

# Holly Lodge High School

## Science College



# Behaviour Management System July 2017

Date Adopted: \_\_\_\_\_

To be reviewed: \_\_\_\_\_

Signed by Governors: \_\_\_\_\_

Signed by Head Teacher \_\_\_\_\_

## **Contents:**

1. Introduction
2. Detentions
3. Reports
4. The 'Parking' System
5. Internal Exclusion/Isolation
6. Fixed Term Exclusion
7. Sanctions Guidance Chart
8. Roles and Responsibilities
9. Behaviour Management Checklist for Staff

### Appendices:

1. Expectations
2. Uniform
3. Behaviour Management System – Flow Chart

## 1. Introduction

The intention of this document is to clarify the procedures for promoting positive relationships between staff and students in the School. We believe that positive relationships are essential for promoting effective learning.

The School is fully committed to ensuring that all our policies and procedures are student centred.

Policy Principles	Policy Actions
The best interests of the child must be a priority in all actions concerning children.	<ul style="list-style-type: none"> <li>All staff will actively consider what is in the best interest of children when applying our behaviour management systems. This applies to individuals who are subject to particular sanctions and those students whose best interests are not being served by the behaviour of others.</li> </ul>
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.	<ul style="list-style-type: none"> <li>Staff must listen to students prior to applying sanctions. The views of students must be taken seriously.</li> </ul>
Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.	<ul style="list-style-type: none"> <li>Students do not have the right to disrupt the education of others. The school is supporting the rights of the majority when a minority do not meet our expectations.</li> <li>We will not apply serious sanctions, i.e. fixed term exclusions, which temporarily remove the right to education without due care and consideration.</li> </ul>

Consistency in all that we do is essential if students are to feel fairly treated. It is therefore vital that all staff seek to work within these parameters. At the heart of good teaching are high expectations regarding student behaviour. We have a responsibility to hold students to account for their behaviour whilst looking to support their learning at every opportunity.

Our expectations must be clearly understood by all students; however it is vital that we should remember that we are working with young people. They will at times make mistakes; and perhaps show poor judgement. Our response should always be to look for learning opportunities, with all young people. The educational philosophy that 'every child matters', supports our vision for "Success for All".

At the centre of any good school are positive relationships with students. If relationships break down for whatever reason, it is incumbent on us as adults to look to restore the relationship through Behaviour Recovery.

## 2. Detentions

Detentions are a useful sanction and should be set by individual staff/teachers, leaders of learning, pastoral team and members of the senior leadership team. Students not attending detentions can be referred to leaders of learning/Heads of Year for appropriate action to be taken.

Parental consent is not required for detentions, but teachers should not issue a detention where they know that doing so would compromise a child's safety.

Detentions could be between 10 and 40 minutes. Anything above 10 minutes parents/carers will be notified. The detention should be purposeful and where possible catch up on missed work.

Students who are late for lessons/activities should make up the lost time at the end of the day and students who truant lessons/activities should make up the lost time in detention.

[When using detentions as a possible sanction please refer to section 7, sanctions guidance chart, level 1, level 2 and level 3]

A break/lunchtime detention can be used for students who misbehave at these times. Students will be allowed a reasonable time to eat, drink and use the toilet.

### 3. Reports

The purpose of a report is to monitor students throughout the school day. Students on report must ensure that it is checked regularly.

- When students go on report the member of staff placing the student on report will contact the parents to explain the system and inform them that detentions will be set if expectations are not met.
- Students on report will be signed off daily by the monitoring member of staff and parents will be expected to do the same.
- Students achieving positive feedback should be congratulated, however if a teacher completes the report with just negative comments, they should also set an appropriate sanction and record this on SIMs/Classcharts.

[When using reports as a possible sanction please refer to section 7, sanctions guidance chart, level 2 and level 3]

### 4. The 'Parking' System

Follow departmental strategy ['parking' timetable needed].

