

HEART OF ENGLAND SCHOOL

BEHAVIOUR POLICY

The school's expectations with respect to behaviour and the systems which operate to support these expectations are essential in ensuring that all members of the school community work together to produce an environment which is well ordered and secure.

This policy is intended to communicate what the school stands for and the kinds of behaviour that are valued by the school and its community. The communication is to students, teachers, parents and all others associated with the school.

Principles

At Heart of England everyone will:

- **Act with courtesy, co-operation, consideration and respect to others at all times.**
- **Take responsibility for their actions.**
- **Respect the right of others to learn and realise their potential.**

These principles pervade all aspects of the policy:

- **Behaviour for Learning** – provides a reference for expected behaviour, it should be known by all members of the community and may be referred to as a guide and to point out how behaviour can be improved.
- **Bullying Policy** – the health and safety of everyone in the school community is a priority. Bullying in any form is unacceptable and will be dealt with rigorously and sensitively to ensure the emotional and physical well being of students and staff.
- **Classroom Expectations** – must be made clear to all students to ensure that all have the maximum possible opportunities to learn effectively, safely and enjoyably.
- **Rewards** – praise, encouragement and rewards are vital means of positively recognising effort and achievement in both behaviour and work. They are key features in pointing out expected behaviours and should not be withdrawn once issued.
- **Sanctions** – used appropriately to discourage and eliminate the repetition of specific unacceptable behaviour.

BEHAVIOUR FOR LEARNING

Within the Heart of England School community everyone is expected to act with courtesy, co-operation and respect at all times. Remember to:

- **Respect yourself**
- **Respect others**
- **Respect your environment**

The following rules apply to students and staff

Respect yourself

- Dress smartly and appropriately for work
- Bring the correct equipment to allow you to work
- Be on time for everything and ready to work
- Complete all your work in class and at home to the best of your ability
- Behave as you would want others to behave towards you

Respect others

- Be considerate to others
- Be polite and courteous
- Allow others to learn
- Do not make other people's lives more difficult
- Never verbally or physically abuse someone else
- Play an active and positive part in all aspects of school life

Respect your environment

- Put litter and waste in the bins provided
- Do not smoke
- Do not graffiti anything in the community
- Use all areas of this community for the purpose they are intended
- Do not enter or use areas that are out of bounds to students
- Remember that there are people around you who may be younger and smaller than you and move considerately around school

BULLYING POLICY

Bullying whether it is verbal, physical or psychological in nature is unacceptable behaviour.

Any actions that intimidate or threaten others are unacceptable.

Bullying takes many forms, e.g.

- name calling, taunting, teasing
- extortion
- physical threat or assault including repeated taps, knocks, pushes
- ignoring, isolating, ostracising
- damaging, hiding, borrowing possessions
- spreading gossip

Bullying can occur at any time of day and at any place around the school. Dealing with bullying is therefore the responsibility of every member of staff and all reports of bullying must be treated seriously.

We must respond to bullying by:

- educating students about bullying, its unacceptability and how to respond to it whether victim or onlooker.
- dealing sensitively but consistently and effectively with incidents which are observed or reported. If students are to feel able to report concerns these concerns must be treated seriously.
- creating an environment of consideration, respect and openness.

Dealing with bullying

- if a student is concerned, intimidated or worried by the behaviour of another the situation must be dealt with, not ignored.
- if the situation appears to be a single small scale event, a brief record and warning should be sufficient response.
- a brief record of any incident should be passed to the Student Support Manager in order to maintain an overview of each student and to possibly place the incident in a wider context.
- do not bully the bully – this only reinforces the behaviour.
- identify the behaviour as unacceptable not the person.
- if an incident seems to be part of a bigger problem then the Student Support Manager will undertake a wider investigation.
- it is particularly important to make time to listen – this may mean suggesting a time when you can do so.
- remember that it is vital to support victims not just identify bullies.

