

BISHOP'S HATFIELD GIRLS' SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Date of last review: Summer Term 2018

Date of next review: Summer Term 2021

School Based Policy

BEHAVIOUR FOR LEARNING POLICY

1. RATIONALE

- Bishop's Hatfield Girls' School is a community in which mutual respect, good discipline and behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential. Every pupil has the right to learn and achieve.
- It is the responsibility of all colleagues to ensure that all pupils of the school maintain good discipline and good behaviour at all times. Every teacher has the right to teach.
- Pupils play a key role in the promotion of acceptable behaviour. All pupils have a responsibility to ensure learning is not disrupted.
- Parental/carer support is paramount in promoting positive behaviour in pupils.
- The school will communicate this policy to pupils, staff, parents/carers and the Governing Body using a variety of means including the school website.
- To indicate our commitment, new parents/carers, pupils and the school sign our joint Home School Agreement

2. AIMS

- To be a school that does not tolerate persecution or bullying of others on any grounds including ability, age, culture, faith, gender, disability, race or sexual identity.
- To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our local community.
- To provide a clear and precise framework which all colleagues, parents/carers and pupils view as being fundamental to enhance learning and achievement.
- To provide ground rules of behaviour through the school's Pupil Code of Conduct and Actions and Consequences document.
- To ensure that the school's Pupil Code of Conduct is complied with at all times.
- To ensure that pupils understand the consequences of disruption to learning and breach of the Pupil Code of Conduct and that these are applied in a fair and consistent manner.
- To provide support for pupils who deliberately and persistently ignore or breach the Pupil Code of Conduct or disrupt learning.
- To provide appropriate support for colleagues in promoting pro-active behaviour management.
- To ensure accurate records are maintained for every individual pupil on the type and number of rewards and sanctions given by using the Behaviour Module within Go4Schools.

3. PROCEDURES

For further guidelines refer to the:

- Pupil Code of Conduct - to be reviewed by the School Council during 2018-19
- RAPAS Handbook including Actions and Consequences and Rewards and Praise
- Anti-bullying Policy
- Drugs Use and Misuse Policy
- Behaviour for Learning Agreement / Charter - to be developed during 2018-19 with the School Council

4. KEY EXPECTATIONS

We expect our pupils / students to:

- attend school regularly and on time
- be punctual / prompt for all lessons and form periods
- be dressed appropriately for school and lessons
- be fully equipped with correct materials for learning
- complete classwork to the highest standard they can
- move around the school in an orderly manner
- treat all members of the school community with respect and courtesy
- complete all homework and hand it in by the deadline given
- follow instructions of all staff in the school
- behave in a polite and orderly way when representing the school on visits, trips or events outside of school.

5. INVESTIGATION OF SERIOUS OR PERSISTENTLY DISRUPTIVE INCIDENTS

Incidents of a serious nature (outlined in the Actions and Consequences document) or repeated incidents that cause disruption of learning can lead to fixed term or a permanent exclusion.

The following guidelines should be closely adhered to by staff when a specific incident will lead to a fixed term or permanent exclusion as outlined in the Actions and Consequences document. If this is likely, a member of the Senior Leadership Team should be informed as quickly as possible and guidance sought if there is any doubt as to the course of action.

- Isolate individual(s) using Pupil Support Centre, Head of Year office, on-call area(s), Senior Leadership Team offices.

- Any comments/questions should be focused on what has been reported.
- As far as possible have a second colleague should be present as a witness to proceedings.
- Incidents such as fighting, bullying, theft, smoking, vandalism, etc. should be investigated and dealt with by the Head of Year with the Deputy Headteacher responsible for Inclusion. Incidents of racism should be dealt with in the same manner and then reported to the Deputy Headteacher responsible for Inclusion.
- Searches of personal property, e.g. clothing (ask the girl to empty her pockets), bags, lockers, should only be undertaken by a Head of Year or a member of the Senior Leadership Team and always with a second person present.
- A written report must be completed by the pupil, or where assistance is needed, colleagues may write the report, which should then be read back to the pupil and written confirmation of the accuracy of the content signed and dated by the pupil. Statements from witnesses of the incident (pupils and staff) should also be taken.
- For very serious incidents such as possession of or drug use, possession or use of alcohol, large scale theft, possession of offensive weapons, assault, etc., a second person should be present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions as guided by the Head of Year or a member of the Senior Leadership Team. It is advisable to inform the Headteacher immediately that such an incident has occurred. Drug related incidents should be reported directly to the Headteacher and the guidance of the Drugs Use and Misuse Policy should be adhered to.
- Serious accusations against colleagues should be reported immediately to the Headteacher.
- Any Child Protection / Safeguarding issues should be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- It must be a priority to conclude questioning and have written reports on the day of the incident prior to the pupil(s) being sent home. If the incident is reported after school, relevant pupils must be seen at the very start of the following school day.
- If the Head of Year feels that police should be contacted, they need to confer with the Deputy Headteacher responsible for Inclusion or Headteacher if applicable.
- As appropriate, parents/carers should be contacted in the event of any exclusion (internal, fixed term or permanent) or police involvement.
- By the end of the following school day, the final outcome and action must be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. isolation in the Pupil Support Centre, use of on-call area(s) or a fixed period of exclusion, while further investigation occurs.
- Permanent Exclusion from school - this procedure is carried out by the Headteacher and through the appropriate Governors' Disciplinary Committee in accordance with DfE and HCC guidance, for repeated serious misconduct or possibly for one-off incidents of exceptional seriousness.

- The school will endeavour to work with parents/carers and outside agencies to balance the use of sanctions with support strategies for pupils where appropriate. This may include a Pastoral Support Programme, Exclusion Avoidance Programme, use of Outreach support and/or liaison with the area Integration Team to avoid a permanent exclusion being completed.

6. EVALUATION

On a regular basis the Senior Leadership Team will analyse information relating to rewards and sanctions. This will be used to evaluate the effectiveness of the systems in school and to allow constructive suggestions for improvement to be made by staff and pupils. The Governing Body will review this policy and monitor its effectiveness. The policy will be available on the school website for pupil, parents/carers and staff.