To be used as an occasional and short-term means of removing a student from a classroom. The parking system works in the following manner:

- If after applying a range of behaviour management strategies a student is not meeting a teacher's high expectations they give this student a warning that their behaviour could lead to them being 'parked'. This warning should be clear to the student.
- When possible a student should be escorted to the room where they are to be 'parked' and supervised.
- Suitable work should be provided for the student.
- At the end of the lesson the teacher will go to the room where the child is 'parked' and the incident recorded on SIMs/Classcharts.

[When using the 'parking' system as a possible sanction please refer to section 7, sanctions guidance chart, level 2 and level 3]

Notes:

- Sending a student out of your room to be 'parked' is a temporary measure and will need following up quickly to ensure that the student is reintegrated back into lessons as soon as possible.
- Staff should be aware of students with SEND and any students with exit/time-out cards. They need appropriate consideration, which may include cooling-off time.

### 5. Internal Exclusion/Isolation

Isolation is to be used as an alternative to Fixed Term Exclusion (FTE).

Isolation operates throughout the school day, with different break and lunch times to the rest of the school. The length of an isolation will depend upon a number of factors: the seriousness of behaviour that has caused the referral, and the

general conduct of the student in question. It is likely that a student who is persistently poorly behaved may receive longer isolation.

To be effective:

- Assistant Headteacher Behaviour and Standards and Key Stage Directors need to approve the placement of a student in isolation.
- Suitable work should be provided for any student in isolation.
- Pastoral Team/Senior Leadership Team will monitor the behaviour of students in isolation.
- Reflection sheet will be completed and discussed.

## **6. Fixed Term Exclusion**

Exclusions from Holly Lodge High School will only be used as a last resort rather than a normal sanction for poor behaviour. It will be used when a range of other disciplinary procedures have been tried and found ineffective. Excluding a student from school is a serious measure and as such needs careful deliberation. A student's exclusion can be fixed or permanent. Only the Headteacher has the right to decide to exclude a student and determine the length of the exclusion. When doing so parents/carers must be informed without delay.

(Refer to the exclusion policy)

## 7. Sanctions Guidance Chart

This chart is intended to act as guidance only, it is vital that we use our professional judgement in making decisions that are often complex and involved. If further guidance is required you should speak to a leader.

If phoning home, do check with Head of Year to check that it is appropriate.

Level	Typical Student Behaviour	Possible Sanction/Behaviour Recovery
<b>Level 1</b>	Low level disruption: <ul style="list-style-type: none"> <li>• General misbehaviour</li> <li>• Lateness to lesson</li> <li>• Poor effort</li> <li>• Disrupting the work of others</li> <li>• Minor rudeness</li> <li>• Leaving litter</li> <li>• Incorrect uniform</li> </ul>	Sanctions to be set by staff may include: <ul style="list-style-type: none"> <li>• A brief chat to the side of the room within a lesson</li> <li>• Movement in class seating</li> <li>• Chat after the lesson</li> <li>• Short detention 10 minutes (at the teacher's discretion)                             <ul style="list-style-type: none"> <li>• Assisting teacher tidy-up</li> </ul> </li> </ul>
<b>Level 2</b>	Escalation from Level 1, persistent low level disruption that blocks learning, or: <ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Damage of equipment</li> <li>• Refusal/Defiance</li> <li>• Use of foul language</li> <li>• Persistent level 1 behaviour</li> <li>• Using phone during lesson</li> </ul>	Sanctions to be set by staff may include: <ul style="list-style-type: none"> <li>• Detention 10-40 minutes</li> <li>• Loss of social time</li> <li>• Form Tutor monitoring report</li> <li>• Subject monitoring report</li> <li>• Being 'parked'</li> <li>• Meeting with Leader of Learning</li> <li>• Parent meeting/phone call (check with Head of Year first)</li> <li>• Phone confiscated for day and returned after detention</li> </ul>
<b>Level 3</b>	Escalation from Level 2, serious disruption or a specific incident: <ul style="list-style-type: none"> <li>• Persistent Refusal to comply with request</li> <li>• Refusal to be 'parked'</li> <li>• Dangerous behaviour in class</li> <li>• Bringing contraband to school (e.g. cigarettes or products to sell)</li> <li>• Smoking</li> <li>• Intentional swearing</li> <li>• Internal Truancy</li> <li>• Fighting</li> </ul>	Leaders of Learning to work with Heads of Year/Key Stage Directors to resolve the incident and take further action if necessary, this could include: <ul style="list-style-type: none"> <li>• Detention 40 minutes</li> <li>• Being 'parked'</li> <li>• Lost time made up</li> <li>• Community service</li> <li>• Parent meeting</li> <li>• Report to head of year</li> <li>• Isolation</li> </ul>
<b>Level 4</b>	Escalation from Level 3, very serious incident or a refusal to abide by Senior Leadership Team: <ul style="list-style-type: none"> <li>• Escalating acts of defiance or misbehaviour</li> <li>• Possession of illegal drugs or alcohol in school</li> <li>• Damaging school property including setting off of fire alarm</li> <li>• Theft</li> <li>• Serious fight</li> <li>• Student threatens to use violence against a student or member of staff</li> <li>• Racially or sexually motivated bullying or harassment</li> <li>• Brings an offensive weapon into school</li> </ul>	Key Stage Director and Assistant Headteacher Behaviour and Standards: <ul style="list-style-type: none"> <li>• Behaviour contracts</li> <li>• Isolation</li> <li>• Fixed term exclusion</li> <li>• Removal from curriculum provision</li> <li>• Alternative education package</li> <li>• PRU placement</li> <li>• Governors Panel</li> <li>• External agency intervention</li> </ul>

