



Behaviour For Learning Policy

Hylands School

	Date	Review frequency/comments
This issue	May 2021	
Reviewed By	P Vik	
Ratified by Governing Body	June 2021	
Next review date	May 2022	



Introduction

Our vision is that all of our students will have the best experiences and opportunities that inspire their love of learning, that challenge them both academically and personally so that they can achieve their aspirational goals and become successful members of the local and global community. This vision, our school values, and the Hylands habits are at the forefront of everything we do. We expect students to behave and conduct themselves in a manner that is conducive to achieving this vision.

As a community, we promote the very highest standards of behaviour and expect that pupils will uphold the expectations and culture of the school. We firmly believe that all students, whatever their background, have the right to the highest quality education free from disruption. We believe that excellent behaviour is an essential part of learning and we aim to provide a working environment where all pupils can be inspired, challenged and achieve. We aim for our students to realise their full potential in a safe, undisruptive, positive, and stimulating environment.

All of our students have the right to:

- The highest quality education free from disruption
- Be safe at school
- Work in a calm, purposeful and positive environment that is conducive to learning
- Ask questions and be able to make contributions to the school without fear of embarrassment or criticism
- To be treated with the utmost respect by others regardless of differences

To uphold these rights, all students must aim to manage and be responsible for their behaviour, the decisions they make and the outcomes/consequences of these decisions.

This policy and our behaviour systems are designed to support this by:

- Defining the roles, responsibilities and expectations of the different members of our school community
- Promoting the highest standards of behaviour, self-discipline, personal responsibility and regard for authority
- Promoting positive working relationships built upon trust and mutual respect
- Promoting positive behaviour for learning
- Providing guidance on our rewards system and sanctions

This policy clearly explains our expectations relating to behaviour. It details the roles and responsibilities of all members of our school community, our use of trauma perceptive practices in dealing with behaviour as well as the rewards and sanctions that are fairly and consistently applied by all staff. This policy is consistent with the school's policies on racist incidents, bullying, attendance, inclusion and equal opportunities. This policy takes into account guidance from the DfE.



Roles and Responsibilities

As a student, your responsibilities are to:

- Embody the school's vision, values, and Hylands habits at all times
- Respect the rights of both staff and students as set out in this policy
- Follow the school rules and all staff instructions at all times and straight away without argument
- Treat others and the school premises with courtesy and respect
- Move quickly, quietly and purposefully to all lessons
- Follow the school's uniform policy at all times
- Have an excellent attitude to learning; be fully prepared and engage fully in your lessons
- Take responsibility for your actions, decisions and behaviour by completing any sanctions that are issued
- Represent the school in a positive manner at all times including when in the local community, particularly when travelling to and from school

As a member of staff, your professional responsibilities and duties are to:

- Familiarise yourself with all school policies, and procedures
- Support other staff in the consistent application of all policies and procedures
- Uphold and promote the school's vision and values at all times
- Inspire and challenge students in both your teaching and when dealing with behaviour
- Teach engaging and differentiated lessons that meet the needs of all students
- Have the highest expectations of students' regard to learning and behaviour, not settling for anything less than excellence
- Model expected and appropriate behaviours and to teach good behaviour
- Take responsibility for the behaviour of students both within their classroom and around the school
- Be positive in your approach to dealing with students and treat all students with an unconditional positive regard at all times
- Use trauma perceptive practices when dealing with behaviour
- Communicate effectively with parents and carers regarding both behaviour and rewards
- Ensure all administration relating to rewards, behaviour management and pastoral issues are completed in a timely manner
- Understand and respond appropriately to any behaviours exhibited by students

As a parent/carer of a Hylands' student, your responsibilities are to:

- Ensure you are familiar with the school policies and support the school in their implementation
- Engage in your child's education by ensuring they are fully prepared every day. This includes having the correct school uniform and equipment
- Ensure effective communication with the school particularly if there are any factors that may affect your child's welfare, behaviour, attendance and progress



