



- encourage respect for personal property, the property of others and the School environment
- ensure standards of behaviour are acceptable and student conduct is regulated

### **3. STANDARDS OF BEHAVIOUR AT HELLESDON HIGH SCHOOL**

Hellesdon High School has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School. A student 'Code of Conduct' is issued annually within the students' School Planners for guidance.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required. All absence must be explained and unexplained absence will be followed up (*by the relevant staff*).

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

### **4. REWARDS AND SANCTIONS**

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

#### **4.1 REWARDS**

##### **KS3 Rewards**

- Verbal and written praise
- Achievements recorded throughout the year
- Departmental certificates/postcards
- Tutor group prizes awarded at Celebration Assemblies for achievement and attendance

##### **KS4 Rewards**

- Verbal and written praise
- Certificates and vouchers for achievement
- Departmental certificates/postcards
- Tutor group prizes awarded at Celebration Assemblies for achievement and attendance
- Awards Evening
- Attendance at the end of year Prom

##### **KS5 Rewards**

- Prizes given at Awards Evening

##### **Rewards can be given for:**

- Working/trying hard
- Excellent work
- Good behaviour

- Good uniform
- Outstanding achievement
- Good attendance

## 4.2 SANCTIONS

- Staff are given guidance and training on general classroom management strategies
- The Stepped Discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom
- A system of lunchtime, after-school and Saturday morning detentions is used as part of the School's Disciplinary procedures.
- When necessary students can be isolated, attend the Inclusion Centre or be given fixed period or permanent exclusions for serious breaches of the School Disciplinary procedures.

### Sanctions can be given for:

- Disruptive behaviour
- Disobedience
- Verbal/physical aggression
- Bringing the School into disrepute
- Repeated defiance of School Rules
- Endangering self or other people through irresponsible/unacceptable behaviour
- Disrupting the effective running of the School

In the following circumstances, the Head Teacher may apply a Fixed Period or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure:

- Serious threat (actual or perceived) of violence to self or others
- Sexual abuse/assault
- Supplying illegal drugs on School premises
- Carrying an offensive weapon on School premises

## 4.3 INCLUSION PROCESS

The Inclusion Centre at Hellesdon High School offers an alternative to students who face fixed period exclusions allowing them to access the curriculum while affording students with behavioural as well as academic support. Students will be internally excluded for up to ten days in particular circumstances following consultation with the relevant Head of Year, Assistant Head Teacher (Inclusions) and the Head Teacher.

If a student's behaviour warrants internal exclusion parents/careers will be notified and a reintegration process will be followed in accordance with the Procedures for Inclusion at Hellesdon High School (see *Hellesdon High School Inclusion Centre* booklet).

The Assistant Head Teacher (Inclusions) is responsible for the management of the Inclusion Centre, appropriate record keeping and preparing an annual review. They are also responsible for dealing with complaints and other issues arising on a day to day basis.

## 4.4 EXCLUSION PROCESS

The School views the application of the Exclusion Process as an action of last resort once other sanctions and support systems have been explored or where exceptional circumstances apply.

The formal process of applying a Fixed Period or Permanent Exclusion is defined within Government Guidelines and regulated through an internal and external appeals process.

For serious or persistent breaches of the School's Disciplinary procedures, only the Head Teacher (or authorised person acting as Head Teacher in their absence), may make the decision to exclude a student either for a fixed period (up to 15 days in any one term) or permanently.

The decision to exclude a student will be made after:

- Thorough investigation of the incident
- Consideration of all the evidence taking into account the possibility of provocation or extenuating circumstances.
- The student has been allowed to give their own version of events

A written record of all actions taken and signed and dated witness statements will be maintained.

Where a student is to be excluded, the Head Teacher shall immediately inform the Parent/Carer by telephone, followed up in writing, of the:

- period of exclusion (or permanent exclusion),
- reason for exclusion,
- arrangements for continuing education while excluded
- appeals process, including time limitations and who to contact
- date and time the student is expected to return (fixed period only)
- right of access of the Parent/Carer to a copy of the student's School Record on written request

For fixed period exclusions greater than 6 days, the Parent/Carer and student will be invited to a reintegration interview prior to return to School.