Decisions made by the Headteacher that may lead to Permanent Exclusion:

<b>Level 5</b>	<p>Extremely serious one off incident or persistent serious poor behaviour:</p> <ul style="list-style-type: none"> <li>• Using supplying or dealing prohibited drugs including legal highs NPS's</li> <li>• Continual disruption to School</li> <li>• Brings an offensive weapon into school with intent to use</li> <li>• Serious violence against a student or member of staff</li> <li>• Carries out sexual abuse or assault</li> <li>• Racially or sexually motivated bullying or harassment</li> <li>• Arson or attempted arson</li> <li>• Deliberate wounding of a student</li> <li>• Commits a single one-off serious incident which the Headteacher deems significant enough to warrant permanent exclusion</li> </ul>	<p>Senior Leadership Team to decide on a student's future with the School:</p> <ul style="list-style-type: none"> <li>• Alternative education package</li> <li>• Managed move</li> <li>• Permanent exclusion</li> </ul>
----------------	--	---

**Roles and Responsibilities**

Who	Key Roles	Responsibilities	Available Sanctions
Headteacher	<ul style="list-style-type: none"> <li>To maintain an overview of behaviour matters within the School</li> <li>To lead the review of behaviour management systems with Senior Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>To report key behaviour management data to Governors</li> </ul>	<p>All sanctions listed below, plus:</p> <ul style="list-style-type: none"> <li>Recommend permanent exclusion</li> </ul>
Assistant Headteacher Behaviour and Standards	<ul style="list-style-type: none"> <li>To maintain an overview of behaviour management.</li> <li>Use SIMs/Classcharts to monitor patterns of behaviour across the School and to secure improved behaviour from students</li> <li>To maintain an overview of behaviour issues across all years.</li> <li>To support all staff in following the behaviour management procedures.</li> <li>Intervene to resolve serious matters.</li> <li>To deploy appropriate resources to support improvement in student behaviour</li> <li>To develop and manage the pastoral intervention program in order to secure a positive learning environment                             <ul style="list-style-type: none"> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To report issues as they arise to the Headteacher</li> <li>To report any action taken following an incident to all relevant parties</li> <li>To ensure that all records associated with incidents are fully reported.</li> <li>To manage systems to ensure all records are kept in order</li> <li>To manage pastoral team</li> <li>To ensure that all FTEs have appropriate paperwork sent home.</li> <li>To liaise with Assistant Headteacher Pastoral and Welfare and Assistant Headteacher for Personalisation.</li> <li>To deploy student support managers as appropriate</li> <li>To deploy learning mentors as appropriate</li> </ul>	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> <li>Following agreement with the Headteacher and Assistant Headteacher Personalisation seek to arrange, respite placements or</li> <li>Managed moves or liaise with outside agencies                             <ul style="list-style-type: none"> <li>Fixed term exclusion up to 5 days</li> <li>Removing student from curriculum provision</li> </ul> </li> </ul>
Key Stage Directors	<ul style="list-style-type: none"> <li>To work directly with Assistant Headteacher Behaviour and Standards in managing behaviour management issues in the School.</li> <li>To liaise and work with SSMs to secure good behaviour management</li> <li>Use SIMs/Classcharts to monitor the behaviour incidents of students within their area of responsibility.</li> <li>To support Head of Year in behaviour management, by using SIMs/Classcharts to monitor and be proactive in dealing with behaviour.</li> <li>To support students with significant behaviour incidents</li> <li>To maintain regular contact with home for students with significant behaviour incidents</li> <li>To work with all staff in maintaining a positive learning environment</li> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul>	<ul style="list-style-type: none"> <li>To keep Assistant Headteacher Behaviour and Standards informed about concerns with individuals</li> <li>To report any action taken following an incident to all relevant parties</li> <li>To support heads of year</li> <li>To recommend students for pastoral intervention programs with learning mentors</li> <li>To lead assemblies</li> <li>To support tutors enabling them to create a positive tutor time</li> <li>To monitor attendance and punctuality for Key Stage</li> <li>To deploy student support managers as appropriate</li> <li>To report on behaviour and standards</li> </ul>	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> <li>Produce Individual Support Plans</li> <li>Head of Year report</li> <li>Isolation</li> <li>If more serious recommend to Assistant Headteacher behaviour and standards</li> </ul>

