



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

## BEHAVIOUR POLICY

Aspiration – Respect – Excellence

### Monitoring, Evaluation and Review

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# HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

## BEHAVIOUR POLICY

*To be read in conjunction with the Safeguarding and the Anti-Bullying and Discrimination Policies*

### 1. Introduction

All that we do in the academy is underpinned by the three core values of Aspiration, Respect and Excellence according to the Highdown Way (our Home-School contract). In order to be successful, every member of the Highdown community must aim for the highest standards of behaviour, mutual respect and attitude to learning. Our policies and practices are published in the home-school contract, the Highdown Passport, the academy website and throughout the academy.

The Governing Body endorses and supports the practices and procedures detailed in this policy and has verified that they are aligned with the Anti-Bullying and Discrimination Policy, Child Protection & Safeguarding Policy and with the Equality Act (2010).

### 2. Policy Objectives

- To ensure that Highdown is a safe and caring environment which prioritises the happiness and wellbeing of all members of the community and values everyone equally.
- To outline the expectations of the Highdown Way (the code of conduct) that should be adhered to by all members of the Highdown community.
- To define the three key attributes of a person sharing the core values of the academy, namely being kind and respectful, hard-working and always ready to learn.
- To provide guidance for all adults in the management of student behaviour so that all students may have the freedom to learn and progress in a positive learning environment.
- To ensure that all students are treated equitably and supported when they are falling short of the expected standards of behaviour. (The Therapeutic Approach).
- To ensure that actions and consequences are used for a specific intended purpose. This is usually to reward and encourage pro-social behaviour or academic excellence or to ameliorate anti-social behaviour.

### 3. Expectations

- All staff are responsible for the day-to-day management of positive behaviour and are expected to follow the academy's protocols and procedures consistently and equitably. All members of the academy community are responsible for supporting the Highdown Way to encourage and promote and teach positive learning behaviours and the well-being of all.
- At Highdown, we have the highest expectations and we never lower them, however, we do increase support for those members of our community who are struggling to meet our standards whatever the reason.
- The Highdown Way is promoted via assemblies, mentor periods, on the website, on the Highdown Passport and displayed throughout the site.
- Parents and students receive real-time feedback via the Class Charts App.
- The Governing Body supports the right of staff (when authorised by the Headteacher) to search students or their belongings where there is suspicion of an unacceptable item(s) being brought into the academy.

- The Governing Body supports reasonable restraint to ensure the safety of students and staff.

## 4. The Highdown Way



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

# The Highdown Way...

Our core values

ASPIRATION
RESPECT
EXCELLENCE

As an academy we will:	As a student I will demonstrate the core values by following 'The Highdown Way' by:	As a parent/carer we/I will:
<ul style="list-style-type: none"> <li>▪ provide a safe, happy and caring environment</li> <li>▪ promote high <b>aspirations</b> and expectations for all students</li> <li>▪ provide a rich, broad, balanced, stimulating and well taught curriculum to meet the needs of students and promote <b>excellence</b></li> <li>▪ set, monitor and provide feedback on home learning in line with the Curriculum Policy.</li> <li>▪ promote high standards of attendance, behaviour, mutual <b>respect</b> and attitude to learning</li> <li>▪ support personal development through positive relationships and awareness of rights and social responsibilities</li> <li>▪ ensure that students understand our values and follow 'the Highdown Way'</li> <li>▪ work with agencies to promote community cohesion, safety and well-being</li> <li>▪ listen to concerns reported about a student's emotional well-being which may affect their behaviour in school</li> <li>▪ ensure equal opportunities for all students</li> <li>▪ keep parents informed about general academy matters and issues</li> <li>▪ work with parents/carers in partnership to support students' development and progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>being ready to learn</b> every lesson, every day:               <ul style="list-style-type: none"> <li>▪ I will be present and punctual</li> <li>▪ I will be properly equipped</li> <li>▪ I will wear the correct uniform</li> <li>▪ I will enter the room calmly and sensibly</li> <li>▪ I will follow the mobile phone policy</li> <li>▪ I will behave in a pro-social way at school and whilst travelling to and from the academy</li> </ul> </li> <li>▪ <b>being kind and respectful</b> to myself and others:               <ul style="list-style-type: none"> <li>▪ I will be polite and courteous to others</li> <li>▪ I will be honest with staff</li> <li>▪ I will listen and follow all instructions given by staff</li> <li>▪ I will follow the Behaviour Policy</li> <li>▪ I will keep the academy estate clean and tidy</li> <li>▪ I will not bring illegal, dangerous or other forbidden items into school</li> <li>▪ I will not do anything to endanger a healthy, safe and secure environment, including online</li> </ul> </li> <li>▪ <b>working hard</b> in every lesson:               <ul style="list-style-type: none"> <li>▪ I will try my best in all I do, be <b>aspirational</b> and aim for <b>excellence</b> in my work</li> <li>▪ I will complete all home learning and will respond to feedback positively</li> <li>▪ I will be pro-active in lessons and enable others to work undisturbed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ treat all staff with courtesy and <b>respect</b> and help my child meet expectations of our core values</li> <li>▪ ensure that my child completes all home learning set, by checking Show My Homework website regularly, and to the best possible standard</li> <li>▪ ensure your child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing the correct school uniform</li> <li>▪ ensure my child understands and follows 'the Highdown Way' and support any action taken by school over matters of discipline</li> <li>▪ work in partnership with the academy to promote my child's development</li> <li>▪ take an active interest in all aspects of my child's life in school, encouraging high <b>aspirations</b></li> <li>▪ encourage my child to take a full and active part in school life</li> <li>▪ attend parents meetings to discuss my child's welfare, progress and journey to <b>excellence</b></li> <li>▪ share information about any concerns that might affect my child's work or behaviour</li> <li>▪ ensure the academy is informed of any change in medical conditions, in family circumstances, and in contact details</li> </ul>

