

POLICY FOR

BEHAVIOUR

PERSON RESPONSIBLE

**VP WITH RESPONSIBILITY FOR
BEHAVIOUR/REWARDS**

DATE REVISED

SEPTEMBER 2010

Objectives

- The purpose of this policy is to support the educational aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school.
- At Holmesdale Technology College we aim to help all members of our school community develop a lifelong enthusiasm for learning. We aim for excellence in all aspects of school life to enable students, irrespective of race, class, gender and ability, to achieve success. We aim to support this through the development of a successful learning partnership between parents, students, staff and the local community.
- This policy will be evaluated and updated by the Vice Principal responsible for behaviour and rewards.

Code of conduct

This forms the basis of how we expect students to behave at Holmesdale and it is to be found in classrooms and student planners. There are 4 headings in the code.

- To be part of a community which promotes positive values
- To be organised and ready to learn
- To maintain a positive image
- To respect the environment

All students are required to show respect towards each other. This means that any form of bullying or intimidation is unacceptable. Students are expected to have the correct equipment for their lessons so as not to cause delay or interruption to lessons.

Students should take pride in their uniform and ensure that their language and behaviour in the school and wider community enhances Holmesdale's good reputation within the community.

The school and its immediate environment is an extremely pleasant place to work and learn. Students are expected to treat buildings, grounds, facilities and equipment to ensure that all members of the school community can enjoy what the school has to offer.

When everyone in the school community follows the expectations laid down by the code, teachers will be able to focus on delivering enjoyable, well planned lessons and students can enjoy their learning without unnecessary interruption or threat.

The Role of the Teacher

While the responsibility for personal behaviour lies with the student, the teachers are expected to be role models for excellent conduct in the following ways

- Be on time for lessons and greet students in the corridor, ensuring entry into the classroom is orderly and positive, challenging poor uniform in the process.
- Plan lessons effectively, catering for all learners and using a range of resources and activities.
- Use appropriate and professional language at all times and have high expectations in terms of progress and behaviour.
- Follow the school behaviour management system consistently when dealing with poor behaviour.
- Students should not normally be allowed out of classrooms unless in an emergency and always with a note written in their planner (if this is not possible then on paper).

Consequences of poor behaviour.

When students are unable to follow the code of conduct, they will need support and very clear guidelines to understand how to correct their behaviour. At Holmesdale there is a clear incremental system called the Behaviour Pyramid which details the level of sanction required for different behaviours.

Teachers have a flow chart which details how to deal with disruption in the classroom. If disruption is of a serious nature and prevents the teacher from teaching the lesson, then they should email **/Help SMT Urgent** to call a senior member of staff who will remove the student. This will typically result in the student being placed in isolation or excluded.

If disruption is of a low level nature, normal classroom management strategies should be used such as moving the student, providing different work, pairing with someone who can help, time out, quiet word etc. If this is ineffective then the following path should be followed.

- **Issue a warning** and explain what the warning is for.
- **10 minute detention at the end of the lesson** – this is recorded by the teacher on SIMMS
- **20 minute detention at the end of the lesson** (10 minutes after school) – this is recorded by the teacher on SIMS

If a student still misbehaves after a 20 minute detention has been issued, then the teacher should use the **/Help SMT Urgent** to email the office, but type **parking** in

the subject bar. The office will then radio for a Student Support Manager to come and remove the student according to the parking rota. The class teacher should then add a HOD detention using SIMS.

If the student is unable to behave where they have been parked, then /Help SMT Urgent should be used and a member of SLT will remove the student. This will typically result in isolation for the student.

Incidents of poor behaviour outside of lessons should be referred to the relevant Student Support Manager, who will deal with them according to the Behaviour Pyramid or refer to the VP if the incident is of a serious nature.

Each time a student fails to comply with a sanction, he or she automatically moves up to the next level according to the escalation tree. Failure to attend more than one HOD detention will also result in isolation.

Interventions

The school recognises that children may need additional support to improve their behaviour. Part of the mini schools programme address this through a programme including for example SEAL activities and circle time.

Students who are having difficulty in achieving in school can be supported by the report card system. The idea is that the report card is fluid and students could be moving up or down the report system. If a student is on one report for an extended period of time without success, it is important that other support structures/initiatives are put in place to address issues.

It may be arranged through middle managers that a student attend learning support for an agreed time with the agreement of Kim Nash. This is something which is arranged in advance. When students are placed in learning support they will work with Kim Nash to keep up with their studies and to also reflect on their poor behaviour and be coached through ways of improving conduct in the classroom. The reporting card system is only part of the support that should be offered to those students who are having difficulty in achieving. Examples include

- Phone calls and interviews with parents.
- Interviews with tutor SSM and VP about conduct and action plans to address poor behaviour.
- Use of reward points if they achieve their targets whilst on report.
- Use of a VI from mentor.
- Anger management.
- Referral to the connections service.
- Interviews with the governors to discuss issues and suggest action plans.
- Mentoring from the School Principal.
- Alternative curriculum and work experience.