- Support your child to meet the school's expectations by reinforcing these whenever necessary
- Support the school in the application of rewards and, if necessary, sanctions. This includes ensuring your child attends their detentions when they are set

As a member of the middle / extended leadership team, your responsibilities and duties are to:

- Provide clear leadership and support for the class teachers in implementing this policy
- Be aware of trends and patterns in behaviour within your department/faculty area
- Support staff within your faculty areas by intervening with students where necessary
- Liaise with and support staff and students to ensure that the behaviour policy is adhered to
- Communicate effectively with all stakeholders including parents and carers
- Ensure your staff uphold the systems in place for dealing with behaviour

As a member of the senior leadership team, your responsibilities and duties are to:

- Support staff in the implementation of this policy, ensuring that it is done so consistently, fairly and in line with policy and procedure
- Support and empower staff to use this policy and in dealing with behaviour, particularly when those behaviours are considered to be more severe and persistent in nature
- Hold staff to account for the consistent implementation of our school policy and procedures and use of TPP practices
- Model the effective implementation of this policy at all times
- Communicate effectively with all stakeholders

As the Deputy Head Teacher, your responsibilities and duties are to:

- Ensure the fair and consistent application of the behaviour policy across the school
- Review this policy and present it to the Governing body for ratification
- Report to Governors on a regular basis regarding the effectiveness of the policy
- Ensure the Health and Safety and welfare of all students at the school
- Ensure any fixed term exclusions are fair and are in line with government guidance

As a Governor of the school, your responsibilities and duties are to:

- Support the school and parents/carers in understanding, implementing and resolving any queries or challenges
- Work with the Head Teacher and senior leadership team in monitoring the implementation of this policy
- Ensure this policy promotes positive behaviour for learning
- Monitor and review this and other policies annually to ensure it is fit for purpose and meets expectations
- Ensure this policy is made available to parents upon request
- Review the Head's decisions to permanently exclude any pupil from the school



Trauma Perceptive Practice (TPP)

At Hylands, we recognise that negative behaviours are always a symptom and not the cause. We recognise that behind every behaviour there is a reason for them acting out and it is our responsibility to explore and deal with the cause as opposed to the symptom. Poor behaviour is often the result of an unmet need and in some instances, the result of previous trauma. We believe that dealing with the cause of behaviours is the key to developing trusting relationships and unlocking the true potential of our students. To help support our students, we have adopted the use of trauma perceptive practices in dealing with behaviour and ensured that all of our staff are trained in the use of this approach.

Trauma Perceptive Practice explores the interconnected and critical importance of the:

- Development of the human brain
- Attachment relationships
- Differential impacts of childhood developmental trauma on children
- Young people's social and emotional health
- Importance of developmental experiences through supported relationships

Within TPP, trauma is defined as a response to a perceived threat to survival or emotional wellbeing of an individual. Trauma leads to adverse brain, bodily and psychological changes that damage self, relational development and impair living, learning and working.

The TTP approach enables staff to recognise and respond supportively to those who have been impacted by traumatic stress so that the pupils can make progress with their learning. It helps staff to understand pupils' behaviour, asking what has/is happening? and why? why now?

As part of this approach, Hylands is committed to:

- Providing sufficient emotional security to enable people to engage with what they are feeling
- Openness and honesty in all areas of school life
- Taking a genuine interest in the experience of others and supporting them
- Bringing people together so that they may know and learn from each other
- Taking time to deepen people's understanding of each other and of what is happening in the home, community and educational setting

Partnership with Parents/Carers

At Hylands we appreciate and value the importance of a positive working relationship with all of our stakeholders including parents and carers. We believe these relationships are fundamental in ensuring both the academic and personal success of the young people we serve.

Parents and carers play an important role in ensuring their child behaves appropriately in school. Parents/carers are expected to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.



Parents/carers are expected to ensure their child follows reasonable instructions by school staff and adheres to school rules. Parents/carers should also ensure staff are made aware of any factors which may result in their child displaying behaviours outside of the norm and to also work with the school to support their child's behaviour.