When a situation requires investigation or follow up:

- try to ensure that any victim is safe, supported and able to communicate concerns whilst at school.
- allow both parties to give their view of events.
- ask them to record these in writing a Student Account. This may require help and may even be overnight.
- inform parents of the situation. Involving parents is particularly vital if the problem is a recurring one.
- **all** discussions should be recorded and relevant Account sheets kept in the students' file.
- make clear statements to students and their parents that bullying of any kind is not acceptable.
- instigators/aggressors should be counselled and advised of how to behave acceptably and warned of consequences of further bullying.
- bystanders should also be counselled about their role in condoning and supporting the unacceptable behaviour of others.
- whenever appropriate we should seek to reconcile opposing parties and seek appropriate apologies.
- further consequences may include:
 - break and lunchtime detentions
 - taking a bully out of social circulation
 - after school detention
 - requesting an interview with parents
 - change of Tutor Group
 - referral to a senior member of staff
 - exclusion
- when a situation has been resolved and undertakings made about future behaviour, victims must be encouraged to tell of any further problems and the situation monitored.

CLASSROOM EXPECTATIONS

Everyone will respect the right of others to learn and realise their potential.

1. At the start of lessons:

- arrive punctually
- enter rooms sensibly and go straight to workplaces
- take off and put away any outdoor wear
- take out the books, pens and equipment for the lesson
- put bags away (not on desks)

2. During lessons

- work sensibly and allow others to do so
- remain silent when the teacher is talking to the class
- listen to the contributions made by other students
- raise hands to answer questions unless specifically asked to call out
- only leave the lesson if given permission to do so
- record homework in homework diaries as requested
- do not eat, drink or chew

3. At the end of lessons

- pack away and put coats on only when instructed to do so
- leave the room clean and tidy
- put chairs on tables and close windows at the end of the day
- leave the room in a sensible and orderly manner

SANCTIONS

In response to the unacceptable behaviour of a student, a member of staff may deploy a range of responses, including the issuing of sanctions that will serve to deter the student from similar or related offending behaviour in the future and act as a punishment that is proportionate to the offence. Members of staff should refer to **Behaviour Management Referral Frameworks (Appendices 1-4)** when considering the most appropriate course of action to take. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances e.g. during:

- Lessons and Assemblies
- Presentations and workshops
- Break and Lunchtimes
- Educational Visit, including visits abroad
- Travelling to and from School, including journeys on School Buses

Under exceptional circumstances sanctions may also be issued in relation to an incident of unacceptable behaviour that have taken place out of school time, including evenings, weekends and holidays where the health and safety of members of the School Community may be compromised.

Examples of sanctions that may be issued or applied include:

Short Stay Parking – removal from a classroom for a short period of time, a maximum of 5 minutes.

Longer Stay Parking – removal from a classroom for a longer period of time. This may involve supervision by another member of staff in a neighbouring classroom. In more serious cases this may involve transfer to another teaching group on a temporary or permanent basis.

ReFocus Room Referral – removal from a classroom for a short or long period of time when Short Stay or Longer Stay Parking is either not appropriate or available.

Break Detention – applied for a maximum period of 15 minutes. Any student arriving late to School will be issued with a Break Detention (this does not apply if the reason for late arrival was a dental/medical appointment or School Bus).

Lunchtime Detention – applied for a maximum period of 30 minutes. Students will have an opportunity to have their lunch either before or after completing the detention.

Department Detention – during either a break or lunch time as above.

School Detention – takes place each Friday from 3.25-5.00pm. Parents will be informed by telephone and/or by letter when a School Detention is issued.

Internal Exclusion – for serious offences it may be appropriate for a student to be isolated and supervised by senior members of staff.

Fixed Term or Permanent Exclusion – for the most serious offences the Headteacher will consider issuing these most severe sanctions.

GOOD PRACTICE GUIDELINES FOR TEACHERS

Please make it clear, to all students, that the following are unacceptable:

- rudeness to any member of staff
- failure to comply with the reasonable expectations or requests of any member of staff
- rudeness to one another
- failure to complete or hand in work
- being out of lessons or school without permission
- smoking
- eating and drinking outside designated dining areas
- chewing gum
- dropping litter
- untidy appearance
- make up
- jewellery - students with pierced ears may wear a small pair of plain gold coloured studs, one in each ear lobe.

Movement about the building is difficult. In each building movement must be in single file, on the left - in corridors and on stairs. Noisy, unruly behaviour cannot be allowed.

Certain items are forbidden in school and will be confiscated immediately and passed to an appropriate member of staff for safe keeping:

- cigarettes, lighters, matches
- any form of knife or similar implement
- chewing and bubble gum
- any form of alcoholic drink

Mobile phones may be brought to School but must not be switched on during lessons and will be confiscated if used inappropriately at any time.

