**Legal Framework:**

**DfE guidance, ‘Behaviour and Discipline in Schools (2016), has been taken into consideration when producing this policy. It outlines that:**

• ‘Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school

• The power to discipline also applies to all paid staff (unless the Headteacher (Head of School) says otherwise) with responsibility for students, such as teaching assistants

• Headteachers (Head of School), proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions

• Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

• The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.’

**Introduction**

We aim to provide a safe, caring, well-ordered environment, which is vital to effective teaching and learning. A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently .

**Aims**

• To support the values we treasure at Howard House School

• Support effective teaching and learning

• Foster mutual respect

• Prepare learners for the adult world

• Create consistency of expectations and consequences

• Challenge poor behaviour in an appropriate manner

**Learning and Teaching**

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A broad and balanced curriculum helps develop and maintain this. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate all students.

**Principles**

• Staff use most appropriate method of teaching, which draws on students’ experiences and values their contributions

• Students are received into a classroom where routines are established and high standards expected

• Explicit and regular praise should be used for all types of achievement

Personal Development (RSE and SMSC) and the Healthy School agenda will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress. Subject Leads will support this curriculum through standardised assembly themes and lessons to cover; Bullying, IAG, Drugs, Alcohol and Tobacco misuse, Finance, Emotional Health, Healthy Lifestyle and On-line safety.

A clear rewards and sanctions strategy is in place to ensure that our Behaviour Policy is consistently applied, this includes:

• Staff record negative incidents on ClassCharts

• 1 Weekly postcard written/sent

*How do we get consistency of implementation?*

• BFL communicated frequently to students in registration, in assemblies and in lessons

• Staff support to deliver consistency around the school site

*How will we communicate the policy to everyone?*

• Staff training and behaviour is a standardised agenda item for meetings

• Weekly House assembly followed by Form Tutor activity

• Letters home

• Home-School Agreement to be signed by parent, student and Head of School annually

*How do we know it is understood and accepted?*

• Data tracking by Head of School to demonstrate improvement in behaviour

• Calm environment around building supported by duty team

• Behaviour a standing item at SLT, Curriculum and Pastoral area meetings

• Classroom teachers to maintain a consistent approach to classroom management

*How do we get consistency of implementation for dress?*

• Parents/carers and students clear on what is expected (open evenings/website/policies)

**School Expectations of BFL**

**Expectations of dress:**

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be removed from lessons.

**Hair** colour and style must be appropriate for school. Having a high standard of uniform requires sacrifice on a personal level: we cannot chase fashion. Students are asked to respect this, keeping their preference for a particular trend for evenings, weekends and holidays.

**Clothing/Appearance**

All items of clothing should not show any affiliations to any gangs

• School issues sweatshirt – with school logo clearly visible

• School issues polo shirt – with school logo clearly visible

• School appropriate footwear

• No jewellery, piercings or tattoos.

• PE/DT kit (when applicable)

**Equipment**

• 2x pens

• Pencil

• Ruler

• Calculator

**Expectations of conduct**

• Be prepared

• Follow instructions

• Look the part

**Mobile phones and other technical equipment**

All technical equipment must be kept at home and off school premises. If such equipment is in view of members of staff it will be confiscated. Students to collect a letter from reception and give to parents/carers. The equipment will be placed in the school safe until a parent/carer comes in to school to collect it.

**N.B. loss and damage**

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises. It is suggested that parents cover clothing and property on their household insurance.

**Good behaviour** will be celebrated and remarked upon via spoken word, postcards and planner comments. **Unacceptable behaviour\*** will be met with an appropriate sanction (e.g. verbal reprimand, planner comment, detention). This includes:

• Disregard of staff instruction

• Use of mobile phone

• Selling contraband goods

• Bullying behaviour (verbal/non-verbal)

• Violent behaviour or hurting others

• Ignoring school policy

• Vandalism

• Theft

• Continued disregard for school rules and procedure

\*It is not possible to foresee all possibilities and this list should not be deemed exhaustive.

**Behaviour out of school**

Howard House School is committed to ensuring our students are leaders in their community. In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site.

Therefore we expect the following:

• Good order on all transport (including public transport) to and from school and during educational visits

• Positive behaviour which does not threaten the health, safety or welfare of our students, staff or members of the public

**School Sanctions and interventions**

Sanctions and interventions are more likely to promote positive behaviour if they are used in a consistent and fair manner. The school will consider each case on an individual basis and will always act lawfully, reasonably and proportionally. We will draw from a range of strategies including:

• Confiscation of property

• Duration of detention is 30 to 60 minutes

• Call back (5 minutes at the end of the school day/start of lunch)

• Removal from reward events

• Curriculum area detention/curriculum report/removal to another class

• Head of School detention/ BFL report/ removal from lessons (for a set time period)

• Referral to Seclusion Unit (3 days)

• Exclusion for 5 days, 10 days, 15 days

• Restorative justice

• Mediation

• Communication with parents/carers

Rewards

• Post card home

• Verbal praise

• Merits

**Exclusion Policy**

Only the Head of School can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed term period (up to a maximum of 45 school days in a single academic year), or permanently in exceptional cases (where further evidence is required) a fixed period exclusion may be extended or converted to a permanent exclusion.