We endeavour to maintain high levels of communication with parents and carers at all times. This may be in the form of a telephone conversation, email or letter. Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents/carers do not have the legal right to withhold permission for reflections (formally detentions) and are expected to cooperate with the school and ensure that pupils can return home safely at a later time.

Parents/carers do not have the right to knowledge about the actions of the school regarding the sanctions or interventions made by the school with any child other than their own.

Behaviour Expected from Pupils

Our expectation is that courtesy, politeness, regard for others and self-discipline should be the norm. We expect students to be honest and truthful and to show consideration, respect and tolerance for others at all times. In addition, it is expected that students will work hard, adhere to our uniform policy, be punctual and attend school every day. We expect our students to strive to be the best they can possibly be.

Students must be prepared to learn. This means ensuring they have all of their equipment and attending lessons on time with a positive attitude to learning. In lessons, students must respect the rights of other students to receive their education and follow all staff instructions. Students must actively engage in their learning and contribute to classroom discussions.

Students should move about the school in a quiet and orderly fashion ensuring they follow all one-way systems. Students should be respectful of the school building and of other students and staff as they move around the school site. When moving between lessons, students should go directly to their next room. Students should take pride in their school, making sure it is kept clean and tidy. Food should only be consumed in designated areas and all litter should be put in the bins provided around school.

Whilst there are rules and procedures aimed at maintaining a positive atmosphere around the school, it is important that all children develop a sense of responsibility for their own behaviour. To achieve this, all students are expected to embody the Hylands habits at all times. The habits are a set of values, beliefs and expectations that every member of our community will live by and we believe that they will enable our students to achieve success at Hylands and beyond.



The Hylands habits are:

Be Respectful: Respect is the glue that holds the Hyland's community together. We show respect to all members of our community by behaving in an appropriate manner and accepting others for who they are, regardless of differences. We respect the rights of our teachers to teach and our students to learn.

Be Responsible: We take responsibility for our learning and behaviour at all times and do not make excuses. We take an active role in our learning and being part of the Hyland's school community. We recognise that we are accountable to both others and ourselves. We accept responsibility for our actions, and take ownership of our mistakes.

Be Resilient: We show resilience by learning from our mistakes, overcoming barriers and continuing to move forward, rather than letting our failures get in our way. We adapt and bounce back when things do not go as planned. We see our failures as a part of our success. Failing is a learning opportunity that makes us stronger and better individuals.

Be Aspirational: Our aspirations are our desires, aims and ambitions in life. Having high aspirations means we are more likely to achieve. At Hylands we strive to be the best we can be and work hard to get there. We set ourselves aspirational goals and continually work towards them. Our aspirations are our key motivators to learn and our education is the key to unlocking our aspirations.

Be independent: We aim to be independent because it gives us great freedom in not relying on others and it improves our self worth. We show independence in how we work and also how we think. It requires great strength of mind and courage to think and work independently. Being independent requires us to be confident, take risks and be resilient.

Be excellent: We strive for excellence in all that we do. Excellence is a habit and it takes sacrifice, dedication and resilience. We show excellence in our work and in the way we behave by doing ordinary things extraordinarily well. We constantly push ourselves to be better. There are no shortcuts to achieving excellence; it takes hard work, which is the key to success.

Rewards

Hylands School aims to develop self-motivated and responsible students who value their education. This is achieved by encouraging and celebrating the successes of our students in all areas of school life and to ensure that a personal commitment to effort and achievement is acknowledged, rewarded and recorded. We recognise that students thrive on praise, the thrill of success and the pride of being recognised. Praise can inspire students to challenge themselves and achieve their full potential, however, no one student receives praise in the same way.



