



C11: BEHAVIOUR MANAGEMENT POLICY

Last reviewed: December 2009	Next Review: January 2011
Approved by Governors Personnel	Date: 18/1/10

Amendments to staff titles made July 2010 (TJO)

Positive behaviour management is the responsibility of all staff at The Hemel Hempstead School. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. Our core values summed up in the '3Rs' of 'Responsibility, Respect, Relationships', underpin all aspect of behaviour management.

1 Aims

- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To promote good behavior and encourage achievement
- To support students in learning self-discipline
- To enable effective teaching and learning
- To create a safe secure environment for students and staff.
- To teach students to understand, accept and tolerate differences in individuals
- To encourage consistency of response to both positive and negative behaviour
- To encourage a positive relationship with parents and guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- To encourage respect for property of others and the school

All staff are responsible for the behaviour and discipline of students in their charge and should use effective teaching strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour staff should always :

- Act justly and fairly and be seen to do so
- Establish relationships of respect with pupils
- Deal promptly and personally in matters of discipline

2 Principles

We believe that all members of the school community should be able to achieve the highest standards in a calm, caring, well-ordered learning environment.

The Behaviour Management Policy at The Hemel Hempstead School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective behaviour management is essential for the smooth-running of the school. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them. A system of rewards is used to recognise and promote good work and effort. Poor behaviour and breaches of discipline are always dealt with, as appropriate, according to the system of sanctions and/or related policies for Anti-bullying, Equal Opportunities or Special Educational Needs.

All members of the school community are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.



The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

We outline and consistently remind all members of the school of the '3Rs':

- To take responsibility for one's own actions and for enhancing the learning and well being of all
- To show respect for oneself, for others and for the school and its structure and reputation and to respect the rights of all to achieve their full potential in the academic, personal and extra-curricular life of the school
- To develop relationships both within school, and with the wider community, that foster goodwill and that embody the ideals of service, tolerance and equality

3 A Culture of Rewards and Achievement.

Rewards have a motivational role in helping students to realise that good effort is valued, encouragement, praise and reward are an essential part of positive behaviour.

"Praise me more, criticise me less, I'm still learning" is a phrase to be borne in mind.

The school supports a house merit system and all staff are expected to apply it consistently and according to the criteria.

Verbal praise and encouragement should be used often and in every lesson.

We expect :

- Good behaviour
- Punctuality
- Respect

Staff should recognise good work and behaviour by words of praise or written comments in books and by using commendations.

All staff should support the school ethos of encouragement to promote positive attitudes by using praise as a priority.

Where there has been regular good work or a particularly good piece that has required significant effort or initiative, a **commendation sticker** should be awarded. Commendation stickers should be signed by the member of staff and are stuck into student planners. Academic commendation stickers are white with the name of the subject on them. House and Subject stickers (double value) can be awarded by a Form Tutor, a House Achievement Leader, Subject Leader or Learning Leader. In addition, exceptional pieces of work that require immediate recognition may be shown to the Headteacher for consideration for a **Headteacher's Commendation certificate** and a gold sticker (triple value). These are presented each Friday morning and details published in the weekly newsletter to parents.

Tutors will monitor the total number of commendation stickers received in their tutor group, each term. The House Achievement Leaders will keep an up-to-date display of running totals at the end of each term.



Commendation certificates are awarded following the accumulation of a certain number of commendation stickers, as follows:

	Number of stickers		Awarded by:	Awarded in:
	Years 7/8	Year 9 and Above		
Bronze Certificate	15	10	HAL	House assembly
Silver Certificate	30	20	HAL	House assembly
Gold Certificate	60	40	HAL	House assembly
Platinum Certificate	100	75	Headteacher	Prize giving

In each case a letter of congratulation will be sent home to the parents of the student.

Certificates of attendance are awarded for 100% attendance each term and annually. In addition, all students achieving 100% attendance will be eligible for entry into a prize draw.

At the end of each year special **prize giving assemblies** will be held. Awards are presented as follows:

- Academic awards (one per teaching group)
- Form Tutor awards
- Citizenship awards

Some students will be selected to receive special prizes at the Schools annual **Speech Day** ceremony held in December. These prizes are given for contribution to school life and certain academic areas.

The above outlines the formal school system of rewards that all staff are encouraged to use. It is recognised that many departments and individual staff may wish to add their own form of rewards, as appropriate, to supplement the school system.

4 Sanctions

Discipline is the responsibility of all staff and students, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible.

The sanctions guidelines (**Appendix 1**) outline the possible sequence of events and actions to be followed. In all cases, staff should record incidents for future reference on the appropriate form (**Appendix 2**).

Where a student breaks the school's standard of behaviour, a **warning** should be given and the opportunity to correct their behaviour. For most students a warning is sufficient and the problem is rectified. If a warning is not heeded, staff should follow the agreed sanctions guidelines for incidents.

School Detention is served on a Friday evening for one or two hours, overseen by an Assistant Headteacher, the Deputy Headteacher or the Headteacher.

