



THE HOLLINS

BEHAVIOUR MANAGEMENT POLICY

Date Agreed: Spring 2021

To Be Reviewed: Spring 2022

Behaviour management

A positive calm atmosphere and a clear consistent approach to students' behaviour are key to ensuring a fair system. All staff should follow the school's choices system (appendix one) in order to 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 school's code of conduct as well as the choices system. This will be referred to regularly and appropriate reminders and training will be adhered to ensure it's consistent school-wide use.

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.

Form tutors should play an active role in monitoring the behaviour records of students in their form. This should be done using Synergy, and any concerns or patterns should be discussed with the year coordinator in order for additional support to be put in place and contact with parents to be made if necessary.

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 parking and time out system in line with the choices 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 / support 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. If issues persist, even with the input of the year coordinator, the assistant headteacher should be informed and a plan agreed to help improve behaviour.

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 between 3pm and 4pm and will apply to any students who receive a grade 3 or 4 in class or three grade 3s that week. Parents will be informed that their son/daughter has a detention that day via telephone call or message via Synergy.

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.

Students sent to timeout will receive a grade 4 for the lesson and as such complete a detention after school that day.

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 middle leaders 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 student on report
- stage 1 internal exclusion - placing the student in respect room, usually one day, including breaks and lunch times
- referral to the pastoral support managers
- referral to the school counsellor
- stage 2 internal exclusion (8.30am-4pm)
- a placement (long or short term) at another school

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 our 7 core values. Rewards are coordinated by a year coordinator. It is the responsibility of every member of teaching staff to implement the rewards system in a fair and consistent way as set out in the staff handbook (section 4: pupils).

Infectious disease (e.g. Covid-19) additional behaviour rules

In light of the covid-19 outbreak there is a need for children to behave differently when they return to school, and new principles and systems will need to be implemented and continually reviewed.

Specific areas in relation to infectious disease control (including covid-19):

Following any altered routines for arrival or departure

- Students must ensure they follow the school's latest rules on entry to, and movement around the building

Following school instructions on hygiene, such as handwashing and sanitising

- Students must ensure they follow the school's latest rules on hygiene, such as handwashing and sanitising
- In line with updated guidance from Public Health England

Following instructions on who pupils can socialise with at school

- Students must ensure they follow the school's latest instructions on their social/classroom groupings. This is vital to ensure infection control and the effective tracking and tracing of any potential infection.

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Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

- Students must ensure they follow the school's latest instructions on movement around the building to minimise the potential for spreading infectious disease to others.

Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands

- Students must ensure they follow the school's latest rules on sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') hygiene, in line with updated guidance from Public Health England

Tell an adult if you are experiencing symptoms of coronavirus

- All students have a responsibility to tell an adult immediately if they are experiencing any symptoms.

Rules about sharing any equipment or other items including drinking bottles

- Students must ensure they follow the instructions of the teacher in the classroom regarding what equipment can and cannot be used

Amended expectations about breaks or play times, including where children may or may not play

- Students must ensure that whilst social distancing measures are in place, they must be adhered to.

Use of toilets

- Students must follow the instructions of their teacher on when they can use toilets

Clear rules about coughing or spitting at or towards any other person

- Coughing and/or spitting intentionally on other people is strictly forbidden

Clear rules for pupils at home about conduct in relation to remote education

- All principles outlined in the school's acceptable use policy and one to one device documentation signed for at the point of acceptance must be adhered to at all times.

Reasonable adjustments may need to be made for students with more challenging behaviour or those with Special Educational Needs. These must be reflected in the student's individual risk assessment if required.