Therefore praise should be delivered:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Our Rewards Policy and systems have recognition as well as our vision, values and habits at its core. It recognises our students for their outstanding efforts and achievements as well as excellent attendance. To reinforce the behaviour expected of our students, they will be praised at every opportunity, both inside and outside of the classroom when their behaviour goes over and above our expectations. Praise should always be linked to the effort that enables them to achieve.

What we reward for:

- Inspire – Positive behaviours/actions that inspire others
- Challenge – A commitment to challenge oneself or behaviours/actions that challenge others
- Achieve – Achievements as a result of effort and a commitment to hard work
- Outstanding effort
- Outstanding classwork
- Outstanding homework
- Contributions to/representing the school
- 100% attendance for the week, term & year

How we reward:

- Verbal praise
- Star of the lesson
- Assembly recognition – fortnightly and termly
- Teacher/SLT/ELT/HOY phone calls home
- Head Teacher phone call/ letter home
- Governor commendation
- Rewards trips
- Bronze, silver and gold attendance reward

Rewards should never be given for meeting basic expectations as this reduces their value. Rewards should also never be used as bribes to achieve a desired behaviour or outcome as this is counter productive to supporting our students in becoming self-motivated and responsible individuals.

Behaviour

At Hylands, behaviour is categorised according to its seriousness. There are 4 categories of behaviour which have different sanctions and outcomes attached to them.



Yellow: Lower level behaviour that does not go past a second reminder (R1& R2) and therefore does not require any further sanction. These types of behaviour may include off task chat, calling out and other minor disruptions to teaching and learning.

Amber: Persistent or more severe behaviour that warrants a formal sanction, for example, a 30 or 60-minute reflection. Student's behaviour has gone beyond the second warning (R2) and they have received a R3 or R4. Behaviours that do not warrant a higher-level sanction for example, isolation, internal exclusion or fixed term exclusion. Behaviour may include continued use of bad language, continued lack of classwork or persistent behaviour.

Red: Serious one off or persistent behaviours that are likely to result in isolation, internal exclusion, off site exclusion or FTE. Examples include bullying, verbal aggression, serious defiance, persistent disruptive behaviours and racist/homophobic remarks.

Extreme: Serious one off or persistent behaviours that are likely to lead to long term FTE or could ultimately lead to permanent exclusion from school. Examples include, being in possession of, or the taking or supplying of drugs/alcohol, physical assault, serious and persistent bullying and persistent disruptive behaviours.

Further information of how we deal with behaviour can be found in fig 1. of the appendix.

Further information on how we categorise our behaviour can be found in fig 2. of the appendix

Sanctions

When a student's behaviour does not meet the school's expectation, the school may need to implement sanctions. It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. The sanctions that may be used include:

- After school reflections
- Isolation
- Off site isolation
- Fixed term exclusions
- Permanent exclusion

Reflections

At Hylands, we do not have a traditional detention system that focuses solely on punitive measures to bring about adjustments in behaviour. In line with the use of trauma perceptive practices, students may be issued with a reflection. The purpose of issuing a reflection is to give students the opportunity to reflect on their behaviour, the impact it has had on their learning and the impact it



has had on the wider school community including their peers and members of staff. To support students in taking the time to reflect on their actions, all students are required to fill out a written reflection log, which is kept in their student file.

All reflections take place after school and last either 30 minutes or an hour depending on the severity of the behaviours exhibited by the student. This does not prevent staff from having a short informal discussion with students at break and lunch to resolve any issues. All after school reflections are held centrally and are staffed by the pastoral team, extended leadership, and senior leadership team.

Staff are expected to attend the centralised reflection, to meet with the students they have set reflections for. This is to ensure any breakdown in relationships can be repaired and to give staff an opportunity to reset expectations. The member of staff should use the reflection log that the student has completed to form part of these restorative conversations.

All reflections require 24 hours' notice to be given to the student as well as parents and carers so that alternative travel arrangements can be organised if necessary. We expect all staff to phone home when setting reflections, however, if a phone call cannot be made and a message cannot be left, then an email home will suffice. (Please note: if there is no response from a parent/carer, to a telephone message or email and a student fails to attend a reflection session, then there will be a sanction issued to the student.)

