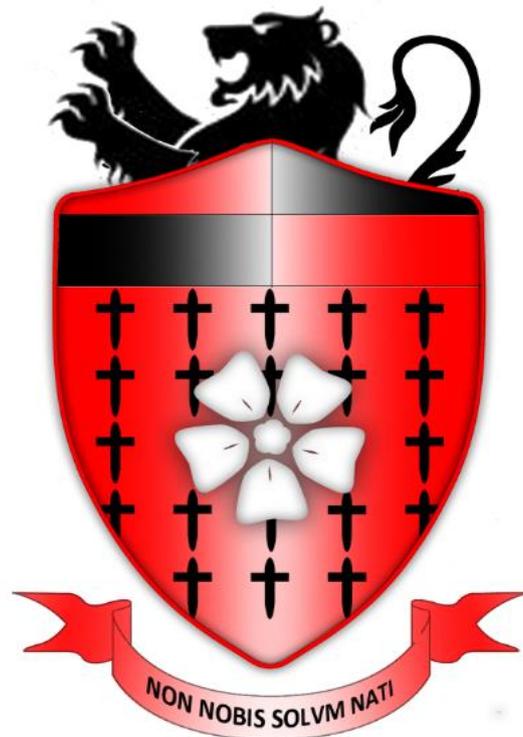


Hornsea School & Language College



Behaviour Policy

Created by:	P Rotherham	
Date Created:	September 2003	
Approved by:	Headteacher: 24.11.21	Governing Body: 24.11.21
Last Reviewed:	Date: August 2021	By: Chris Hamling
Date of Next Review:	November 2022	

Behaviour Policy

Broad Guidelines

The Headteacher is responsible for promoting good behaviour and discipline at Hornsea School following the principles agreed by the governing body. This behaviour policy has been developed in consultation with governors, school staff, pupil and parents in order to provide a clear framework for communicating and enforcing appropriate behaviour amongst our students.

Hornsea School and Language College (HSLC) realises that not only are individual students judged on their own behaviour but the standing of the school locally and nationally will be significantly influenced by the behaviour of our pupils either as individuals or as a group. We want to create the right impression with visitors to the school and to those meeting our students outside the school environment.

This policy can only become an effective working document if all adults in school are consistent in the way the policy is applied. All teachers are responsible for behaviour in their classes but also have a duty to report and/or deal with good or inappropriate pupil behaviour encountered outside their specific teaching role and outside of lesson. Positive Discipline (PD) is the overarching structure in school that supports behaviour management.

The policy has been written to comply with the Human Rights Act 1998 and is compatible with DfE guidance. Relevant statutory guidance and government advice have informed this Policy, in particular, DfE guidance in the form of 'Behaviour and discipline in schools, Advice for headteachers and school staff, January 2016' has been used as a basis for this policy. The Behaviour Policy overlaps with a number of additional HSLC policies and should be read in conjunction with them, for example:

- Positive Discipline Policy
- Child Protection and Safeguarding Policy
- Peer on Peer Abuse Policy
- Physical Intervention and Restraint Policy
- Student Uniform Policy
- Searching, Screening and Confiscation Policy
- Mobile Phone Policy
- Drug & Substance Misuse Policy
- Student Uniform Policy

Where appropriate and deemed necessary, there may be a need to produce an Addendum to this Policy in line with changed expectations, for example the Covid19 situation. Any addendum will be linked to the overarching HSLC Behaviour Policy and be clearly labelled as an addendum to this and reflect the philosophy, expectations and approach that are both implicit and explicit within this Policy.

Rationale

This policy will help to ensure the highest standards of behaviour at HSLC through clearly outlining expectations. Good behaviour is based on **mutual respect** and is fundamental in promoting a culture of high expectation and achievement. It directly affects our ability to succeed as individuals and as a school within our community and supports the HSLC commitment to inclusivity.

This Behaviour Policy is underpinned by the notion of **rights and responsibilities**. Every member of our school community has the right to be valued, the right to be safe and the right to have the opportunity to achieve to the best of their ability. Discriminatory behaviour in any form will not be tolerated, nor will inappropriate interpersonal physical contact or the use of language that is inappropriate, offensive, intimidatory or prejudicial. Pupils are aware of the need to share concerns and how to do this to allow any such issues to be addressed.

Every member of the school community also has the responsibility to value others, to keep everyone safe from harm and to allow others to work and achieve.

Good behaviour is crucial to all aspects of school life. We all have the responsibility to behave appropriately towards others.

Due to the particular relevance, this policy should be read in conjunction with the HSLC Positive Discipline Policy (2021-22).