There are 4 levels of report at Holmesdale, which are filled in electronically through the SIMS class registers.

- Tutor report to monitor students who have been persistently low level disrupting
- SSM report for students who have been parked more than once, behaved inappropriately or failed Tutor report.
- VP report for students who have failed SSM report or are returning from exclusion and are on a PSP. If a student fails VP report, then they will receive a fixed term exclusion.
- When other reports are not working, then students are placed on a daily report. If this is completed to an unsatisfactory standard, the student concerned will face a fixed term exclusion.

Exclusion

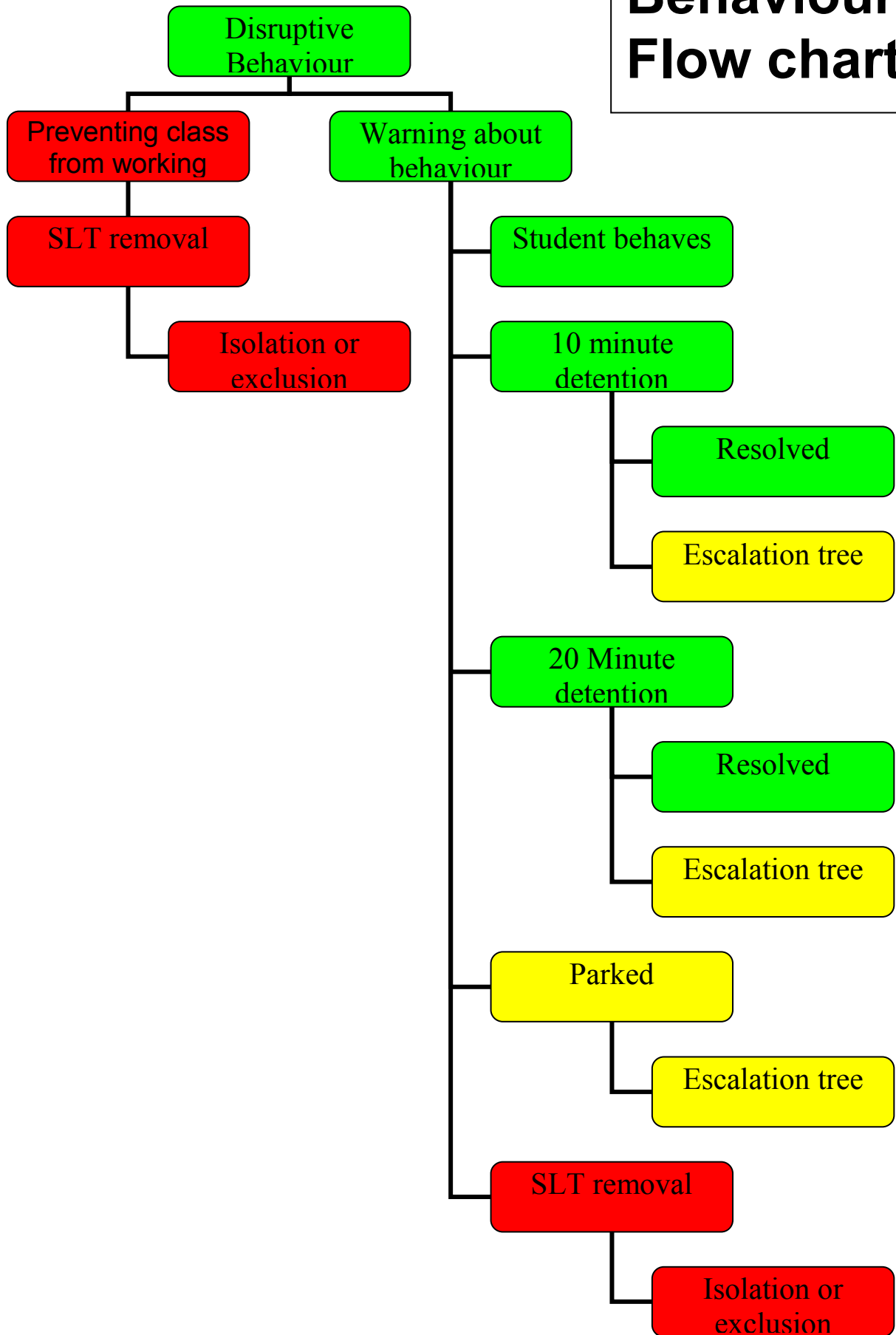
- Sometimes it is necessary to exclude students for extremely poor behaviour as identified by the Behaviour Pyramid. If a student needs to be excluded, the VP will make contact with home and will then collate statements and behaviour reports and forward them to the school principal, who will then decide on the length of the exclusion.
- On returning from fixed term exclusion, the student and parent must have a reintegration meeting with the VP, where targets will be set for future conduct. Any necessary support can also be identified at this meeting.
- Students returning from exclusion are placed on a PSP. The purpose of this is to set and review targets every two weeks over a period of sixteen weeks. **Failure to satisfactorily complete a PSP could result in permanent exclusion.**
- In particular, there is no place for violence at Holmesdale. **Any student who threatens or commits an act of violence may be permanently excluded.**