#weAREhighdown



## 5. Rewards and Sanctions

The academy uses a simple system of praise and consequence points which gives a clear picture to students, staff and parents about how a student is behaving both in and out of lessons. Each behaviour code (and associated House points) is linked to a positive behaviour trait to be repeated and a negative one which should be worked on and eradicated. These are based on the Highdown Way values of **Aspiration**, **Respect** and **Excellence**. To see true development of positive readiness to learn, staff should focus on the behaviours and not just codes and points scores. All codes are entered via Class Charts during the lesson and students informed. Praise and consequence points can and should be awarded also in mentor time, social time and in extra-curricular and community activities. All praise points contribute to the Highdown House Competition, the termly mentor group competitions and in addition, students are awarded individual certificates when they reach landmark totals:

- Bronze – 75 points
- Silver – 150 points
- Gold – 300 points
- Platinum – 500 points
- Diamond – 750 points

## 6. Praise Codes and House Points

There are four levels of house points.

Code	House Points	Example Behaviour
ARE 1	1	Effort with classwork
ARE 2	5	Extremely helpful
ARE 3	10	Outstanding or sustained contribution in class
ARE 4	20	Headteacher commendation

These are further categorised for internal tracking, for the purpose of:

- Monitoring
- Review & intervention
- Support for positive interaction
- Evaluation of effectiveness of school actions.

These subcategories are shared via Class Charts with students and parents to inform discussion at home.

## 7. Consequences

Consequences following a behaviour incident are intended to have a specific impact so that a student learns not to repeat that negative behaviour and to reinforce the expectations of prosocial behaviour in line with the core values of the academy. Students will be given consequences for their behaviour which are proportionate to the behaviour exhibited. All incidences of behaviour not meeting the required standard should be recorded on Class Charts which automatically assigns a Centralised Consequence for the same day,

(for ARE 1-3 behaviours) with parents informed via the Class Charts App. Same day consequences are used to ensure a consistent approach with a surety of action and, for this reason, students should be informed verbally of the consequence. The consequence allows time for reflection and restoration and is led by senior staff for each year group.

Where students continue to repeat or escalate anti-social behaviours, further work may be required, to include:

1. In-school meetings with key staff
2. Star Centre intervention
3. Behaviour Advocate monitoring
4. Police Liaison Officer meeting
5. Referral to outside agencies, e.g Early Help, Starting Point.

*All provisions and additional support will be recorded on Provision Map and used to inform the student's Highdown Excellence Plan.*

6. ARE-4 Internal Exclusion using the Focus Room
7. Fixed Term Suspension (FTS)
8. Fixed Term Transfer (FTT)
9. Permanent Expulsion

The nature of the consequence is at the discretion of the Headteacher and will be judged case by case, taking into account SEND needs and any vulnerability. The intended outcome of any consequence is to support, educate and promote change of behaviour.

