members of the school community to *appreciate and embrace diversity*. The Behaviour and Anti-Bullying Policies emphasise that

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bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable.

The Governors of Helsby High School want all students to be an active member of our school and local community, supporting others and working in a co-operative way in lessons, outside of lessons and whilst in the community.

### **Aims of the School**

<b>Achieving Success</b>	<i>by</i>	<b>Valuing Others</b>
Encouraging high aspiration and a love of learning		Contributing to a safe school environment
Maximising progress and potential		Showing tolerance, respect and fairness
Providing rewarding learning experiences		Listening to and respecting others' views
Offering diverse opportunities		Appreciating and embracing diversity
Recognising and celebrating all achievement		Being an active member of our school and local community
Preparing for independence and future challenges		Co-operating with others

### **Ethos of the School**

The school believes that good behaviour forms the basis of high quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance. Students and parents/carers are regularly reminded of the importance of a high standard of uniform and there is a procedure in place to address the issue of students not meeting the expectations of the school.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

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It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning.

### **The Law**

Helsby High School acknowledges its legal duties under the Equality Act 2010 and any disciplinary matters will be resolved with due consideration to this act.

### **Classroom Behaviour**

The rewards and consequences policy will ensure that there are clear consequences for students not meeting the school expectations and demonstrating the right attitude to learning, and that students who make positive choices are rewarded.

### **Behaviour in public areas**

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms. Students should also respect the needs of others in areas such as the Dining Hall, the Break Out Space and the Field. Students are expected to cooperate to keep these areas tidy and free of litter.

### **Respect for others**

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable and will be challenged in school. All allegations of bullying will be investigated thoroughly and appropriate action taken (see Anti-Bullying Charter).

### **Health and Safety**

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged.

### **Online Safety**

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school web-site and details can be found in the online safety policy. Students are taught about how to keep themselves safe online through Computer Science and PSCHE lessons and the assembly programme.

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## Responsibilities of Staff

### General Behaviour:

All members of staff should work to build positive relationships with students using 'Our Ways of Working,' appropriate language and restorative processes. Staff are expected to 'connect before correcting' student behaviour. This includes reading the weekly Student Focussed Briefing, Pastoral Bulletin, One Page Profiles and SEND documents to ensure that staff are aware of individuals' contexts that may be a barrier to their learning.

Form Tutors are expected to conduct weekly mentoring sessions in Form Time with students informing them of their behavioural data from Class Charts, have reflective conversations and verbally set targets.

All members of staff are briefed on the day-to-day procedures for managing behaviour and the need for consistent application of the Rewards and Consequences systems.

**"You permit what you promote and promote what you permit."**

**(The Behaviour Manual: Sam Strickland; 2022)**

All members of staff are responsible for supporting students to make good choices surrounding their behaviour both inside and outside of the classroom. There is an expectation that on lesson changeover and at the start and end of the day, all staff will be present on corridors be their classrooms.

All members of staff are expected to uphold the high standard of uniform and ensure that students follow the school rules regarding uniform. This begins with the daily Form Tutor checks and is maintained by class teachers ensuring students enter and exit classrooms well presented.

### Lesson Behaviour:

Class teachers will record a Lesson Monitor Score (LMS) which accurately reflects the behaviour and effort of all students in the class, for each lesson. Staff are expected to upload a LMS score to Class Charts by 4:30pm every day for the students they have taught that school day.

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Staff are expected to help the students remove the barriers to their learning by helping them solve the issue/s within their lessons, using restorative practices before altering Lesson Monitoring Scores. This can be supported by the Department Leaders and the use of the removal room if necessary.

Staff are expected to have reflective conversations with students inside and outside of the classroom.

HHS operate a 'corridor policy,' in which students should only be on the corridor for a short period of time. A '**friendly neighbour system**' (**removal room**) is always available for all lessons. This gives the right balance of chances for students and ensures poor behaviour choices do not affect the learning of others.

All members of staff are expected to inform students of break time, lunch time and after school Reflections during form time, period 1 and period 3, as appropriate, to ensure their attendance and encourage reflective practice.

### **Recording Student Behaviour:**

All members of staff should record, in line with school policy, any incidents of concern so that they can be dealt with by the most appropriate colleague. This reporting is to be done via Class Charts using the behavioural icons and / or staff 'version of events' (VOE).

Staff use CPOMS for the recording of safeguarding incidents or concerns and Class Charts for behavioural incidents. Where these overlap the same report should be pasted from Class Charts into CPOMS e.g. where a child makes an inappropriate comment to another which would be classed as sexual harassment.