Aims

We aim to provide a caring, enthusiastic and orderly centre of learning which also aids social and personal development to:

- Create an atmosphere of expectation where students want to learn, aim high and achieve
- Promote an understanding of right and wrong.
- Encourage friendship, respect, tolerance and good citizenship.
- Offer a full challenging curriculum to suit each individual.
- Work in partnership with parents/carers and the community.
- Celebrate all success.
- Promote high standards of behaviour and personal expectation in and out of school
- Prepare and equip our young people for a productive and fulfilling adult life, contributing to wider society
- Maintain an inclusive culture that acknowledges, tolerates and celebrates difference
- Ensure that inappropriate interpersonal conduct and communication is challenged appropriately against a clear backdrop of zero tolerance

Hornsea School and Language College supports and encourages good behaviour by:

- Established policies that clarify and document expectations
- Having a clear, consistent approach and understanding of what behaviour is acceptable at all times in and outside the classroom
- Clearly defined expectations – RESPECT campaign / Positive Discipline
- Celebrating diversity and promoting inclusivity
- Facilitating balanced and healthy personal development through the Life Studies curriculum
Ensuring that Peer Conflict and any instances of Peer on Peer Abuse are identified and prompt action taken to address concerns
- Having in place an established and settled Pastoral and Safeguarding Staff Teams and dedicated professional support for SEND
- Valuing and supporting students in taking responsibility for their own behaviour.
- Valuing and listening to people's views.
- Recognising and giving rewards or praise for achievement and good behaviour.
- Giving parents notification of achievements and good behaviour, and guidance on how they might support.
- Giving students appropriate work and support and access to a broad and balanced curriculum and wide range of extracurricular opportunities and activities taking account of individual student circumstances on a case by case basis, incident by incident basis and particularly any associated vulnerability, adversity, SEND or safeguarding concerns
- Having a graduated response in place to manage non-compliant behaviour and prevent escalation through the formal 'Behaviour Support Process' and structures that target behaviour through early intervention and support
- Working with partner agencies to assess the needs of pupils who display continuous disruptive behaviour

Site Rules

- Treat others with respect.
- Behave in a quiet and orderly manner.

- Respect the property of the school, the staff, students and visitors.
- Keep the school and surroundings clean and tidy.
- Abide by school uniform requirements. *
- Observe the directions given for your health and safety.
- Follow the 'Expectations The 5 R's' and the Respect Campaign
- Do not smoke, drink alcohol or take drugs on or in the vicinity of the school site.
- Do not bring illegal, dangerous or valuable items to school.
- Mobile phones should be switched off and kept out of view at all times when in class unless permission is given by class teacher
- Stay within designated areas and do not enter 'out of bounds' area as marked by blue criss/cross boxes on the ground across the site

Expectations are outlined clearly in the Student Uniform Policy in relation to Jewellery (in general and especially PE), footwear, trousers, blazer and make up / hair colour. Please refer to this Policy for further information

Peer on Peer Abuse and Peer on Peer Sexual Violence and Harassment

HSLC has a zero tolerance approach to Peer on Peer Abuse and Peer on Peer Sexual Violence and Harassment (please see relevant HSLC Policies that support this). A whole school approach is adopted that is reinforced by a combination of the formal curriculum (PSHE and Life Studies), clear expectations regarding student behaviour and positive role modelling by staff. Incidents involving these types of behaviours (in and out of school) will be viewed as unacceptable and serious. Whilst efforts will be made to support all concerned and establish and understand the context of the behaviours, nonetheless consideration will be given to appropriate sanctions including suspension and in cases that meet the threshold for a 'serious one-off incident', a Permanent Exclusion. It may also be necessary to consider alterations to school arrangements.

Classroom Rules

- Arrive on time, fully equipped, wearing your blazer and ready to work for each lesson
- Bring homework on time, every time
- Place your opened planner on your desk
- Do as you are told by all staff – first time, every time
- Listen carefully when the teacher or another person is talking
- Always try your best without disturbing others
- Follow school and specific class teacher rules regarding mobile phone use

Positive Discipline (PD)

PD is the overarching system used in school (in and out of class) to support and incentivise engagement with learning and facilitate progress through Reward Stamps that are given in recognition of positive work and conduct in school. PD is also the means by which unacceptable behaviour is monitored and supported / managed via the system of Written Warnings and associated, graduated sanctions.