Acceptable standards of behaviour, work and respect depend on the example of us all.

- all have positive contributions to make

Good order has to be worked for, it does not simply happen

- set high standards
- apply rules firmly, fairly and with consistency

Most important of all

- expect to give and to receive respect

Everyone at school is here for a purpose

- respect every person
- treat everyone as an individual

Maintaining positive relationships between everyone and at every level is essential. Take the initiative:

- greet and be greeted
- speak and be spoken to
- smile and relate
- communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them.

Don't over react, address the problem

- avoid confrontation
- listen
- establish the facts
- judge only when certain
- use punishments sparingly

Removal of privilege is the most effective strategy

OUT AND ABOUT THE SCHOOL

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- start the dialogue
- greet students
- deal with all misbehaviour - to ignore it is to condone it!
- set high standards of communication, manner and dress
- enjoy relating to students

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- arrive before the class and begin on time
- be prepared for the lesson
- keep everyone occupied and interested
- extend and motivate all students
- mark all work promptly and constructively
- set homework regularly to schedule
- use first names
- maintain interesting wall displays
- keep an attractive, clean and tidy room - if you have a base - and if you haven't then help those who do to maintain theirs.

DO ALL YOU CAN TO AVOID:

- humiliating it breeds resentment
- shouting in anger it diminishes you
- over-reacting the problems will grow
- blanket punishment ... keep your powder dry,
- sarcasm it damages you!
- never punish what you can't prove

DO ALL YOU CAN TO:

- use humour it builds bridges
- keep calm it reduces tensions
- listen it earns respect
- be positive and build relationships
- know your students as individuals
- carry out any threats you have to make
- be consistent

Always apply school rules positively, fairly and consistently.

STRATEGIES TO IMPROVE STUDENTS' LEARNING

1. Set clear objectives

- Learning objectives should be made clear at the start of each lesson, or sequence of lessons, e.g. "By the end of today's lesson you will have learned/be able to...."
- The objective(s) should also be recorded for the students to read, as a lesson focus on the whiteboard/OHP or on the printed resources that students are using.
- The learning objectives should link to previous learning
- In projects, or in a series of lessons, the objectives should be re-iterated and recorded so that students are able to refer back to them

2. Know your students

- Aim to use students' names and speak to as many students as is practical in a lesson, either individually or in small groups.
- Calling the register at the start of every lesson helps you to learn names.
- Target your interventions by making a point of speaking to the quieter group members of the group.
- Knowing the students will help you to assess them informally and formally.

3. Have high expectations

- Your expectations shape your students' performance. Have high, positive expectations, as these will be communicated to the students you teach.
- Knowing the students' prior attainment and current level of performance will help you to set attainable individual targets and to track progress.
- Use positive language and change "I can't" to "I can" by giving students opportunities to experience success.
- One example of communicating your expectations is to state in the objectives what everyone **must** achieve, what the majority **should** achieve and what a few **could** achieve in the lesson to maintain the challenge in the lesson and to help differentiate the activities.

4. Manage behaviour

- Describe the behaviour you wish to see and then reinforce positively when it happens.
- Praise is a great motivator – you should aim to make many more positive comments in a lesson than negative ones. Make sure that you are not gender-biased in your positive (or negative) comments.
- Separate the negative behaviour from the person and aim to modify the behaviour in your response. Do not use personal or sarcastic language in establishing acceptable behaviour.
- Use rewards and sanctions in line with school policy

5. **Create high challenge, low stress lessons**

- The most effective learning takes place when students are challenged by the work but confident in their environment
- Classrooms should be secure environments where students can make mistakes and learn without fear of intimidation or put-down. Behaviour should be managed to enable this (see 4 above).
- The use of humour and ability to appear fallible help to establish an open learning environment
- The most-able students should be praised for their achievement and actual attainment, not just their perceived effort.

6. **Use teaching approaches appropriate to different learning styles**

- Reinforce any information you provide visually, auditorally and kinaesthetically. This accesses the preferred learning styles of all students and makes the new information more memorable.
- Teach with learning styles in mind and use a variety of activities (in one lesson or a series of lessons) to allow all learners to access the learning. The variety of activities will help in differentiation, will promote students' interest and increase motivation.
- Maintain the pace of lessons, using changes of activity (e.g. from independent to group work) to keep the lesson structured and all students actively engaged.