Prompt communication with parents/carers should be made in the event of serious or persistent breaches of the school's behaviour code by the relevant Student Support Coordinator (SSC) or Pastoral and Progress Leader (PPL). For all other incidents, the Class Charts parental app will enable parents to get the overview that they need of their child's day.

Clear guidance will be given to students to ensure that they understand what is expected of them with regard to behaviour through the assembly programme, form time and during lessons.

Good behaviour and attendance will be recognised on a regular basis through the whole school Rewards and Recognition System.

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## Responsibilities of Parents/Carers

The implementation of a successful Behaviour Policy entails close co-operation between school, students and parents/carers; the role of parents/carers cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom, leads to successful learning. Parents will be contacted by the school if their child's behaviour does not meet the expectations of the school and will need to advise their child of the relevant Reflection. It is expected that parents/ carers will support the school in the application of consequences, including when this requires students to remain in school after the end of the school day. Parents / carers will be required to download the Class Charts App to monitor their child's achievements and behaviour and prepare their child to attend reflections that have been issued if behaviour has not met the expectations of the school.

## Responsibilities of Students

**In order to 'Value Others', students are asked to be:**

### 1. Prepared...

...for learning by bringing the right equipment and being on time; to participate in lessons and in extra-curricular opportunities; to contribute to a safe school environment and wearing the HHS Uniform with pride.

### 2. Respectful...

...in the way they speak to other members of the community; by listening to the views of others; by treating the school environment with care; by appreciating and embracing diversity; by speaking to others using appropriate language and tone; by following the school rules with regard to uniform and mobile phones

### 3. Safe...

...by being where they are supposed to be, when they are supposed to be there; by being careful about their interactions online and through social media; by getting the support of staff to resolve conflict to avoid physical interactions with others

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## Uniform

It is expected that students will meet our uniform expectations at all times. If infringements are identified, a student will be issued with a yellow uniform exemption slip and expected to rectify the issue by the following Monday, which allows sufficient time to resolve the situation.

Coats can only be worn inside the school building from October half term until Easter. Outside of these times the building will be warm enough not to require a coat inside school.

## Rewards and Consequences

### Rewards and Recognition System:

A consistently positive attitude to learning will be rewarded in a number of ways in school, from praise in the classroom to an end of year 'prize giving' event.

Criteria will be based on consistently meeting the expectations of the school through positive contributions, actions that reflect the school aims of 'achieving success' and 'valuing others', effort in lessons i.e. consistently achieving a lesson monitor 4 or 5 and good attendance.

Our recognition of student contributions to a positive school environment will include:

**Class Charts** – Through the use of both the Parent and Pupil App positive behaviours will be communicated home to ensure that students' efforts are recognised by Staff and Parent / Carers.

**Star of the Month** – Departmentally and Pastorally, students will be recognised for their achievement and this will be communicated home.

**Half Termly Awards** – Students will be recognised as a part of their Form and their positive contribution to school will be rewarded as a part of this community within school. Lesson Monitor Scores and highest achievement will be communicated home and Praise Phone Calls will feature regularly.

**Termly Awards** – Students will be recognised through celebration events in Form and / or Assembly where Lesson Monitor Scores, Behaviour and Curriculum Awards will be presented.

**Annual Awards** - Prize giving event for students who are particularly worthy of recognition for consistently demonstrating the school values of 'achieving success and valuing others.'

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### Lesson Monitor Score (LMS):

At any point during a lesson, irrespective of the level a student is at, removal from the lesson can occur for serious incidences of poor behaviour which result in concerns for the wellbeing or safety of the member of staff or other students. It is probable in such circumstances that a student would be removed.