## 8. Consequences

There are four levels of consequence points.

Code	Consequence Points	Behaviour
ARE - 1	-1	Minor infringement of the Highdown Way, e.g. lack of equipment/uniform
ARE - 2	-5	Continued infringement of the Highdown Way e.g. disrupting learning
ARE - 3	-10	Serious infringement of the Highdown Way e.g. preventing others from learning effectively.
ARE - 4	-20	Significant infringement of the Highdown Way e.g. an escalation of anti-social behaviours.

These are further categorised for internal tracking, for the purpose of:

- Monitoring
- Review & intervention
- Support for positive interaction
- Evaluation of effectiveness of school actions.

These subcategories (annex A) are shared via Class Charts with students and parents to inform discussion at home.

The degree of sanction for any of the above behaviours is at the discretion of the Headteacher and will be judged case by case.

Students who are judged to be vulnerable in the community may complete Fixed Term Suspension (FTS) or multiple C4 as internal exclusions at schools with whom we have reciprocal agreements, this is known as a Fixed Term Transfer (FTT).

If a student misses a detention at any stage without reasonable excuse, then it will be escalated to the next level e.g. missing an ARE1 detention will result in an ARE2 the following day. Students/parents will be notified through Class Charts.

## **9. Managed Moves**

The Senior Leader with responsibility for behaviour sits on the local Pupil Admission Panel which meets at least monthly to work as college of local schools supporting those needing a fresh start. This group adheres the Fair Access Protocol (BFFC 2019). Heads of Achievement considering either an internal move (between blocks or mentor groups) or an external move to another school should complete the internal managed move process. Every move is fully supported and temporary for 6 weeks (which can then be reversed or extended) before being made permanent.

## **9. Permanent Expulsion**

Highdown School and Sixth Form Centre will only use permanent exclusion as a last resort, in response to a serious breach or persistent breaches of this behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair. We commit to the statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and will always give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Students who are found to have made a malicious accusation against a member of staff will have breached the behaviour policy and an appropriate sanction (which could be a fixed term or permanent exclusion) will be applied and if necessary, the matter referred to the Police.

Department for Education guidance: <https://www.gov.uk/school-discipline-exclusions/exclusions>

## **10. Peer-on Peer Abuse (to be read in conjunction with the Safeguarding and Anti-Bullying Policies)**

Peer-on-peer abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

Students and their parents and carers should report and concerns about peer-on-peer abuse to an adult at Highdown School and Sixth Form Centre and be confident that the matter will be dealt with in the correct manner. Staff are trained to report all forms of abuse as soon as possible to the Designated Safeguarding Lead (DSL) via CPOMS who will direct the next steps for DSOs and Pastoral Leaders. Highdown School and Sixth Form has zero-tolerance of any kind of peer-on-peer abuse, inside or outside of the academy and will put appropriate sanctions and remedial actions in place according to the needs of each case.

## 9. Therapeutic Approach

Highdown School and Sixth Form Centre recognises the importance of personal development as part of the overall education of a child. Some students require more support than others in developing the key characteristics outlined above and may fail to demonstrate the core values at times. The pastoral team will work with individuals and their families to address behaviours and produce therapeutic plans to support the child. Plans are student-centred and focus developing new, positive routines with good habits for learning and self-regulation. Referrals outside of the academy for additional support will be made where necessary. Where a plan is in place, this must be followed by all staff.

Broad Level of Concern	Intervention	Accountability
20 Consequence Points, (C points) 2+ RI/P at IP, attendance <95 %	Excellence plan with Mentor support	Mentor
40 C Points, 3+ RI/P, Behaviour Referrals, attendance <92 %, parental concerns	Excellence plan with pastoral support	AHOA
60 C Points, 4+ RI/P, Behaviour Referrals/Focus Room, attendance <89 %, parental concerns, pastoral team concerns	Excellence plan with pastoral and additional support	HOA
Student is stuck despite support and interventions	Managed Move	HOA/AHT (C&A)
100 C Points, 5+RI/P, regular behaviour referrals/focus room or escalating to FTS, attendance <89 %, persistent concerns	Excellence plan with leadership support	AHT
150 C Points, LBP stuck, behaviour referrals, focus room or FTS sanctions are increasing and will likely lead to PEX.	Excellence plan with leadership and additional support	DHT

## Annex A: Sub-categories

The following table lists the current sub-categories of behaviours assigned in Class Charts to support monitoring, tracking and intervention, in addition to informing conversations at home. This table is under continuous review to respond to changing/developing behaviours. 'Other' is used where behaviours are complex and/or do not fit comfortably within one of the pre-determined sub-categories.

