

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



BEHAVIOUR POLICY

Title:	Behaviour Policy
Version:	1.3
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Committee responsible:	Teaching & Learning Committee
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HIGHDOWN SCHOOL AND SIXTH FORM CENTRE BEHAVIOUR POLICY

This policy should be read in conjunction with the Anti-bullying policy.

Purpose and background

Good behaviour in school supports effective teaching and learning and promotes an ethos of mutual respect. Poor behaviour disrupts learning and wastes resources. Highdown School & Sixth Form Centre has established a number of practices and procedures designed to promote good behaviour and manage unacceptable behaviour. These practices strengthened/supported by this policy are the home school agreement and the academy's student code of conduct.

The Governing Body endorses and supports the practices and procedures. This policy will be read and used in conjunction with the Anti- Bullying & Discrimination Policy.

Highdown School & Sixth Form Centre acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs.

Students who are found to have made a malicious accusation against a member of staff will have breached the behaviour policy. In such cases an appropriate sanction will be applied, this may be a fixed term or permanent exclusion. The matter may also be referred to the Police.

Policy objectives

- To maintain clear expectations and a code of conduct that is adhered to by all members of the academy community
- To support effective teaching and learning and reinforce behaviour for learning
- To contribute to mutual respect
- To create a safe and caring environment that ensures the happiness and well-being of students and supports their development personally, socially and academically
- To create a positive learning culture, in which all students are valued equally

Practice and procedures

All staff are responsible for the day-to-day management of positive behaviour and are expected to **consistently** follow the academy's structures and procedures. All members of the academy community are responsible for supporting the academy ethos by encouraging positive readiness to learn, through the code of conduct and home school agreement. The code of conduct and home school agreement will be reinforced to students annually at the start of each academic year in assemblies. Communication will be made with home as appropriate and the student organiser will be a main method of establishing and maintaining this communication.

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 also supports staff in the use of restraint to deal with extremes of behaviour. Regular training will be in place to support this.



Highdown School and Sixth Form Centre - Home School Contract

As an academy we will	As a student I will	As a parent/carer we/I will
<ul style="list-style-type: none"> Provide a safe, happy and caring environment by meeting the expectations of the Highdown values 	<ul style="list-style-type: none"> Act as an ambassador for the school at all times (including travelling to and from school) by meeting the expectations of the Highdown values 	<ul style="list-style-type: none"> Treat all staff at Highdown with courtesy and respect and help my child meet the expectations of the Highdown values by demonstrating them at home
<ul style="list-style-type: none"> Provide a balanced, stimulating and well taught curriculum to meet the needs of your child Set, monitor and provide feedback on home learning in line with the home learning policy 	<ul style="list-style-type: none"> Take learning seriously Make the most of the opportunities given to me 	<ul style="list-style-type: none"> Ensure that my child completes all home learning set, by checking the student organiser weekly and the Show My Homework website regularly
<ul style="list-style-type: none"> Promote high standards of attendance, behaviour and attitude to learning Support the creation of positive relationships and an awareness of rights and responsibilities Ensure that students understand and follow the academy's Code of Conduct and values 	<ul style="list-style-type: none"> Meet the expectations in the 'Hi-5' by being on time, wearing correct school uniform, having the correct equipment including the student organiser and always showing respect to all Follow the Code of Conduct and cooperate with arrangements to support my learning behaviour 	<ul style="list-style-type: none"> Ensure my child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing school uniform Ensure my child understands and follows the Student Code of Conduct and values and support any agreed action taken by the school
<ul style="list-style-type: none"> Have high aspirations for all students 	<ul style="list-style-type: none"> Aim for excellence in all I do 	<ul style="list-style-type: none"> Take an active interest in all aspects of my child's life in school
<ul style="list-style-type: none"> Work with agencies to promote community cohesion and safety Listen to concerns reported about a child's emotional well-being which may affect behaviour in school Send home an annual update request form for contact details 	<ul style="list-style-type: none"> Speak to a member of staff if I have any concerns or worries Be kind, caring and considerate to all members of the Highdown community 	<ul style="list-style-type: none"> Attend parent meetings to discuss my child's welfare and progress Share information about any concerns that might affect my child's work or behaviour Ensure the academy is informed of any change in contact details as soon as possible. Ensure the academy is informed of any change in medical conditions/allergies/treatment for your child
Staff signature	Student signature	Parent/carer signature

Highdown Values – Courtesy Aspiration Resilience Respect Tolerance Excellence Honesty Commitment Responsibility – Highdown Val

Highdown School and Sixth Form Centre



Student Code of Conduct

Highdown School and Sixth Form Centre expects all its students to show courtesy, respect and consideration towards other members of the academy so that everyone is able to learn in a safe and comfortable environment. Positive behaviour for learning is expected at all times. Students are also expected to show the same courtesy to members of the local community.