Lesson monitor level	Descriptor	Actions
5	A student who makes exceptional effort throughout the lesson	Students will have their LMS score recorded on Class Charts and will receive 1 positive behavioural points. Staff are expected to communicate this achievement with the students and verbal praise and recognition is likely to be given.
4	A student who makes consistent effort throughout the lesson	Students will have their LMS score recorded on Class Charts and as this is expected behaviour for all students no additional behavioural point is awarded. In this case the LMS grade will be communicated with the student and the recognition is likely to be given.
3	1 <sup>st</sup> warning *	Student is spoken to discreetly by the teacher to warn them that their behaviour/ effort is not meeting the school expectations. This LMS is recorded on Class Charts and 1 negative behavioural point is given.
2	2 <sup>nd</sup> warning *	Student is spoken to discreetly by the teacher to warn them that their behaviour/ effort is continuing to not meet the school expectations. At this stage, students will be given support with <b>choices</b> to rectify this behaviour (both of which are conducive to the learning of themselves and others) and given a short period of time in which to process these choices. This LMS is recorded on Class Charts and 2 negative behavioural points are given but it is hoped the student will remain in the lesson.
1	3 <sup>rd</sup> warning *	Student is spoken to discreetly by the teacher to warn them that their behaviour/ effort is continuing to not meet the school expectations. At this stage, the student has made a behavioural choice to not act upon the 'preferred' choice of behaviour (2 <sup>nd</sup> Warning) and may be required to step outside the class to have a restorative conversation. At this point, staff will ask questions to ascertain how they can help the student resolve the concerns within the lesson and help them to remain in the current learning environment. This allows for reflection and an opportunity to reset whilst considering the learning of others and themselves. This LMS is recorded on Class Charts and 2 negative behavioural points are given but it is hoped the student will remain in the lesson.
0	Any further disruption results in removal	Students will be sent to another lesson in the department. Departments will need to provide a 'removal timetable' for this. Students refusing to go to the allocated room will spend a school day in 'Reflection,' in order to consider the consequence system they have worked through in this lesson. This 'Reflection' opportunity allows a member of the pastoral team to discuss the incident, allow reflection to take place and organise restorative conversations (if required) to occur before the student is present in the lesson again.



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*\*the class teacher will make a record of students moving down the lesson monitor grades to ensure that Class Charts is able to be updated accurately at the end of the lesson.*

### No 'earn back'

There is no opportunity for students to move their lesson monitor score back up the scale. It is very hard to achieve consistency across the school if this is allowed and does not give a clear indication of student behaviour issues. In society there are consequences for our actions and our behaviour system needs to reflect this; poor behaviour choices result in a consequence. If you then make the right choices the consequences are less great and the rewards greater.

### Consequences (Reflections)

In order to support classroom teachers taking ownership of behaviour, the 'Reflection' Stages alongside the Lesson Monitoring System allows the opportunity for staff to discuss the behaviour of students with parents/carers, department leaders and pastoral staff.

### Classroom Teacher and Department Leader

There are 4 stages in this process that represent the growing concerns of the classroom teacher in relation to the behaviour of a student:

Stage 1: Classroom Teacher takes ownership of student behaviour in their lesson, alongside reporting concerns through the Lesson Monitor System. Restorative conversations are had with a student before, during or after lessons in order to prevent the issue from recurring.

Stage 2: Classroom Teacher discussion with their Departmental Leader in order to gain support with **persistent** issues of unsatisfactory classroom behaviour.

Contact is made by the classroom teacher to parents /carers to discuss concerns.

Stage 3: Departmental Reflections are issued to provide a consequence for students continuing to have a negative impact on learning having not acted on the advice and support provided prior to this stage.

Stage 4: SLT Reflections for students who fail to attend reflections set by Departmental Leaders or for whom concerns persist.

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A reminder that if, at any point, behaviour is severe enough to warrant a 1 or 0, the classroom teacher will have a discussion with their Departmental Leader and it can be escalated straight to Stage 3 with contact home and a Departmental Reflection issued.

### **IF BEHAVIOUR IS MORE WIDESPREAD AND NOT ISOLATED TO ONE SUBJECT – PROGRESS AND PASTORAL LEADERS (PPLS) MAY BE IN CONTACT WITH PARENTS/CARERS TO ESCALATE THE CONSEQUENCES.**

#### **Pastoral**

In order to ensure that students recognise the necessity for a behavioural system that is fair and consistent, PPLs may decide to give 'Reflections' to give students the opportunity to discuss their behavioural choices. These 'Reflections' may represent concerns regarding truancy, punctuality and behaviour reported inside and outside of the classroom. There is an expectation that if a student does not engage with the reflective process, the level of consequence will be upscaled and may involve the Assistant or Deputy Headteacher.

#### **Refusal**

This is a most serious matter; it undermines the authority of staff and their ability to maintain good order: in the classroom and school. It also presents a potential safeguarding issue.

Student refusal, for any member of staff, will result in time in 'Reflection' immediately and until they have reflected appropriately. Time allocated will be determined by the relevant PPL in discussion with their linked Assistant Headteacher (Behaviour and Attitudes)

#### **Repeated refusal to meet the expectations of the school**

Parents/carers will be invited in to meet with key pastoral staff and potentially members of the Senior Leadership Team in situations when there are persistent concerns over a lack of effort or poor behaviour and a student does not seem to be responding to the consequences issued by school.