Rewards

Whenever possible students are encouraged and rewarded. Students thrive on praise and this is recognised through our reward system which offers the opportunity to reward students for a variety of achievements including

- Celebration evenings
- Celebration assemblies
- Postcards home
- End of year reward trips
- Ongoing certificates
- Stamps (achievement points)
- Attendance incentives

- Praise and encouragement

Sanctions

Responsible behaviour is the expectation, requirement and is encouraged at all times inside and outside the classroom. Please see additional information in the PD Policy. A variety of sanctions are available to be used when considered appropriate. These include measures to help our students to take responsibility for their actions and behaviour. These might include, but are not limited to:

- Verbal warnings
- Written warnings
- Faculty removal / Red Card
- Detention (see Appendix 1)
- Isolation
- Internal exclusion
- Fixed term exclusion
- Graduated and individualised response through the formal HSLC Behaviour Support Process (IBM, IBP, PSP) – (see Appendix 3)
- Meeting with Governors and SLT
- Managed move
- Directed to an Alternative Learning Setting
- Permanent exclusion

The comprehensive and concurrent weekly PD data set provides the evidence base that both documents concerns and forms the basis of the school response to supporting unacceptable behaviour at all levels in and out of class,

HSLC has what we believe to be a reasonable expectation that Parents/Carers also have a clear role in making sure that their child is well behaved at school. If they do not, the school or LA may ask them to sign a parenting contract or may apply for a court imposed parenting order. (Behaviour and discipline in schools, Advice for headteachers and school staff. DfE January 2016) It is also the case that as a LA 'maintained' school, HSLC has a clear statutory power to direct a pupil to off-site for education to improve behaviour (section 29A Education Act 2002) Alternative Provision, Statutory Guidance for LA, January 2013). Parental consent is not required but any such placement must be underpinned by a clear structure involving goals, targets, timescales and review process.

Students should bring to school only those items required during the school day. Other items may be confiscated and retained either until the end of the day or in some cases until a parent can collect them. Section 91 of Education Inspection Act 2006 enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty.

The school insurance does not cover personal property. PE staff will store valuables during lessons but cannot be responsible for their safety. The responsibility lies with the student.

Out of school activities form part of the extended curriculum and are therefore subject to the same standards and expectations as the classroom.

The Behaviour Support Process (BSP) – see Appendix 3

The BSP is the formal school process that is used to support escalating concerns in relation to poor and unacceptable behaviour that:

- Impacts negatively on engagement with learning and progress of the individual student
- Impacts negatively on engagement with learning and progress of other students
- Is characterised by a pattern of chosen behaviour that does not / has not responded to support in the form of positive change and improvement

The BSP is a graduated response to concerns and is designed to offer support and guidance to prevent further escalation and involvement with sanctions. The BSP will be instigated after more informal approaches have been exhausted. Outside of single one off incidents, routine PD data is the evidence base for the BSP. The BSP is an inclusive approach that places the student at the centre of the process and involves working jointly with parents / carers, school staff and partner agencies where necessary.

Physical Restraint

Please also see HSLC Physical Intervention and Restraint Policy 2021-22 for a full overview and details. In extreme cases, which are rare but do occur, a member of staff might have to physically restrain a student. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when all other aspects of a preventative approach have been exhausted and appropriate strategies and reasonable adjustments have failed
- Any physical contact should be only the minimum required to restore order, maintain safety and an appropriate level of behaviour
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents/carers will be informed of each incident

This policy is also guided by, and incorporates, 'De-escalation and Restraint Policy Guidance' issued at the request of the East Riding LA Behaviour and Attendance Partnership (July 2016) and incorporates the advice and recommendations in the non-statutory guidance Use of Reasonable Force (July 2013). Staff also follow guidance provided by the DfE in dealing with instances where physical restraint is considered to be required

Fixed Term Exclusion

A serious breach or continual breaches of the school rules and regulations that continue in the face of support provided may lead to Fixed Term exclusion. Statutory guidance - Exclusion from maintained schools, academies and pupil referral units in England, September 2017 is used as the reference point.

Each case will be treated in on an individual basis, with reasonable adjustments being given consideration as and when appropriate. The HSLC Positive Discipline system incorporates Fixed Term Exclusion as a sanction – please refer to the policy for more details of in what circumstances this may apply. A day in Isolation will follow a Fixed term Exclusion and is an integral part of the sanction

Only the Headteacher can exclude a pupil from school. If the Head is not available, the authority rests with the most senior teacher on site.

Before the decision is made to exclude a pupil, the incident will be investigated; the pupil will be interviewed and will make statements in writing. Where appropriate, witnesses will also be interviewed and will provide statements. Staff or other adults involved will provide referrals or statements as appropriate.

In the event of denial or difference of opinion, the Headteacher will make a decision based on the balance of probability.