Who	Key Roles	Responsibilities	Available Sanctions
Heads of Year	<ul style="list-style-type: none"> <li>To work directly with Key Stage Director in managing behaviour management issues in the School</li> <li>To liaise and work with SSM's to secure good behaviour management</li> <li>Use SIMs/Classcharts to monitor the behaviour incidents of students within their area of responsibility</li> <li>To support tutors in year group in setting up SIMs/Classcharts to analyse behaviours to help securing positive working environments during tutor period for staff and students</li> <li>To support students with significant behaviour incidents</li> <li>To maintain regular contact with home for students with significant behaviour incidents</li> <li>To work with all staff in maintaining a positive learning environment</li> <li>To deploy staff attached to year group to help during tutorial and assembly.</li> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul>	<ul style="list-style-type: none"> <li>To keep Key Stage Director informed about concerns with individuals</li> <li>To report any action taken following an incident to all relevant parties</li> <li>To recommend students for pastoral intervention programs</li> <li>To lead assemblies</li> <li>To support tutors enabling them to create a positive tutor time</li> <li>To monitor attendance and punctuality for year group.</li> <li>To deploy student support managers as appropriate</li> </ul>	<p>All sanctions listed below, plus:</p> <ul style="list-style-type: none"> <li>Produce Individual Support Plans (ISP)</li> <li>Head of Year report</li> <li>Refer to Key Stage Director for isolation or something more serious.</li> </ul>
Tutors	<ul style="list-style-type: none"> <li>To work with Head of Year in managing behaviour management issues in the School.</li> <li>To liaise and work with SSM's to secure good behaviour management.</li> <li>Use SIMs/Classcharts to monitor the behaviour incidents of students within your tutor group.</li> <li>To maintain contact with home for students in tutor group.</li> <li>To work with families to support positive behaviours.                             <ul style="list-style-type: none"> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To keep Head of Year informed about concerns with individuals</li> <li>To report any action taken following an incident to all relevant parties</li> <li>To recommend students for pastoral intervention programs</li> <li>To follow the tutorial program to ensure a positive tutorial experience for all tutees</li> <li>To make positive phone calls once a week</li> <li>To monitor attendance and punctuality for tutor group</li> <li>To check uniform and equipment</li> </ul>	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> <li>Tutor Report</li> <li>Refer issues to Head of Year</li> </ul>
Leaders of learning	<ul style="list-style-type: none"> <li>Leader of Learning to work with subject teachers to maintain a positive learning environment</li> <li>Leader of Learning take responsibility for behaviour incidents that occur within their curriculum areas</li> <li>Leader of Learning to use SIMs/Classcharts to monitor behaviour patterns in subject areas</li> <li>Leader of Learning to work with Head of Year to deal with serious behaviour incident in curriculum areas.</li> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul>	<ul style="list-style-type: none"> <li>Leader of Learning to report ongoing behaviour matters to Head of Year</li> <li>Leader of Learning to work with parents on developing students attitudes to learning.</li> <li>Leader of Learning to ensure their team reward positive behaviours</li> </ul>	<p>All sanctions listed, plus:</p> <ul style="list-style-type: none"> <li>Subject Reports</li> <li>Refer issues to Head of Year,</li> </ul>
All Staff	<ul style="list-style-type: none"> <li>Create positive and safe learning environments by maintaining high levels of behaviour management in classrooms and about the school</li> <li>Accurately record negative and positive behaviour on SIMs/Classcharts</li> </ul>	<ul style="list-style-type: none"> <li>Report any action taken following an incident to all relevant parties</li> <li>Refer on-going matters to Leader of Learning for further action</li> <li>Develop positive relationships with home</li> </ul>	<p>Refer to sanction list</p>