As a Highdown School & Sixth Form Centre student I will:

- Be punctual and have good attendance
- Be ready to learn and be properly equipped for lessons
- Wear correct uniform at all times
- Have my student organiser with me throughout the school day
- Show respect for others at all times
- Do as I am asked by all staff
- Complete my home learning on time and to the best of my ability
- Demonstrate correct behaviour at all times, including to and from school
- Keep the school site neat and tidy
- Never bring, illegal substances, alcohol, tobacco, game consoles, large amounts of money or dangerous items to school

Praise Points

A whole school rewards system that is consistently implemented by all staff is an essential tool in motivating students and establishing a positive climate for learning.

Below is a list of the types of rewards/praise points available and the action required, ensuring the students receive the correct level of recognition for their achievements.

ALLOCATION	DESCRIPTION	WHO ENTERS?	REWARD
<p>P1 – 1 SIMS POINT</p> <p>Unlimited</p> <p>Given as a first recognition of good work or a positive contribution.</p>	<p>P1 - A well considered verbal response</p> <p>P1 - Being helpful</p> <p>P1 - Effort with classwork</p> <p>P1 - Effort with homework</p> <p>P1 - Well presented work</p> <p>P1 - Good response to EBI</p> <p>P1 - Well considered MRI</p> <p>P1 - Supporting another student</p> <p>P1 - Attempting extension work</p> <p>P1 - House</p> <p>P1 - Other</p>	<p>Mentors, class teachers and all other staff.</p> <p>Student's record in student organisers.</p>	<p>Students given verbal praise and informed they will receive P1 and 1 SIMS point.</p> <p>They may also be given a verbal praise stamp in their books if appropriate.</p>
<p>P2 – 5 SIMS POINTS</p> <p>Awarded to the most valuable contributor during the lesson.</p>	<p>P2 - Most valuable student.</p> <p>P2 - Extremely helpful</p> <p>P2 - Much improved work/effort</p> <p>P2 - A good project or extended piece of work</p> <p>P2 - Regular attendance at extra curricular activities</p> <p>P2 - Nomination for Star of the Week</p> <p>P2 - House</p> <p>P2 - Other</p>	<p>Mentors, class teachers and all other staff.</p> <p>Student's record in student organisers.</p>	<p>Students given verbal praise and informed that they will receive P2 and 5 points</p>
<p>P3 – 10 SIMS POINTS</p> <p>Given for an outstanding or sustained contribution.</p>	<p>P3 - Subject</p> <p>P3 - Pastoral</p> <p>P3 - Extra Curricular</p> <p>P3 - Community</p> <p>P3 - House</p>	<p>CL, HoA or LT. Office Staff</p>	<p>Students given verbal praise and informed that they will receive P3 and 10 points on SIMS.</p> <p>Typically also given: Curriculum Star of the Week, Leadership Team Star of Week, Postcard home - CL or HOA, Good Egg card home</p>
<p>P4 – 20 SIMS POINTS</p> <p>Students nominated by HOA/CL for</p>	<p>P4 - Subject</p> <p>P4 - Pastoral</p> <p>P4 - Extra Curricular</p> <p>P4 - Community</p> <p>P4 - House</p>	<p>LT Office Staff</p>	<p>Students who receive a P4 will receive a Headteachers Award presented by SLT</p>

sustained outstanding contribution			
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Certificates will also be given to students for:

- Bronze – 50 Points (Awarded by HoA)
- Silver – 100 Points (Awarded by HoA)
- Gold – 200 Points (Awarded by DHT)
- Platinum – 400 Points (Awarded by HT)

Consequence Points

Similarly to the effective and appropriate use of praise, and celebrating success, a whole school procedure for sanctions that is consistently implemented by all staff is also an essential tool for establishing an orderly and industrious learning environment.