Monitoring

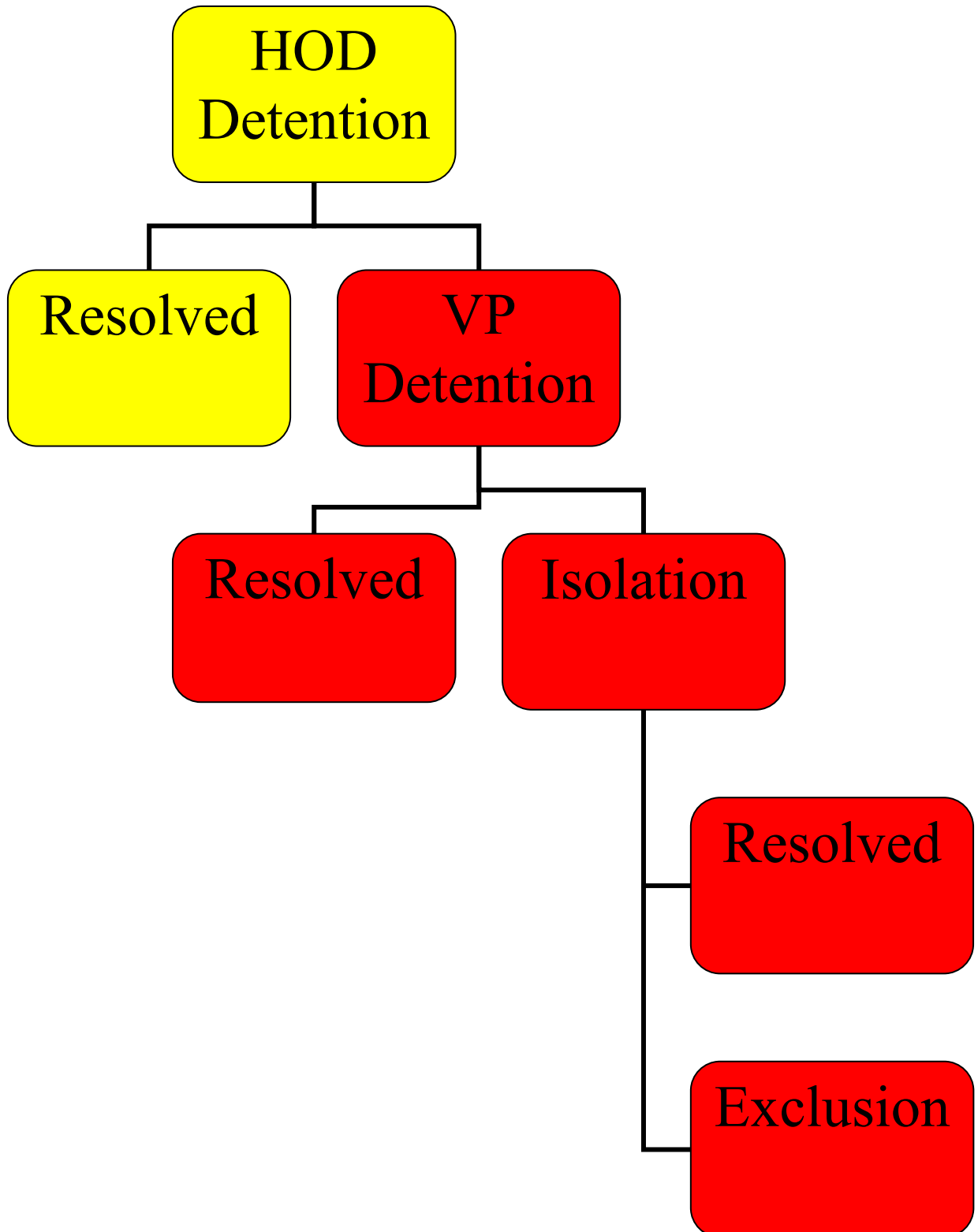
The VP in charge of behaviour is responsible for providing reports which show how many sanctions have been accrued by House, Year and student. This analysis is then devolved to the VP's for monitoring and action. The information for this is generated from the data added to SIMS by the teaching staff.