	<ul style="list-style-type: none"><li>• Use SIMs/Classcharts to monitor student behaviour and their own recorded incidents</li></ul>		
--	--	--	--

## 8. Behaviour Management Checklist for Staff

“Expectations”, “Uniform” and the “Rewards and Sanctions” posters (which should be displayed in each class room for staff and students to see) are attached as appendices to this document.

Outstanding behaviour management relies upon a number of important elements, including: adult’s model expected behaviour; we focus on encouraging positive behaviours; we are consistent and fair in applying our procedures and we have very high expectations of students and their behaviour.

To achieve outstanding behaviour management, teachers should use the following strategies:

1. All staff to meet and greet students at the door and have a seating plan.
2. Be well prepared and have differentiated resources ready in advance.
3. Know the names of students and the role of any adults in the class.
4. Have clear routines for each phase of the lesson.
5. Understand the special needs of students and how to respond appropriately to them.
6. All staff to model the behaviour expected of students.
7. Act consistently within our behaviour procedures and avoid overreacting to poor behaviour.
8. Avoid being drawn in to confrontation with student.
9. Only raise your voice if necessary.
10. Avoid whole class sanctions resulting from the poor conduct of just a few students.
11. Give students ‘choices’ and create opportunities for them to back down.
12. Allow students to flee a situation if they wish too, do not block their passage or attempt to restrain them, but deal with the matter later.
13. Allow students time to calm down before talking to them.
14. Give students ‘take up time’ to process instructions.
15. All staff to log all incidents on SIMs/Classcharts, negative and positive.
16. Always follow the principles of Behaviour Recovery when behaviour incidents occur.
17. Praise positive behaviour and notice when students make good choices.
18. Don’t take things personally.
19. Remain calm.
20. When a matter has been dealt with, don’t hold a grudge; let it go.