There are four levels of exclusion:

1 **Internal Exclusion** – in this instance the student is with the Head of School or the Assistant to the Head for a period of time. Parents/carers receive a letter from the Head of School outlining the reasons for the internal exclusion. At the end of the period of exclusion parents **must** meet with the Head of School. A Behaviour Contract is signed by the student, parent/carer and Head of School

2 **Formal Internal Exclusion** – the student is isolated in the Seclusion Unit for a fixed period of 3 days. In addition formal notice is given to the Virtual Head. At the end of the period of exclusion parents/carers **must** meet with the Head of School or the Assistant to the Head. A re-integration agreement is made and signed by the student, parent and representative of the school

3 **Formal External Exclusion** – in this instance work is set for the student and parents/carers are given the responsibility to supervise the student to work at home for the first 5 days of the exclusion (for exclusions longer than 5 days an alternative centre will be sought for the student to attend or they must continue their Formal External Exclusion in the school’s Seclusion Unit). At the end of the period of exclusion parents meet with the Head of School or the Assistant to the Head. A re-integration agreement is made and signed by the student, parent and Head of School or the Assistant to the Head. On return to school the student’s reintegration will be monitored by the Head of School

4 **Permanent Exclusion** – the decision to permanently exclude a student will be taken in response to:

• A serious breach or persistent breaches of the school’s behaviour policy;

• Where a student’s behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school

The Head of School may consider a serious breach of the behaviour policy to be any of the following, however it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

• Serious actual or threatened violence against another student or a member of staff

• Sexual abuse or inappropriate sexualised behaviour

• Malicious accusations against staff or other students

• Assault

• Being in possession of, under the influence of, or supplying an illegal drug

• Carrying an offensive weapon

• Absolute refusal to conform to reasonable requests by staff

N.B. Parents /Carers will be billed for damage

**Roles and Responsibilities**

**Role of the class teacher: Learning and Teaching**

A well-designed lesson develops and maintains positive behaviour

• Staff should use the most appropriate method of teaching, which draws on students’ experiences and values their contributions

• Students should be received into and exited from classrooms where routines are established and high standards expected

• Seclusion Unit referrals to be made by teachers via Head of School or the Assistant to the Head

**Six Step Behavioural Procedure**

Howard House School operates a six steps procedure as a means of addressing the problem of poor behaviour. Students who repeatedly disrupt lessons will be moved up the steps. The procedure can also be used in response to a single incident.

All students are on **STEP 1**, which entails the monitoring of every student’s behaviour.

If a student begins to pick up an unacceptable number of negative reports, he/she will be moved on to **STEP 2**. At this stage the student’s parents/carers will be contacted to express the school’s concern and the child’s behaviour will come under closer scrutiny. Parents/carers will be asked to log on to ClassCharts and track their child’s behaviour record.

If a student continues to disrupt lesson, he/she will be moved on to **STEP 3**. This move will result in the student being referred to the school’s Raising Standards Group. This is the school’s multi-agency forum, which meets to discuss those students who are presenting problems at school. For example, problems relating to behaviour, attendance, social and emotional difficulties, and bullying may occasion a referral to the group. The Raising Standards Group may refer a student to other outside agencies, such as the Behaviour Support Service, One Point, Educational Welfare or Social Services. The group may also recommend statutory assessment by the school’s educational psychologist. Parents/carers are invited to the meeting when their child is to be discussed. Where a referral has been made because of a student’s poor behaviour, the group will establish an Individual Behaviour Plan for the student. The student will be set a number of behavioural targets and the plan will run for approximately eight school weeks. A review will take place after four weeks, and a final evaluation after eight weeks. Parents/carers will receive a copy of the plan, and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the student will be asked to sign the Individual Behaviour Plan.

If the Individual Behaviour Plan is unsuccessful in terms of improving the student’s behaviour, then the student will be moved on to **STEP 4**. The student will again be referred to the Raising Standards Group, this time to establish a Pastoral Support Programme. As with the Individual Behaviour Plan, the student will be set targets and his/her behaviour will be monitored over an eight week period. A review and evaluation of the PSP will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting. Referrals to outside agencies will also be considered. At Step 4 the school will assess the need for early help intervention through the Single Assessment Procedures.

If the Raising Standards Group fails to bring about an improvement in behaviour, the student will be moved on to **STEP 5**. The student will be placed in the Seclusion Unit for a period of not less than three days if no previous placement has been made.

If the student continues to disrupt lesson, he/she will be moved on to **STEP 6**, the final step in the procedure. The student’s SEN status will be reviewed. A fixed term exclusion will be recommended if no previous exclusion has taken place. A student on STEP 6 will receive a Final Warning from the Head of School. Parents/carers will be informed that the warning has been given and will be invited to contact school should any further clarification be needed. A new Pastoral Support Programme may be established. If a student who has been given a Final Warning continues to disrupt lesson on a regular basis, then the school will consider a recommendation of permanent exclusion.

The school reserves the right to bypass any steps should a student’s behaviour warrant such action. This could mean recommending a student’s permanent exclusion in response to a single, serious breach of the school rules. For example, dealing drugs on the school premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place.

Movement on the step procedure is not one-way. If a student’s behaviour improves over a sustained period of time, usually two terms, then the student will be moved down a step.