### PRAISE/HOUSE CATEGORISATION:

Behaviour Level	Highdown Value	Points	Sub-categorisation
ARE1	Aspiration	1	<ul style="list-style-type: none"> <li>▪ Effort with class work</li> <li>▪ Effort with home learning</li> <li>▪ Extra-curricular</li> <li>▪ Intervention attendance</li> <li>▪ PiXL Edge – good work</li> <li>▪ Other</li> </ul>
	Respect	1	<ul style="list-style-type: none"> <li>▪ Being helpful</li> <li>▪ Supporting another</li> <li>▪ Other</li> </ul>
	Excellence	1	<ul style="list-style-type: none"> <li>▪ Well-presented work</li> <li>▪ Well-considered response</li> <li>▪ Response to feedback</li> <li>▪ Attempting extension work</li> <li>▪ Supporting the House</li> <li>▪ Other</li> </ul>
ARE2	Aspiration	5	<ul style="list-style-type: none"> <li>▪ Much improved effort/work</li> <li>▪ Regular club attendance</li> <li>▪ PiXL Edge – challenge</li> <li>▪ Other</li> </ul>
	Respect	5	<ul style="list-style-type: none"> <li>▪ Community action</li> <li>▪ Extremely helpful</li> <li>▪ Other</li> </ul>
	Excellence	5	<ul style="list-style-type: none"> <li>▪ Most valuable student in learning/support</li> <li>▪ Good project work</li> <li>▪ Supporting the House</li> <li>▪ Other</li> </ul>
ARE3	Aspiration	10	<ul style="list-style-type: none"> <li>▪ Extra-curricular</li> <li>▪ PiXL Edge – 50% completion</li> </ul>
	Respect	10	
	Excellence	10	
ARE4	Aspiration Respect Excellence	20	



## UNSOCIABLE/ANTI-SOCIABLE BEHAVIOUR CATEGORISATION:

Behaviour Level	Highdown Value	Points	Sub-categorisation
ARE-1	Aspiration	1	<ul style="list-style-type: none"> <li>▪ Late</li> <li>▪ Uniform/PE Kit/Equipment</li> <li>▪ Other</li> </ul>
	Respect	1	<ul style="list-style-type: none"> <li>▪ Behaviour conduct</li> <li>▪ Social time</li> <li>▪ Other</li> </ul>
	Excellence	1	<ul style="list-style-type: none"> <li>▪ Work/effort/home learning</li> <li>▪ Behaviour for learning</li> <li>▪ Other</li> </ul>
ARE-2	Aspiration	5	<ul style="list-style-type: none"> <li>▪ Truancy</li> <li>▪ Phone Confiscation</li> <li>▪ Other</li> </ul>
	Respect	5	<ul style="list-style-type: none"> <li>▪ Behaviour conduct</li> <li>▪ Removal to another class</li> <li>▪ Verbal abuse towards others</li> <li>▪ Social time</li> <li>▪ Health and Safety infringement</li> <li>▪ Other</li> </ul>
	Excellence	5	<ul style="list-style-type: none"> <li>▪ Behaviour for learning</li> <li>▪ Other</li> </ul>
ARE-3	Aspiration	10	<ul style="list-style-type: none"> <li>▪ Phone refusal</li> <li>▪ Leaving site without permission</li> <li>▪ Other</li> </ul>
	Respect	10	<ul style="list-style-type: none"> <li>▪ Non-compliance with staff</li> <li>▪ Bullying</li> <li>▪ Discrimination</li> <li>▪ Fighting/inciting fighting</li> <li>▪ Damage to school property</li> <li>▪ Smoking/paraphernalia</li> <li>▪ Other</li> </ul>
	Excellence	10	<ul style="list-style-type: none"> <li>▪ Other</li> </ul>
ARE-4	Aspiration Respect Excellence	20	