Another source of information for the VPs is the behaviour walk around. This is a simple traffic light sheet filled in by VPs and other senior staff while they are on Senior Team Call Out Duty. This is to provide a snapshot of uniform and behaviour standards for any given period.

Behaviour Flow chart

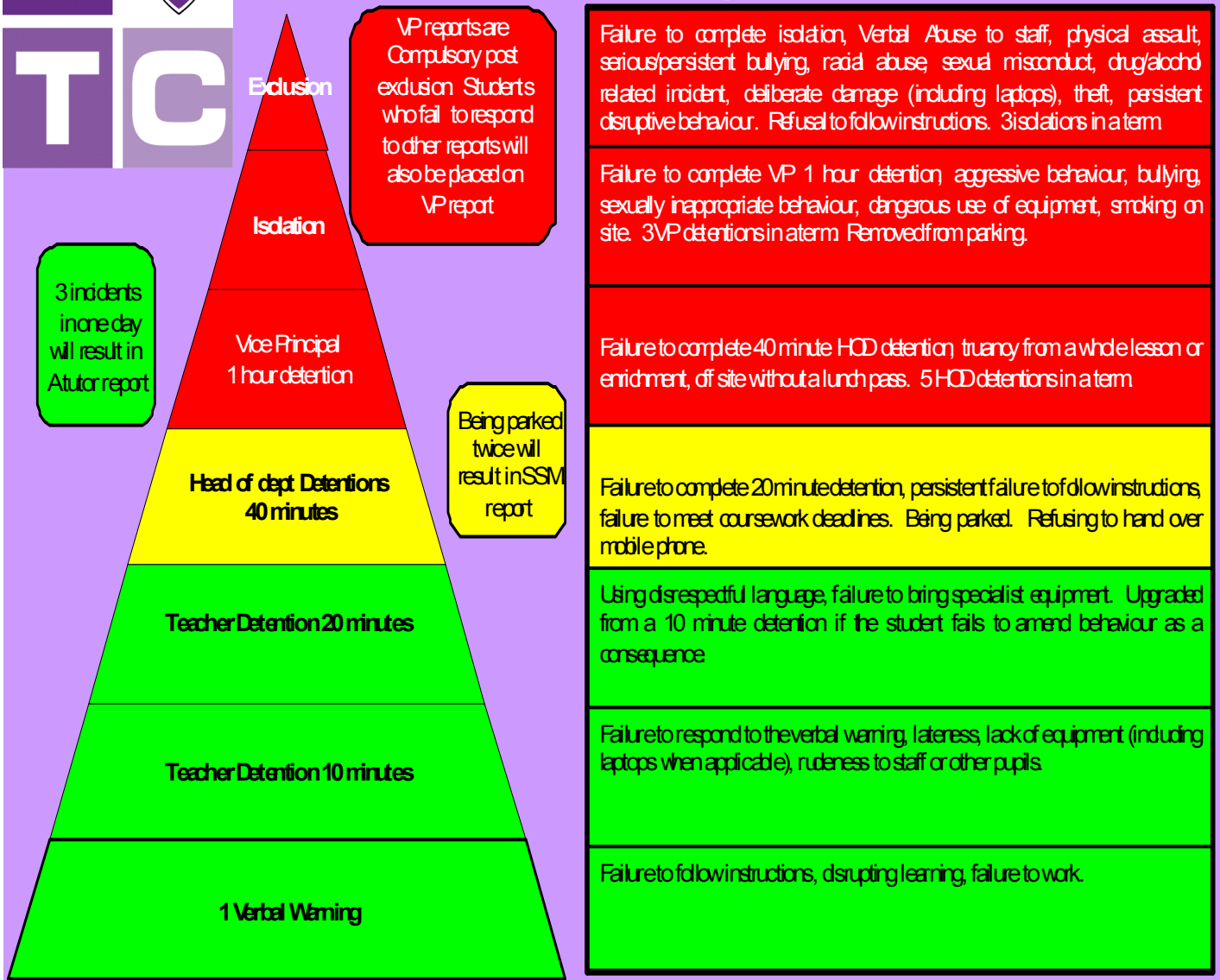


Escalation Tree





Behaviour Pyramid



3 incidents in one day will result in A tutor report

Being parked twice will result in SSM report

The Learning Zone
 Students are focused on their learning and behaving responsibly.
 All students should aim to stay here and never enter the pyramid