Below is a list of behaviours and consequence points that will be recorded on SIMS and reported home to parents. Each incident receives an appropriate sanction.

ALLOCATION	DESCRIPTION	WHO ENTERS?	SANCTION
C1 – 1 SIMS POINT	C1 – Appearance/Uniform/ <i>ID Badge</i> C1 – Incorrect/No PE kit C1 – Punctuality Mentor Time (minutes late also recorded on SIMS) C1 – Punctuality Lesson (minutes late also recorded on SIMS) C1 – Punctuality after Mentor Time (minutes late also recorded on SIMS) C1 – Failure to bring correct equipment C1 – Lack of focus in lesson C1 - failure to follow staff instructions C1 – Chewing or food/drink in classroom C1 – Disrupting learning C1 – Failure to do home learning/ <i>missed deadline</i> C1 – Unacceptable completion/standard of work C1 - Misuse of ICT C1 – Other	Mentors, class teachers and all other staff. C1 detentions are written in student organiser by student. C1 – Entered on SIMS ‘drop-down’ menu.	Up to 20 mins Teacher/Support Staff DT Late DT Uniform DT
C2 – 5 SIMS POINTS Includes repeat or more serious occurrences dealt with by the teacher and referred to HoA/CL	C2 – Appearance/Uniform/ <i>ID Badge</i> – Repeated offences C2 – Persistent misuse of ICT C2 – Repeated failure to bring correct equipment/PE kit C2 – Breaking health and safety protocol C2 – Repeated failure to follow staff instructions C2 – Continued lack of focus in lessons C2 – Repeated failure to do home learning	CLs/HoA (apart from Mobile Phone – office) Curriculum areas/Year groups to determine day/systems for DTs Standard letters to be written – HoA/CL	Up to 40 mins CL/HoA DT Mobile Phone DT (Referral from staff to HOA/CL)

	<p>C2 – Repeated disruption of learning</p> <p>C2 – Sent to cool off room/behaviour referral</p> <p>C2 – Use of inappropriate language (not directed at staff)</p> <p>C2 – Mobile phone confiscation</p> <p>C2 – Failure to attend C1 detention</p> <p>C2 – Verbal abuse – Student</p> <p>C2 – <i>Sixth Form internal truancy/Missed independent learning session</i></p> <p>C2 – Other</p>	to inform office staff.	
<p>C3 – 10 SIMS POINTS</p> <p>More significant and/or sustained incidents that need to be referred to HoA/LT</p>	<p>C3 – Disrespectful to staff</p> <p>C3 – Continual disruptive behaviour</p> <p>C3 – Damage to property</p> <p>C3 – Truancy/Out of Bounds</p> <p>C3 – Smoking on or near school site.</p> <p>C3 – Walked out of class</p> <p>C3 – Bullying/ Discrimination (First Incident)</p> <p>C3 – Refusal to hand over mobile phone</p> <p>C3 – Behaviour referral refusal</p> <p>C3 – Fighting (Not Assault)</p> <p>C3 – Failure to attend HoA/CL DT</p> <p>C3 – Failure to turn up to Mobile Phone DT</p> <p>C3 – Other</p>	<p>CLs/HoA – Referred to DHT</p> <p>DT/Letter School Office</p>	<p>60 mins LTDT</p> <p>(Referral from HOA/CL to relevant DHT KS3/KS4/KS5)</p>
<p>C4 – 20 SIMS POINTS</p> <p>An incident regarded as a C4 is serious occurrence or an escalation of a number of incidents.</p>	<p>C4 – Bringing school into disrepute</p> <p>C4 – Illicit substances</p> <p>C4 – Arson</p> <p>C4 – Theft</p> <p>C4 – Extreme violence towards other student.</p> <p>C4 – Assault staff</p> <p>C4 – Assault student</p> <p>C4 – Verbal abuse staff (including inappropriate language directed at staff)</p> <p>C4 – Bullying/ Discrimination (Significant or Continued)</p> <p>C4 – Exam misconduct</p> <p>C4 – Multiple Behaviour Referrals</p> <p>C4 – Failure to attend LTDT</p> <p>C4 – Other</p>	<p>HoA > LT/SLT</p> <p>Focus Room - Letter School Office</p> <p>FTE – Letter Heads PA</p>	<p>Focus Room</p> <p>Fixed Term Exclusion</p> <p>(Referral from HoA/CL to AHT/DHT)</p>