In more serious cases of indiscipline: one off offences, or a cumulative log of bad behaviour, the Headteacher will exercise her right to exclude students for a fixed term or permanent exclusion.





Appendix 1a: Sanctions guidelines (within lessons)

Misbehaviour	Staff responsible	Staff to be informed	Parents to be informed	Recommended consequences (guidelines)
Punctuality				
Late	ST			Loss of free time at teachers discretion
Regularly	LL	T/HAL	✓	Departmental detention and Incident form. HAL to write home
Class work				
Lacks equipment	ST			Teacher discretion
Failure to complete class work	ST	ST		Detention to make up work
Regularly	T	SL/LL	✓	Departmental detention and Incident form. Subject report card SL/LL to write home
Home Learning				
Failure to hand in and/or complete	ST			Teacher discretion (possible new deadline)
More than once		ST/SL/LL	✓	Detention with ST Subject report card
Failure across a number of subjects	T	HAL	✓	Home Learning report HAL to write home HAL detention Departmental detention and Incident form.
Behaviour				
Disruption	ST			Time out outside classroom (5 min)
Disruption	ST	SL/LL	✓	Subject report card and Incident form.
More than once	ST	HAL/LT	✓	.Leadership team on call - child removed Possible report card/school detention. Fill in incident sheet
Repeated disruption	ST	HAL/LT	✓	Fixed term exclusion internal/external one/all lessons.
Swearing /Verbal Abuse (isolated)				
At others	ST	SL/LL	✓	School detention Leadership team on call – internal exclusion
At teacher	SL/LL	HAL/LT	✓	Child removed – fill in personal response sheet and Incident form.Exclusion
Bullying* (Please refer to Anti-Bullying Policy and School Equality Scheme for additional guidance)				
Low level	ST	SL/LL/HAL/LT	✓	Official warning Child removed – fill in personal response sheet and Incident form. Leadership team on call – break time and lunch time isolation or full internal exclusion
Persistent/repeated	SL/LL	HAL/LT	✓	Child removed – fill in personal response sheet and Incident form. Exclusion (up to 5 days)

*Please refer to guidelines for Serious Incidents when bullying incidents are judged to be serious in nature (also refer to the Anti-bullying policy)



Lesson Truancy

One lesson	ST	T/HAL	✓	One hour detention to make up time and work at discretion of teacher HAL to write home
More than one	ST	T/SL/LL/ HAL	✓	Make up time and work and Incident form. Attendance report card given by tutor HAL to write home
Repeated	ST	T/SL/LL/ HAL	✓	Parents invited in Suitable action taken Make up time on INSET day HAL to write home Attendance Inclusion Officer informed

Lack of correct uniform

Occasional	ST	T		Confiscate incorrect article (one day) and give warning
Regular	ST	T/SL/LL	✓	Confiscate incorrect article (one half term) and write in planner. Standard letter to parents and supply correct uniform
Refusal to Wear	ST	SL/LL/HAL/LT	✓	Parents in to discuss problem of uniform



Appendix 1b: Sanctions guidelines (general around school)

Misbehaviour	Staff responsible	Staff to be informed	Parents to be informed	Recommended consequences (guidelines)
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Punctuality to registration(am)

Late once	T			Green slip completed Warning from tutor
More than once	T	HAL	✓	Green slip completed and passed on to tutor Lunchtime/Break detention School detention
Regularly	T	HAL/LT	✓	Make up time on INSET day

Off-site break/lunchtime without permission

Once	AT	T		Lunchtime report card
More than once	AT	T/HAL	✓	Lunchtime report card Letter home
Repeatedly	AT	T/HAL/LT	✓	School detention Make up time on INSET day

Lack of correct uniform

Occasional	AT	T		Confiscate incorrect article (one day) and give warning
Regular	AT	T/HAL	✓	Confiscate incorrect article (one half term) Standard letter to parents and supply correct uniform
Refused/ conflict	AT	T/HAL/LT	✓	Parents in to discuss problem of uniform

Behaviour at break/lunchtime

Silly in Form base	AT/DT	T		Exclusion from form base
Litter	AT/DT	T		Exclusion from form base Litter picking
Vandalism/ grafitti	AT/DT	T		Exclusion from form base Community service Payment if appropriate
Poor behaviour	AT/DT	T		Exclusion from form base Stand in staff corridor
Swearing	AT/DT	T		Exclusion from form base Stand in staff corridor
Aggressive behaviour	AT/DT	T/HAL	✓	Interview with HAL Response sheet Possible exclusion from lessons
Smoking on/off site	AT	T/HAL/LT	✓	External exclusion if sufficient evidence



Misbehaviour	Staff responsible	Staff to be informed	Parents to be informed	Recommended consequences (guidelines)
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E-Safety / Network