7. **Encourage independent learning**

- Set constructive homework activities related to the learning objectives.
- Use a variety of homework activities to develop both skills and knowledge.
- Use homework to reinforce the learning and set it within the lesson, not necessarily at the end of the lesson.
- Give students the opportunity to plan parts of their learning through open-ended research activities supported by structured sheets/instructions.

8. **Feedback**

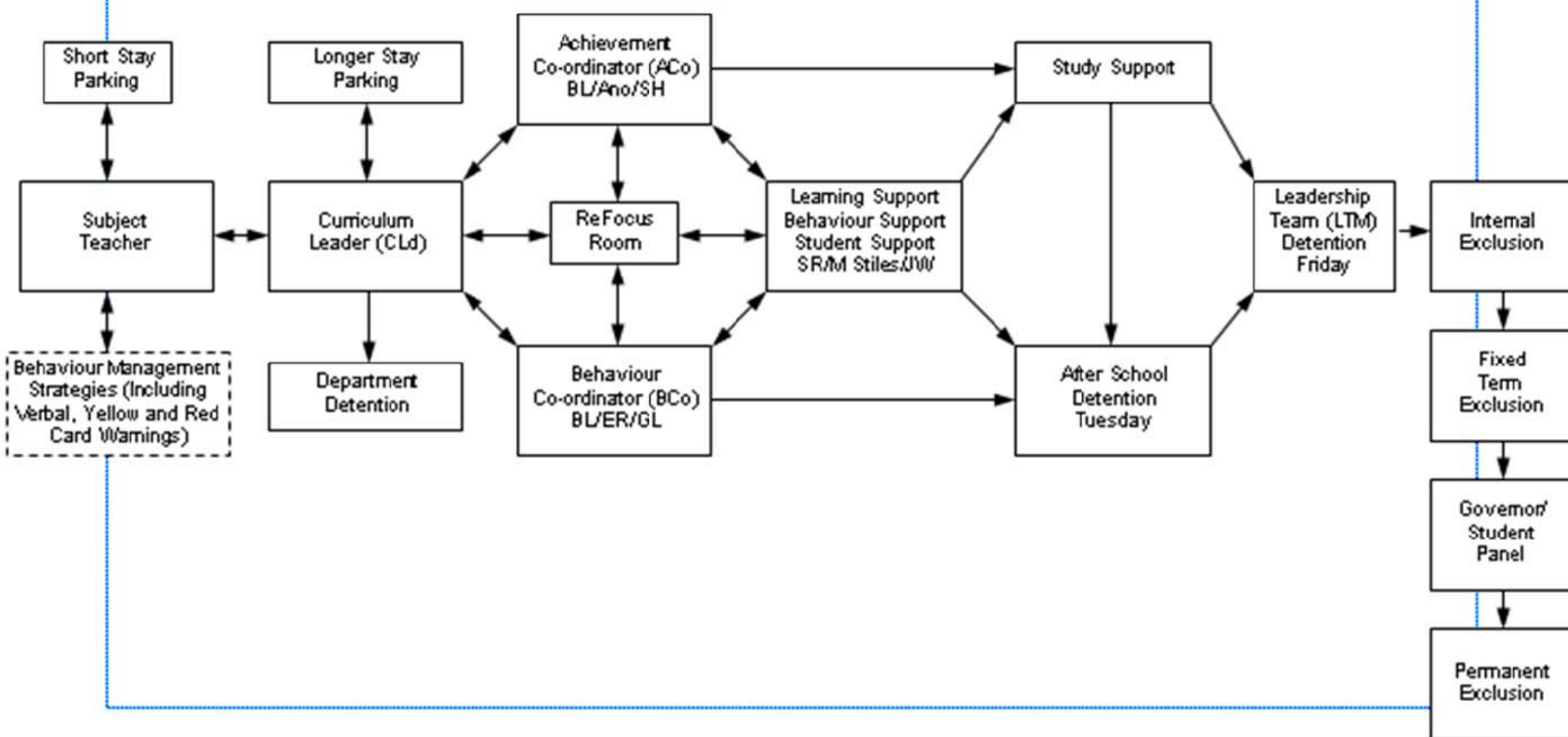
- Use assessment for learning (formative assessment) by linking it to the learning objectives and to the individual targets you have agreed (see 3 above)
- Encourage students to reflect on and to review their own learning.
- Establish rules for group feedback to involve students in self-evaluation
- Check students' understanding regularly and **use constructive statements** in any feedback, oral or written, relating to students' work.