Failure to attend reflections or complete a reflection in a satisfactory manner, results in the automatic escalation of sanctions. If a student fails their 30-minute reflection, the sanction will be escalated to 1 hour reflection. If they fail their 1 hour reflection, they will be placed in isolation the following day.

Any member of staff may set a reflection and therefore phone or email a parent or carer to discuss any pupil's behaviour and are actively encouraged to do so.

Isolation

Isolation is a same day sanction and a responsive measure that is used for more serious or persistent breaches of the school rules. A student may be isolated for different periods of time depending on the nature of their behaviour. This may be anywhere from a single period to the rest of the school day. Students may also be isolated pending the investigation of an incident. This should not be seen as a punishment but to ensure that information regarding an incident can be gathered effectively.

Isolations can be issued by any member of the Extended or Senior Leadership teams as well as year group PSMs.

Internal exclusion



Internal exclusions are used as an alternative to fixed term exclusion and when students refuse to engage in our reflections system. Internal exclusions differ from isolations as they follow a more formal process and students are required to stay until 4pm as opposed to leaving school at the normal time. The start time for students remains the same. Internal exclusions can last anywhere from one day to 5 days and on some occasions this may be extended.

Internal exclusions are treated as seriously as fixed term exclusions. Parents/carers will receive a letter home and students will be formally reintegrated back into mainstream school via a telephone or face-to-face meeting which parents/carers are required to attend.

As with fixed term exclusions, internal exclusions should only be used as a last resort where all other strategies have failed to have the desired impact on a student's behaviour or where the behaviour is so serious that the school has no other alternative. This may be for a one off incident or for persistent breaches of the school's behaviour policy.

All internally excluded students will have classwork provided for them and receive breaks for food and to use the toilet, though this will fall outside of whole school timetabled times.

Off site isolation

Hylands has set up partnerships with a number of local secondary schools, and if deemed suitable, an internal exclusion can be carried out on the site of a partnership school. The parent/carer is responsible for transportation to and from this school and providing lunch, and Hylands will ensure suitable work is available for the student to complete. Students will be expected to wear their normal school uniform while on site at the other school.

Respite placement

To prevent a permanent exclusion, Hylands may seek a 2-4 week respite placement at another local secondary school. The purpose of a respite placement is to enable a student to have some time away from the negative cycle they may find themselves in. It gives them an opportunity to reflect on their behaviour and be reintegrated back into Hylands under more positive circumstances. Respite placements require parent/carer consent and will only ever be used once this has been sought and given. Hylands will ensure suitable work is available for the student to complete.

Fixed term exclusions

In extreme cases of poor behaviour, the school may consider excluding a pupil. This will always be done as a last resort. Before the school does this they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.



During any period of fixed term exclusion, it is the parent/carers' responsibility to ensure that the student isn't in a public place during normal school hours.

All pupils who have been excluded will have a reintegration meeting at the end of the exclusion period. The intention of this meeting is to restore relationships. During the meeting, the school Code of Conduct and the behaviour expected of all pupils will be made clear. Parents/carers will be expected to attend in order to both support and challenge their child to behave well. Following any period of fixed term exclusion, students will be placed on a PSM or SLT report.

A student can receive up to a maximum of 45 days of fixed term exclusions before a permanent exclusion is issued.

A student who is deemed at risk of permanent exclusion may be placed on a Pastoral Support Plan (PSP). This will set out the support and expectations for the pupils including any appropriate multi-agency interventions. The plan will be reviewed at regular intervals until such time as it is no longer required.

Permanent Exclusion

In exceptional circumstances, the Headteacher may issue a permanent exclusion. Permanent exclusions are issued in response to serious one-off or persistent breaches of the school rules or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A permanent exclusion may be issued for the reasons listed below, however, this list is not limiting or exhaustive and permanent exclusions may be issued for other reasons.