#### **Mobile phones**

Mobile phones (with or without earbuds or headphones) are allowed to be used before school, during break and lunchtime and after school. Voice calls are not allowed nor is using the video function. Students are asked to sign a mobile phone acceptable use policy at the start of the year to be able to bring a phone to school. If a student is found to be

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using their phone during lesson time, without explicit permission by the teacher for the purposes of a learning activity, the phone will be confiscated for the rest of the day and returned at the end of the day. Students persistently in breach of the mobile phone acceptable usage policy will have to hand in their phone to the Pastoral Administrator at the start of each day for a fixed period, usually one week in the first instance and then extended for repeat issues.

### Jewellery

The school stance on jewellery is outlined in our uniform guidance. Students wearing jewellery other than one (pair) of small stud earrings will have items confiscated. Repeat issues of this nature may mean that the items are not returned until parents collect them. Helsby High School allows students that have previously had their nose pierced to wear a clear nose stud (not hoop).

### The role of the Pastoral team and SENDCo

Students requiring additional support to consistently meet the expectations of the school will have a Pastoral Support Plan which will include a 'My Plan' and / or a '1 page profile.'

This will detail a plan of support, specific to the needs of the child, which might suggest alternative strategies to the whole school behaviour plan detailed above. This might include the use of The Learning Support Centre to support the student as appropriate. Parents would be invited to any meetings to ensure that they are able to work with school staff to support their child.

**In addition to Reflections, as highlighted above, other consequences are available to the school:**

- **Internal isolation** – students spend time in the Reflection Room, supervised by the Reflection Room Manager who is part of our Student Support Co-ordinator team. This provision is used flexibly according to the circumstances. Records are kept to monitor use of the room and parents/carers are informed if their child has or is to spend time in the Reflection room. Students are given the chance to eat lunch and to use the toilet but have their social time removed.
- **Step Out Programme** – a student may be required to attend another school for a fixed period of time to spend time in their internal isolation room. This is used as an alternative to fixed term exclusion from school to enable the student to continue to be

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in educational provision, working on tasks set by their own teachers, but is a more serious consequence than our own Reflection room.

- **Suspension (previously known as Fixed Term Exclusion)** - in exceptional circumstances students may be excluded from school for a number of days. This would usually be as a result of aggressive, violent, persistent disruptive behaviour or serious defiance which is having a detrimental effect on the learning or welfare of others or is behaviour which is prejudicial to maintaining good order in school by school staff and leaders. It would also be for verbal abuse towards a member of staff or an incident involving contraband items being brought into or used in school. A formal meeting will usually take place with the young person to which parents/carers would be invited, to agree a re-integration plan
- **Pastoral Support Plans ('My Plans' and 1 page profiles)** – these will be negotiated with the student by the Student Support Coordinator/Progress and Pastoral Leader or SLT link, setting out SMART targets. There will also be parental involvement and, if appropriate, involvement of the Special Educational Needs Co-ordinator (SENCo)
- **Governors' Behaviour Panel** – the school Governors may request to see a student and their parent(s)/ carer(s) in serious cases of persistent poor behaviour and when the student is at risk of permanent exclusion.

### Use of reasonable force

#### See DfE publication – Use of reasonable force July 2013

At Helsby High School, physical intervention is only ever used as a last resort, when all other methods of intervening in a situation have been exhausted or if there is an immediate risk of harm to a student or member of staff or to prevent disorder.

Physical intervention can take several forms. It might involve adults:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or,

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(in extreme circumstances) using more restrictive holds.

Headteachers and authorised staff, at Helsby High School this would be members of the Leadership Team, can use such force as is reasonable given the circumstances, to conduct a search for the following “prohibited items”:

- 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.

Staff would always be expected to adhere to the school policy for searching students.

### **Confiscation of property**

Only items marked with \* or # above will be confiscated and not returned to students. Certain items the use of which might affect learning during lessons or breaks school rules (e.g. mobile phones) might be confiscated temporarily.

Recovered items marked \* would be handed over to the Police.

Items marked # would be disposed of by school if their possession by a student was illegal e.g. cigarettes taken from a student in Years 7-11 or alcohol removed from any student under the age of 18.

Mobile phones are confiscated if a student has breached the mobile phone acceptable usage policy that all students were asked to sign at the start of term. Students are able to collect their phone from the pastoral administrator in their pastoral office at the end of the school day.

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Headphones, including ear buds, should not be worn in lessons or on the corridor and will be confiscated if seen. The exception to this would be students permitted to wear ear defenders as a result of sensory challenges in consultation with the SEND team.

However, multiple confiscations will result in a parent/carer being asked to collect the phone instead of the student. It is acknowledged that this might not be at the end of the school day, dependent upon parent/carer availability, and it would be securely stored by the school until that was possible.

### **The power to discipline beyond the school gate**

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school e.g. when the behaviour:

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