9. **Recap**

- Keep learning under review and use short activities to help students to focus on their learning outcomes and achievements.
- Make the link back to the learning objectives for the lesson (refer to the focus) and indicate the next steps in learning.

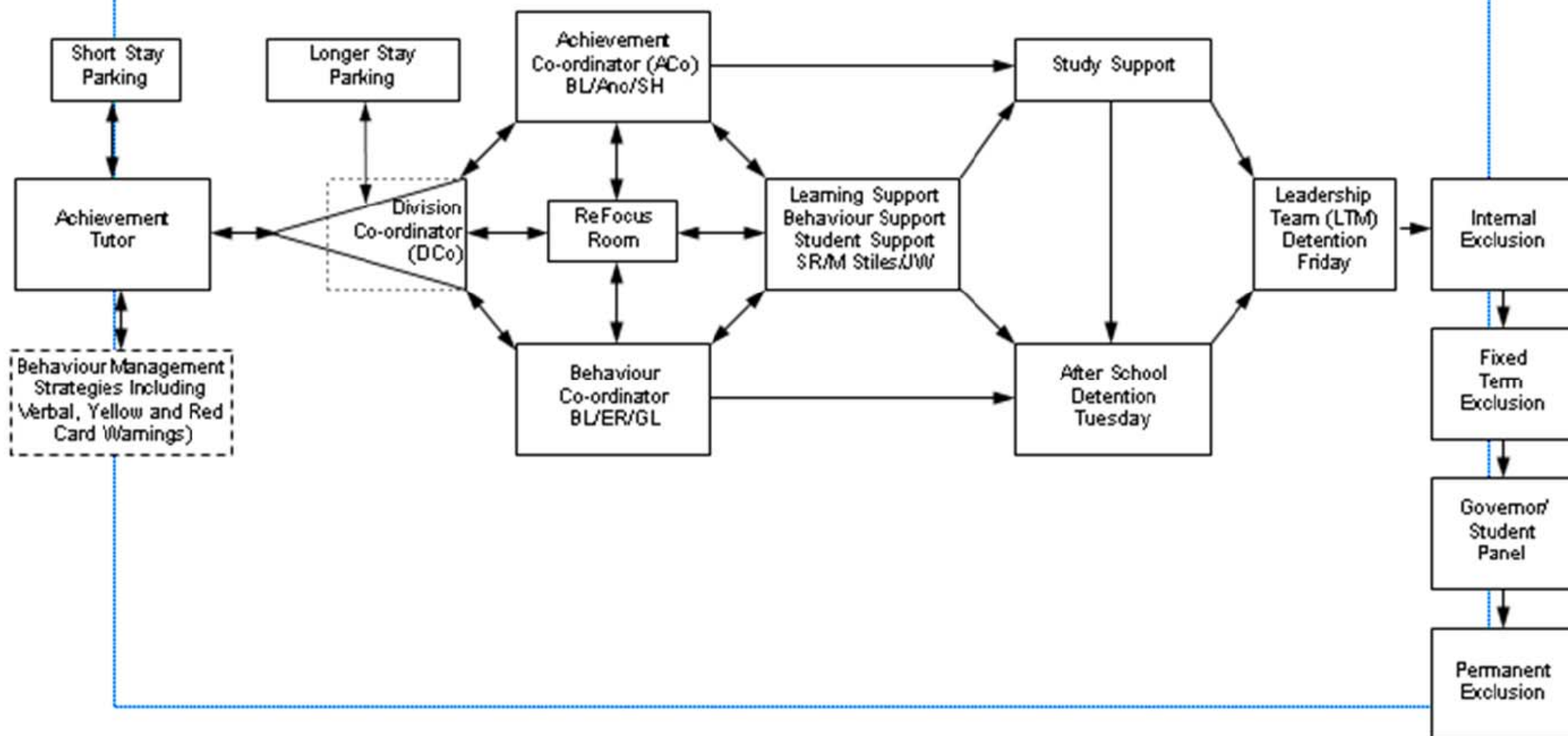


Heart of England Business & Enterprise School Classroom Behaviour Management Referral Framework Subject Teacher