Reasons include:

- Physical assault against a pupil or adult
- Verbal abuse/ threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable* (as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21) as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

Parents/carers will be informed of any decision to permanently exclude without delay.



The school may be required to issue other sanctions/support strategies in addition to those described above. These may include break and lunch time detentions, period of respite at other schools, managed moves.

The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Supporting Behaviour

Pupils who are identified as at risk of exclusion or requiring additional support will receive support through the school's pastoral and academic teams including the SEND team to reduce the risk of exclusion. These strategies include formal intervention sessions with the student's pastoral support manager, regular parent/carer meetings, referrals to external agencies, peer mentoring, personalised timetables including alternative education programmes, college courses and work related learning, attendance at a pupil referral unit, and as a last resort, managed transfers to another school.

Report system

At Hylands we have a number of different reports that promote positive behaviour for learning and support our high expectations. All reports at Hylands, from attendance report to the pastoral reporting system are used to:

- Track and monitor a student's behaviour
- Help remind students of the school's expectations
- Set bespoke targets for students to meet
- To help maintain high levels of communication with parents/carers
- To ensure students take responsibility for their behaviour
- To acknowledge and praise behaviour improvements/good behaviours

The reporting systems at Hylands include:

- Attendance report: Used to track and monitor attendance/punctuality when there are concerns. Like other types of pastoral report, students will be set specific targets and be expected to meet them. Parents/carers will be informed when a student is put on report and will be involved in the process for setting targets and reviewing progress towards these targets
- Pastoral Behaviour report: Behaviour reports help to remind students of the school's expectations regarding their behaviour and conduct both inside and outside of lessons. They are issued when there are behavioural concerns across multiple subject areas. Behaviour reports should last for no more than six weeks at any given level. If there is no improvement in these six weeks, or if behaviour declines before the conclusion of the 6 weeks, then the report should be escalated to the next level. When a student is initially put on report, parents/carers will be contacted and involved in the target setting and review processes. Where appropriate and possible, a meeting will be held to accomplish this. Staff responsible for the report must update parents/carers weekly. If there are considerable issues, a daily call should be made. All



reports should be logged on Behaviour Watch under the interventions tab. All reports should be logged on Behaviour Watch under the Interventions tab.

- Positive report: Positive behaviour reports help to reinforce the behaviours we expect at Hylands. These reports allow students to gain positive attention by doing positive things both inside and out of the classroom. Teachers should only write positive comments and praise on this type of report

Reporting triggers and failed criteria can be found in the appendix fig.3.