## **Appeals**

Only the parent or legal guardian (or the student if over 18) has the right to make appeal against exclusion. Appeals should be made in writing to the Governing Body (usually the Clerk).

The Governing Body will convene a Disciplinary Panel of three governors to review the exclusion at the request of the Parent/Carer (for fixed Period exclusions of 6 to 15 days or for shorter periods if Panel considers it necessary) and for all permanent exclusions or fixed period exclusions that are for more than 15 days in a term. The Parent/Carer, student, Local Authority Officer and School representatives will be invited to attend a hearing convened between 6 and 15 school days from notification of the exclusion.

The role of the Disciplinary Panel is to impartially review the exclusion imposed by the Head Teacher and either uphold the decision or direct re-instatement of the student.

Consideration will be given to whether the Head Teacher has complied with the law in making the exclusion and to the evidence presented, both written and verbal, by the School and the Parent/Carer and student.

The Panel will inform the School and the Parent/Carer of its decision and reasons in writing within one school day of the hearing. Details of the right to appeal within 15 days to an Independent External Appeals Panel, arranged by the Local Authority will be provided.

## **5. DISABILITY**

Where the misbehaviour of students is related to a mental or physical disability, it is expected that the Head Teacher will make reasonable adjustments to enable those students to be included within the School community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- Ensuring that staff are aware of any students with such disabilities;
- Ensuring that help is sought from the Local Authority (LA) to enable the School to make reasonable adjustments;
- Ensuring that School resources are committed to assist in making reasonable adjustments; and
- Making reasonable adjustments to School organisation or of the timetable of particular students.

## **6. ROLES AND RESPONSIBILITIES**

### **6.1 The Governors**

The Governing Body is responsible for monitoring the implementation of this policy and for holding Disciplinary Committees to review exclusions as required.

They also have responsibility, with the support of the Head Teacher, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

### **6.2 The Head Teacher and the Leadership Team**

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role.

The Head Teacher has sole responsibility for deciding to exclude a student from the School.

The Head Teacher and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate. They are also responsible for reviewing the School's

Disciplinary procedures at least annually making amendments as required for the effective management of student discipline at the School.

Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Head Teacher's Report to Governors.

### **6.3 The Staff**

The Staff are responsible for making themselves familiar with the current policy and applying it fairly and consistently when dealing with students in the classroom as well as across the School.

All staff is expected to encourage good behaviour and respect for others in students. Well planned, interesting and demanding lessons make a major contribution to good discipline. All staff has been issued with the "Classroom Management Strategies" handout to encourage a more positive and consistent classroom approach across the school.

Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

Heads of Year are responsible for dealing with more serious or persistent disciplinary issues following appropriate referral procedures.

The working of the current policy will be discussed regularly at staff meetings and staff is expected to contribute their views, ideas and experiences with applying this policy. Staff will also be involved in discussions with students in tutor time.

Staff may be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

## **7. SUPPORT SYSTEMS**

The School has a number of programmes and techniques for supporting behaviour management. These include the Inclusion Centre at Hellesdon, referral to our Behaviour Officers or to the appropriate member of the Leadership Team as well as meetings with parents/carers.

## **8. INVOLVEMENT OF PARENTS/CARERS**

Parents/carers are also expected to encourage good behaviour in their children, make themselves familiar with the School's Disciplinary procedures/Student Code of Conduct and support its effective implementation when necessary. Parents/carers will be involved in discipline cases as appropriate following consultation with a member of the School's Leadership Team.

## **9. INVOLVEMENT OF STUDENTS**

Students are encouraged to express their views on the present policy through tutor time discussion and contribute to the effective implementation of the policy.

The School Council will be involved in reviewing the School's anti-bullying policies and procedures in order to reinforce self-discipline and positive work and behaviour patterns. The Head of Year is responsible for ensuring the positive contribution of students and the participation of ALL students in relevant discussions.

## **10. EQUAL OPPORTUNITIES**

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

## **11. PUBLICATION**

The Head Teacher must publicise the policy at least once per year to students, parents/carers and staff. It will also be made accessible to parents/carers whose first language is not English. The School will consider translating the policy as appropriate.

## **12. RELATIONSHIP WITH OTHER POLICIES/PROCEDURES**

- School Development Plan
- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Inclusion Process
- School's Disciplinary Procedures
- Student Code of Conduct