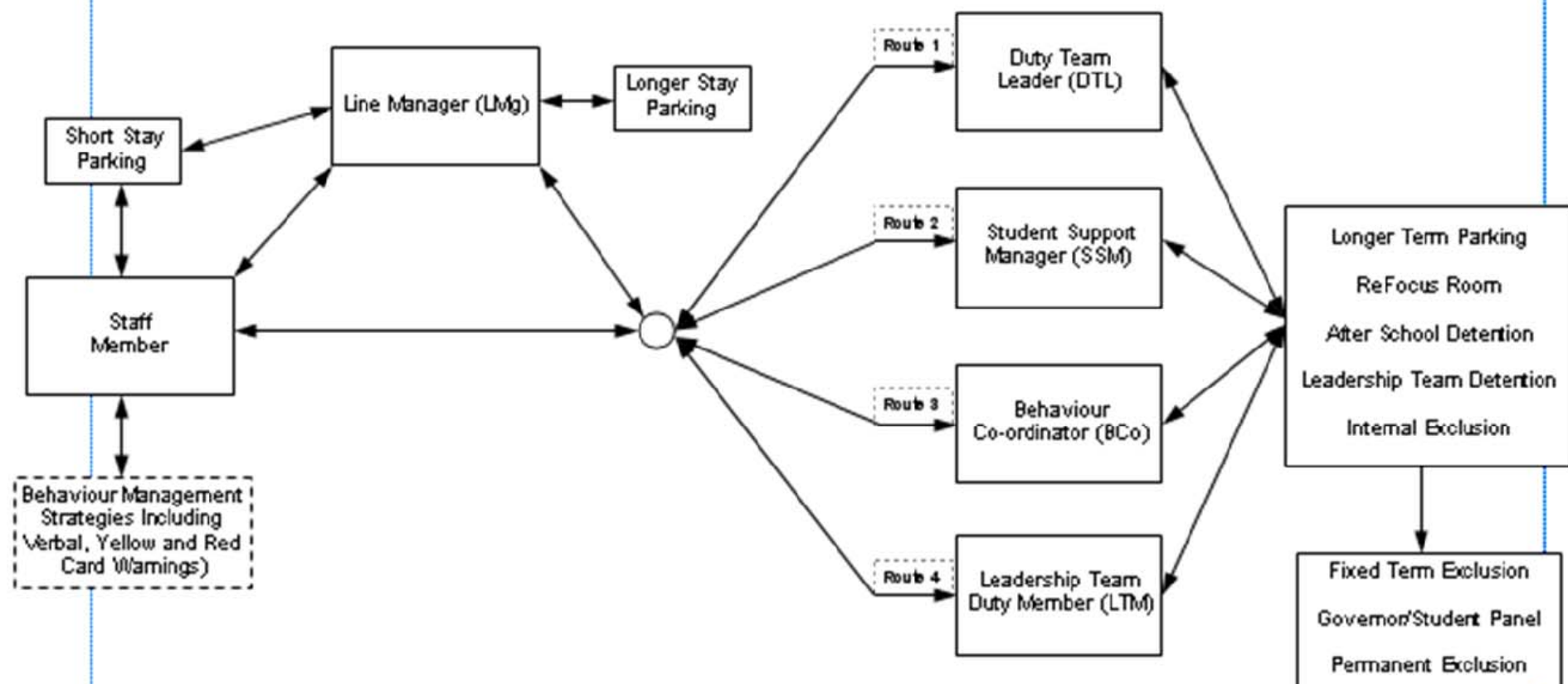
Heart of England Business & Enterprise School Classroom Behaviour Management Referral Framework Achievement Tutor





Heart of England Business & Enterprise School Non-Classroom Behaviour Management Referral Framework

Picture



Examples of Behaviour:-

Route 1 - Out of Bounds Area/Eating...

Route 2 - Uniform, Physical Aggression, Bullying, Truancy...

Route 3 - Smoking, Failing to Comply with Instructions...

Route 4 - Verbal/Physical Abuse to a Member of Staff...