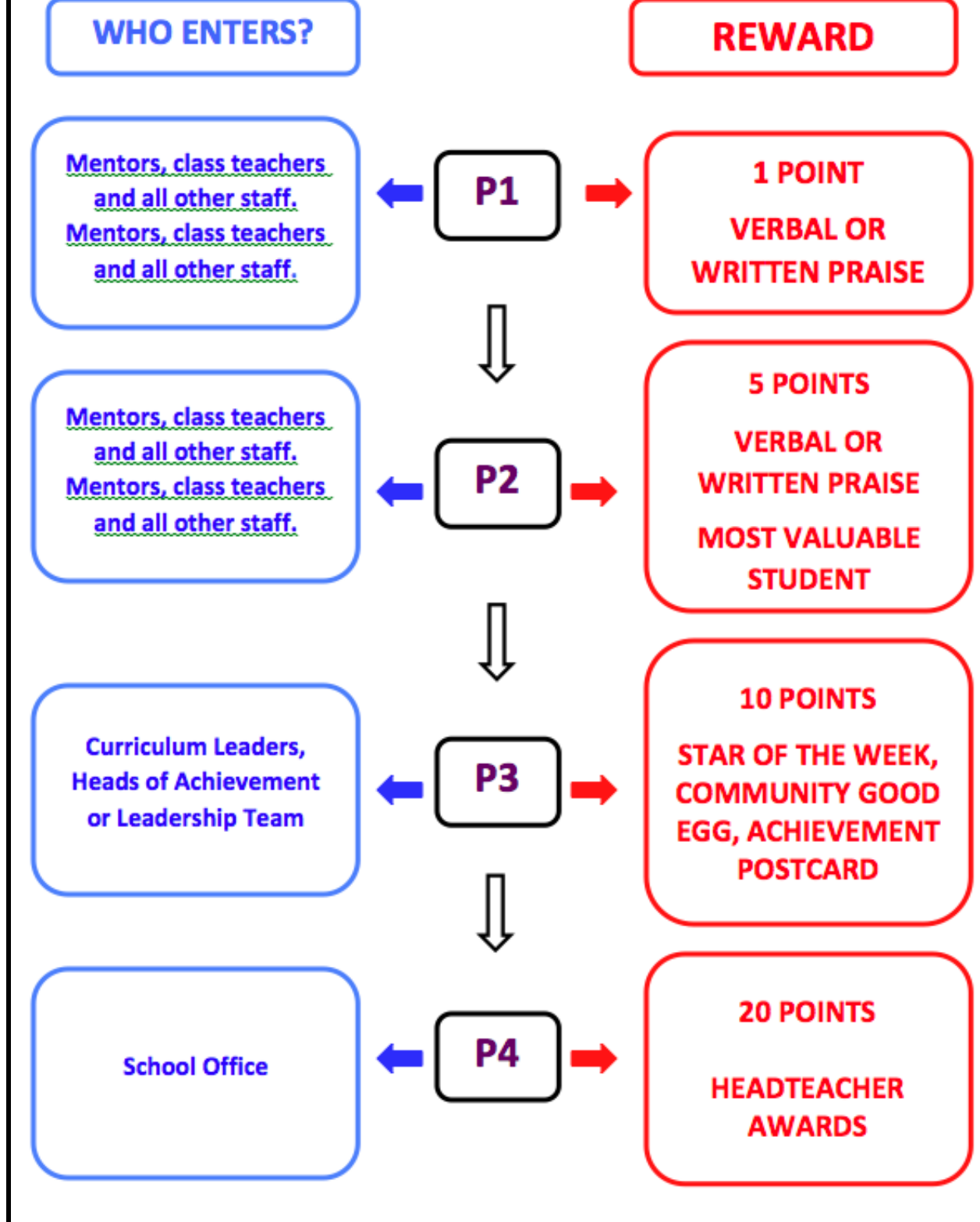
The Headteacher has discretion on the implementation of sanctions. This dependent on the nature and frequency and severity of the incident/poor behaviour.

To ensure that students are clear on the systems in place, the flow charts shown below are on display in each classroom. Students are also invited to comment on the praise and consequence points, the tariff and sanctions through student voice mechanisms.

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Rewards Flowchart



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Behaviour Flowchart

