



THE HOLLINS

BEHAVIOUR MANAGEMENT POLICY

Date Agreed : Summer 2018

To Be Reviewed : Summer 2019

Version Number	Purpose of Change	Details of Change	Author	Date
2.0	Reviewed Policy 2018/2019 - HDO	Pg.2. Detentions Pg.3. Frequent offences	C Burns	September 2018

Behaviour management

All staff should support students in their academic achievements and social progress. The school needs to identify early on when students are falling below expectations and implement strategies for improvement. The emphasis needs to remain on the academic achievement of students but cannot be separated from their behaviour and social development. This role is fulfilled through monitoring attendance, uniform, achievement and behaviour and responding appropriately when problems arise.

All staff must follow the guidelines and procedures regarding rewards and sanctions as outlined in the staff handbook (section 4: pupils). This includes rules and procedures regarding the implementation of sanctions and the code of conduct.

The role of the form tutor and class teacher in behaviour management

The Form Tutor (FT) is responsible for recording attendance through the registers and following up any absences. Any student whose attendance is not acceptable is referred to the Year Coordinator (YC) and Attendance Improvement Worker (AIW).

Uniform should be checked by the form tutor during form time and sanctions instigated by the tutor. Persistent offenders are referred to the YC. Uniform rules should be consistently applied by all class teachers not just form tutors.

All merits, detentions and incident reports should be passed in the first instance to form tutors on the referral form or via SIMS. Class teachers who are concerned about the progress of a student should discuss the matter with the form tutor. YCs will discuss attendance, detentions and any other issues with form tutors at the weekly pastoral briefings. Some form tutors may wish to place pupils in their form on a green report card based on their knowledge and/or incident recorded on SIMS. This may be done after discussion with the YC.

The role of the subject leader in behaviour management

Subject Leaders (SL) should support members of their department in dealing with behaviour management. When required SLs may have students referred on to them by a class teacher through the time out system. SLs may decide with the class teacher that a student should be placed on a subject report. If a student is persistently refusing to cooperate with a SL they should contact parents and discuss further sanctions with the YC especially if the student is displaying behavioural concerns across a number of subject areas.

The role of the year coordinator in behaviour management

It is important that the role of the YC is not solely that of disciplining the students in their year group. Their role in the behaviour management of the school comes into play only when all the above strategies have failed. Persistent, severe problems need the support of the YC. A student who has not responded to a green report card may be placed on an amber report card and report on a daily basis to the YC, any unsatisfactory behavior will result in a 30 minute detention that day. If a student fails to respond to the amber report a red report is put into place and the student will report to a member of the senior leadership team SLT and serve 30 minutes detention each day until they are off red report. If a student is on a Red report card any concerns that occur that day then the student is expected to stay for 1 hour at the end of the day.

Detentions

To promote good behaviour in all lessons throughout the school day, the school will operate a clear behaviour system ("Choices") within which consistent consequences will be applied if any student falls short of our high expectations.

A detention that day will be served from 3pm until 4pm and will apply to any students who receive a C4 or three C1s that day. Parents will be informed that their son/daughter has a detention that day via telephone call or text message

Time out

The Respect room is permanently staffed. When a student has been sent to the SL they may decide to send them to the Respect room. All students sent to this room will be logged into the register in time out. The SL may send the student to time out if:

- they do not feel the student can work without disrupting the class they are teaching at that moment in time.
- they do not have room for the student in their teaching room.

A time and date for the class teachers' detention will be set. Shortly after the lesson the class teacher will complete a detailed incident report on SIMS. The incident report will be read by the YC to enable a complete picture of that student to be built up.

Students are expected to bring work with them to time out. The member of staff supervising in the Respect room should ensure the details are recorded in the folder.

Restraint

Physical force should never be used to make a pupil conform with an instruction from a member of staff, except in the following circumstances:-

- 1) The child is putting themselves at risk of serious injury or harm.
- 2) The child is putting another person at risk of serious injury or harm.
- 3) The child is likely to do serious damage to school property.

If a member of staff feels that they could be putting themselves at risk by intervening they should seek support.

Serious incidents

The SLT and YCs are time-tabled on 'walkabout'. To implement a pupil exit the class teacher will telephone the main office, who will contact the 'walkabout' staff and send them to the classroom to remove the pupil.

Frequent offences

Year Coordinators will monitor all detentions, alongside the Assistant and Deputy Headteachers, and seek to implement support and strategies for any students who are identified as regularly failing to manage their behavior appropriately.

These may include:

- placing a child on report
- placing the pupils in isolation, usually one day, including breaks and lunch times
- referral to the pastoral support managers
- referral to the school counsellor
- internal exclusion (11.15am-4pm)

Only when all of the above fail should a fixed-term exclusion be used, except in the case of discrete serious incidents. (Please see Exclusions Policy)

Rewards

At KS3 and KS4 students receive merits which are linked to prizes and certificates. Rewards are coordinated by a year coordinator. It is the responsibility of every member of teaching staff to implement the rewards system as set out in the staff handbook (section 4: pupils).