Appendix

Fig 1. Dealing with poor behaviour in lessons

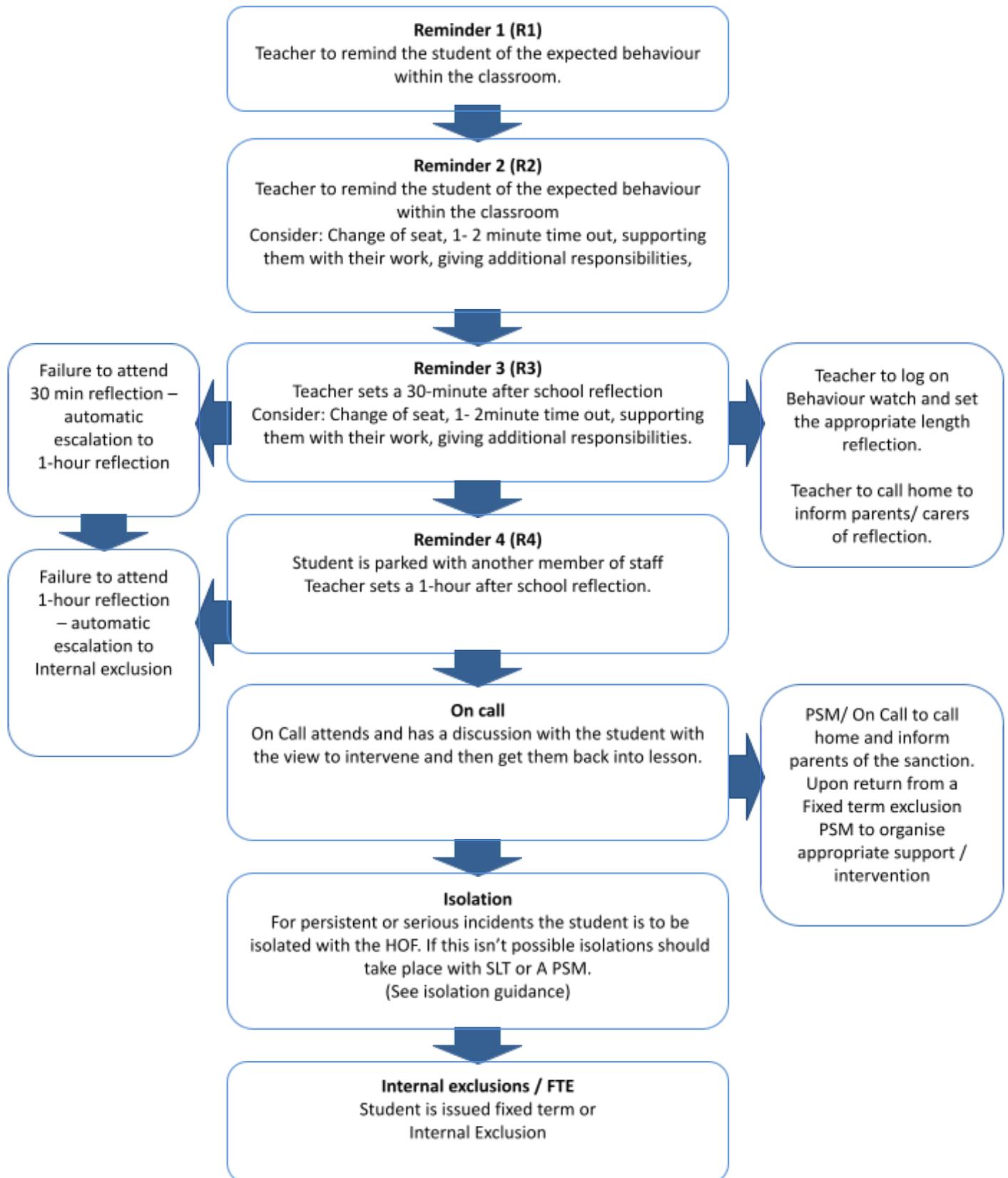




Fig 2. Hylands Behaviour types

BEHAVIOUR TYPE	DESCRIPTION	EXAMPLE	SANCTION	STAFF ACTION
YELLOW	Low-level behaviour requiring R1 and R2 warning	Chatting, disruptions to T&L lack of classwork, calling out etc.	Informal discussions after lesson etc. No formal sanction	Issue R1 & R2 warnings. Log for information purposes. Call home if necessary
AMBER	Persistent disruptive behaviours/ less severe one off incidents that go beyond a R1 & R2	Persistent chatting, shouting out, lack of classwork & defiance etc.	30-minute reflection for achieving R3 1-hour reflection for being parked	Issue a R3. Set a 30-minute reflection. Log on SIMs. Park if persists beyond R3.
RED	Serious one off or persistent behaviours that are likely to result in isolation, internal exclusion & FTE	Bullying, swearing at staff, verbal or physical aggression/abuse, serious defiance, vandalism etc.	Isolation, internal exclusion & FTE	Log On SIMS. Refer to PSM/HOY/SLT.
EXTREME	Serious one off or persistent behaviours that are likely to lead to long term FTE or permanent exclusion. from school.	Possession of drugs, dealing drugs, Serious physical assault, Serious and persistent bullying	Internal exclusion, FTE & Perm Ex.	Log On SIMS. Refer to PSM/HOY/SLT.



Fig 3. Pastoral reporting procedure