Bypassing the proxy server	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home
More than once	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home Removal of network access
Regularly	ST	T/FT/HAL/SL /LL/LT	✓	Class room teacher responds Detention Letter Home Removal of network access Exclusion
Using another persons log in	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home
More than once	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home Removal of network access
Regularly	ST	T/FT/HAL/SL /LL/LT	✓	Class room teacher responds Detention Letter Home Removal of network access Exclusion
Viewing inappropriate material	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home
More than once	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home Removal of network access
Regularly	ST	T/FT/HAL/SL /LL/LT	✓	Class room teacher responds Detention Letter Home Removal of network access Exclusion
Improper use of the internet	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home
More than once	ST	T/FT/HAL/SL /LL	✓	Class room teacher responds Detention Letter Home Removal of network access
Regularly	ST	T/FT/HAL/SL /LL/LT	✓	Class room teacher responds Detention Letter Home Removal of network access Exclusion



Misbehaviour	Staff responsible	Staff to be informed	Parents to be informed	Recommended consequences (guidelines)
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Serious Incident (which may lead to a fixed term or permanent exclusion)

Incidents Involving the Possession or use of Drugs, Alcohol, Weapons	ST/HAL/LT	HAL/LT/DT/HT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Physical Harm	ST/HAL/LT	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Serious Verbal or Physical Aggression	ST/HAL/LT	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Stealing: property of others or the school	HAL/LT	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Damaging: property of others of the school	HAL/LT	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Racist and other equality related incidents	ST/HAL/LT	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion
Defiant behaviour towards staff	ST/HAL	LT	✓	Student removed Fill in Incident Form Letter sent home Meeting with parents Exclusion

The School may also Involve The Police in Incidents where a Criminal Offence has been Committed.

Key

 Green

 Amber Parents/Incident form

 Red Letter to parents

T	Tutor
ST	Subject Teacher
DT	Duty Teacher
AT	All Teachers
HAL	House Achievement Leader
LT	Leadership Team
LL	Learning Leader
SL	Subject Leader
HT	Head Teacher

All letters to parents must go via T/HAL/File



INTEGRATED BULLYING AND RACIST INCIDENT RECORD

Focus of Bullying/Harassment Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details(e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Student Achievement Leader		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

Date for monitoring progress of those involved Follow up on the incident and check that all parties are progressing well academically and socially

Date:.....

Reporting member of staff:

Name: Signature: Date:

Once complete please pass this form to HALs' PA



Appendix 3 Stakeholders Expectations

Expectations of Students:

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To wear full school uniform correctly at all times
- To follow school rules

Expectations of Teaching Staff:

- To provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn
- To reinforce, encourage and reward positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register students in every lesson
- To support the school's behaviour policy, by using the referral system effectively
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen
- To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class
- To ensure all events are accurately logged on E-Portal

Expectations of Tutors:

- To teach interpersonal skills by promoting positive, supportive relationships within the form
- To keep a record of attendance and deal with issues of punctuality and absence
- To maintain positive communications between home and school
- To do all possible to ensure correct uniform and appropriate self-presentation
- To provide guidance and assistance to individuals as necessary
- To monitor student planners
- To support the school's positive behaviour policy
- To ensure all events are accurately logged on E-Portal



Expectations of Subject and Learning Leaders:

- To ensure that departmental schemes of work suggest activities designed to suit different learning styles
- To ensure/co-ordinate a positive learning environment within the department for both staff and students
- To ensure that the school's Behaviour and SEN policies are consistently implemented, in particular the system of referral
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions
- To monitor the attendance, behaviour and learning of students within the department
- To agree and implement consistently ways of entering and leaving the departmental classrooms and areas
- To monitor the work set by absent colleagues and to liaise at the start of, and at some point during each lesson taught by a cover/supply teacher wherever practically possible
- To ensure all events are accurately logged on E-Portal

Expectations of House Achievement Leaders:

- To liaise and communicate with parents and outside agencies regarding pupil needs
- To manage closely troubled and challenging students with their line manager and SENCo.
- To support individual students by:
 1. tracking the student's behaviour/achievement
 2. meeting with parents and students to solve problems which interfere with their learning and the learning of others
 3. monitoring student attendance and punctuality
 4. consistently implementing, upholding and supporting the school's Behaviour and SEN policy.
- To ensure all events are accurately logged on E-Portal

Expectations of SEN Teachers and Teaching Assistants:

- To support SEN students within the classroom
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions
- To consistently implement the school's SEN and Behaviour Policy



Expectations of Leadership Team:

- To provide clear leadership and support for the school's behaviour policy
- To provide a visible and dependable support to staff throughout the day
- To support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management
- To ensure that INSET is provided for staff that develops the individual and supports school priorities
- To ensure that the school regularly communicates with parents, carers and governors
- To ensure all events are accurately logged on E-Portal
- To provide effective support for teachers presented with extremely challenging and uncooperative student behaviour
- To ensure a curriculum is in place which is appropriate for all learners
- To oversee and implement exclusion procedures in line with county and national guidelines

Expectations of the Governing Body:

- To monitor the effectiveness of the school's behaviour policy
- To support the Headteacher and Leadership Team in the monitoring of attendance and exclusions of different groups of student
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required

Expectations of Parents:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform
- To co-operate with the school to ensure that their child follows the school's Behaviour Policy
- To keep the House Achievement Leader/tutor aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through planners, letters, reports and telephone calls
- To encourage and support their child in completion of Home Learning