*In behaviour management consistency is everything*

## Appendix 1

## Expectations

### All staff have the right to:

- Feel safe
- Be respected
- Teach without distraction
- Ask you to work to your full potential
- Ask you to behave in a reasonable manner
- Ask you to wear your uniform correctly
- Ask you to sit in a seat where they think you will learn best

### Staff Responsibilities

All staff will be positive role models and will:

- Arrive on time
- Have the correct resources for your lesson
- Prepare engaging learning activities
- Help you make further progress
- Mark your work and provide feedback
- Treat you fairly
- Listen carefully to students
- Be polite to you at all times
- Only raise their voice if necessary
- Expect the very best from you
- Challenge poor behaviour
- Dress appropriately
- Leave their work place clear and tidy

### All students have the right to:

- Feel safe
- Be respected
- Learn without distraction
- Achieve to their full potential
- Be treated as an individual
- Enjoy success

### Student Responsibilities

All students will need to follow these routines in lessons and expect to be challenged if not meeting our expectations:

- Wear the correct uniform
- Arrive on time for lessons
- Sit in the correct place
- Have the correct equipment
- Listen carefully to instructions
- Do not shout out
- Allow classmates to learn without disruption
- Be fully involved in learning activities
- Be polite when talking to others
- Leave your area tidy
- Put litter in the bins provided
- Leave the lesson calmly when dismissed
- Move around the building sensibly and safely
- Stay away from out of bounds areas
- Do not leave the site without permission
- No smoking on site
- Uphold the reputation of the school

## Appendix 2

Please note: if you confiscate items of value please take it as soon as possible to reception for it to be placed in a safe.

# Uniform

All Holly Lodge High School we expect high standards of school dress at all times. Students should attend school in full uniform every day.

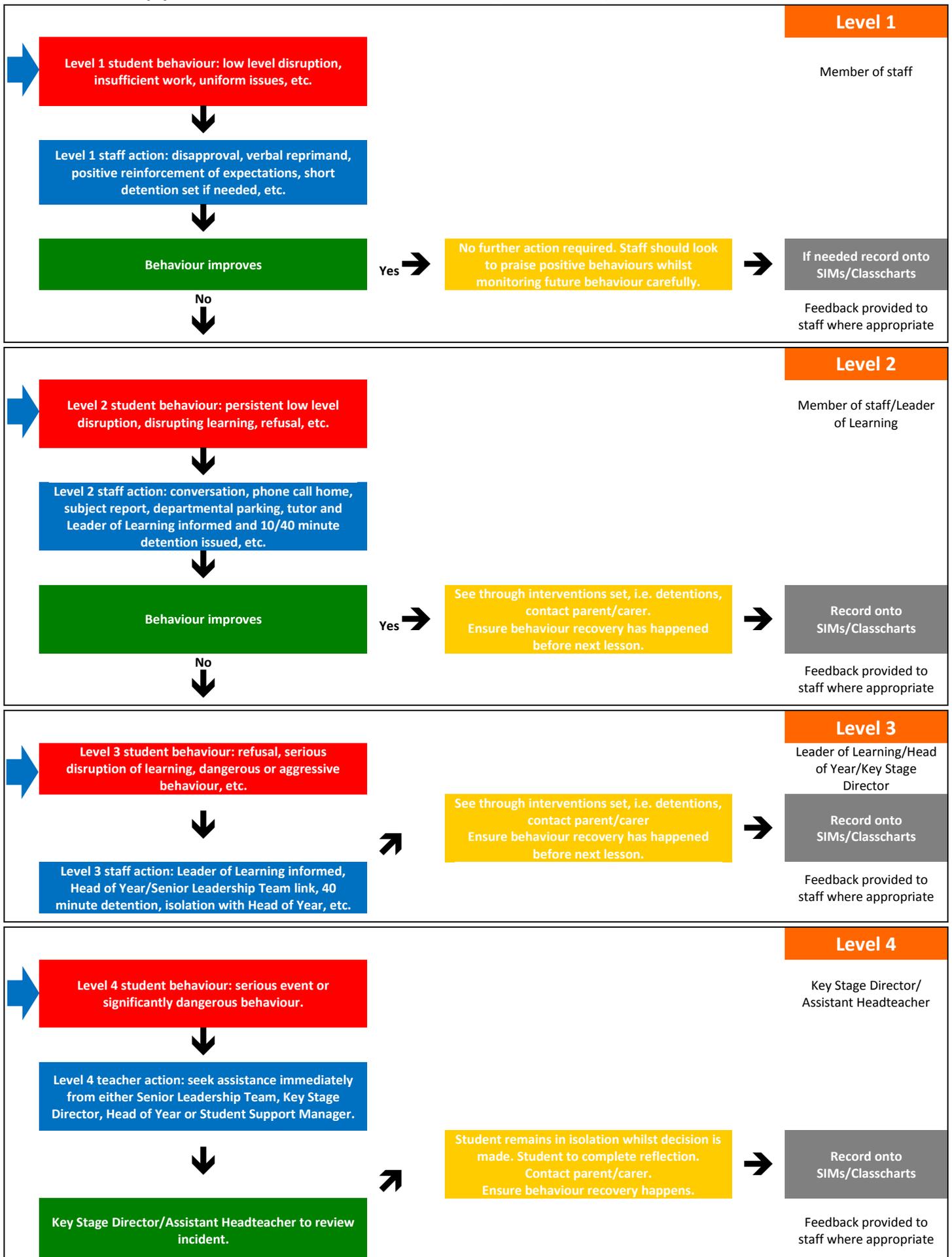
## The Basics:

- Blazers with the school badge must be worn inside the building; they can be removed with staff permission.
- Tailored black school trousers (denim or fashion trousers are not allowed) or black skirts (knee length and no longer than mid -calf).
- A white shirt with a collar.
- The school tie.
- Lanyard and identification card.
- A plain or dark coat may be worn to school and should be removed on entering in the building. Denim, leather jackets, sports coats or hoodies are not acceptable.
- Optional royal blue jumper or cardigan with Holly Lodge High School logo (non-uniform jumpers are not allowed).
- Plain black school shoes (not trainers, pumps or boots).
- Plain black tights.
- PE school kit includes sports polo shirt, shorts and navy sports socks, trainers.
- School bag large enough to carry A4 size books/folders

## Getting the details right:

- Key Stage 3 are not to wear make-up, and in Key Stage 4 it must be subtle if worn.
- Only one small pair of stud earrings, a small ring and watch are acceptable. Facial piercings must be removed or covered at all times.
- Shirts should be tucked in.
- Headscarves and turbans must be plain black.
- Hats, scarves and gloves can be worn in winter and must be removed inside the school. Caps must not be worn on site.
- Extreme haircuts are not allowed in school, i.e. tram lines, patterned hair (including eyebrows) and shaved heads. Hair colour should be natural.
- Brightly coloured or embellished accessories such as belts and hair bands are not suitable for school.
- Mobile phones, smart watches, ear pieces and headphones must not be on show on the school site. (Please note: school takes no responsibility for the damage and/or loss of any of these items).
- Chewing gum and energy/sports drinks are not permitted on site.

### Appendix 3 Behaviour Management System – Flow Chart





Further action to be considered by Assistant Headteacher/Senior Leadership Team.

Note: Level 5 incidents are considered to be the most serious incidents that we might come across. These incidents are likely to be considered by the Headteacher for permanent exclusion.

**Behaviour Support Plan**

Student Name		Tutor/Year Group	
Pupil Premium (Y/N)		Attendance issue (Y/N)	
SEND		SEND need	

Head of Year reason for Behaviour Support Plan:

Intervention	Details (inc. dates)	Impact/Evaluation
Verbal reprimands		
Teacher detentions		
Head of Year detentions		
Change of seat		
Change of set		
Time out card		
On report –Tutor or Head of Year		
On report - Senior Leadership Team		
Parental meetings		
Student Panel		
Isolation/ internal exclusion		
Fixed Term Exclusion		
Pastoral Intervention Program		
Learning Mentor		
Community service		
Educational Psychologist		
Change of bands		
Personalised Timetable		
Temporary placement at another school		
Counsellor		
CAHMs involvement		
Involvement with the Police		
Governors Panel		
Other		