Once the decision has been made to exclude, the pupil and parents will be informed as soon as possible. If practical, the parent will be asked to collect the pupil from School at the earliest opportunity. School will seek a formal Reintegration Meeting following any Fixed Term Exclusion – the purpose of this is for a member(s) of the SLT to meet with parents / carers to review the circumstances of the exclusion and seek to find strategies to avoid any repetition of exclusion and prevent further escalation of concerns. HSLC will seek appropriate 6th day provision as required for excluded pupils and also where possible seek to minimise disruption to learning during shorter

periods of fixed term exclusion through the provision of work. See Appendix 2 for sixth day provision information.

Permanent Exclusion

We seek to use all available strategies before resorting to permanent exclusion, including the possibility of a change of setting to another regulated educational establishment where and when appropriate. The School is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment.

Students are prohibited from bringing weapons and knives of any type onto school premises (including pocket knives, penknives, Swiss Army type knives and fishing knives or any tool or implement that includes an exposed or folding cutting blade or sharp implement of any length). Carrying of or bringing such a weapon or knife onto school premises is a serious breach of the disciplinary policy and consideration will be given to permanently excluding any student who is or has been in possession of such a weapon or knife on school premises'

Repeated and/or more serious misbehaviours could lead to permanent exclusion.

Serious breaches of discipline will be dealt with through fixed term exclusion. If problems persist, or if severe one-off instances occur it might be judged necessary to exclude permanently.

The Power to search

For full details, please see the HSLC Searching, Screening and Confiscation Policy 2020/21

HSLC follow guidelines outlined in statutory guidance – 'Search, screening and confiscation: Advice for Headteachers, school staff and governing bodies (DfE, January 2018)' Head teachers and staff authorised by them have a statutory power to search pupils and their possession, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E- cigarettes
- Fireworks
- Pornographic image
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The legal provisions on school discipline also provides members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or damaging property, and to maintain good order and discipline in the classroom. School can seize any prohibited item found as a result of a search

When conducting a search, you must be the same sex as the pupil being searched and if possible the staff member (witness) should be the same sex. The exception to this rule is where there is a reasonable belief that there is a risk that serious harm will be caused to the person if the search is not conducted immediately.

Use of Force - Members of staff can use such force as is reasonable given the circumstances when conducting a search for any suspected Prohibited Items - knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules

Allegations of abuse against staff

Allegation of abuse must be taken seriously. HSLC will ensure that they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

The allegation will be investigated; the pupil and the staff member will be interviewed and statements will be taken in writing. Where appropriate witnesses will also be interviewed and a statement taken. Staff or other adults involved will also provide statements as appropriate.

In the event of denial or difference of opinion, the Headteacher will make a decision based on the grounds of probability.

In the event that the pupil is found to have made a malicious accusation against a member of staff a suitable sanction will be put in place.

Conclusion

Good behaviour is part of the ethos of Hornsea School and Language College, it must be expected and used consistently to maximise effective learning. Standards of good behaviour are an important part of our daily business but also form an immediate way in which we will be judged by the community we serve. HSLC behaviour expectations are a key component in maintaining an inclusive culture that accepts and celebrates difference, fairness and mutual respect.

APPENDIX 1 - DETENTION

Matters staff should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Parental complaint about detention

The Headteacher, or other authorised teacher, may decide the child should have a detention despite the parent's/carer's representations. However, a parent/carer who remains dissatisfied can complain to the Headteacher and the governing body under the school's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher or the governing body, or both.

Failure to attend a detention

If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, the Headteacher should decide how to deal with the absence and the original misbehaviour, normally with a more severe sanction in line with the Positive Discipline policy.

Circumstances for not detaining a pupil

For certain children a detention might never be reasonable however bad their conduct. For example, an after-school detention could probably not reasonably be imposed on a child who lived far from school, if the pupil's only means of travelling home was on a bus leaving at the end of the school day and there was no other way the pupil could get home. However, the onus is on parents to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to parent or pupil in making alternative transport arrangements would not be sufficient reason to withdraw the detention. If after-school detention is not possible, the Headteacher (or other authorised teacher taking the decision) could consider detention at lunchtime or another suitable sanction.

Responsibility for travel arrangements

Although the school must have regard to the availability of suitable travel arrangements after a detention, the responsibility for making those arrangements lies with the parent. The school does not have to pay.

Responsibility for care and safety of children detained

Teachers have a duty to take reasonable care of pupils at school. If a child is injured because a teacher is negligent, the parent could take an action of negligence against both the teacher responsible and the employer (either the LEA or the governing body) under the legal principle of vicarious liability. Schools should also consider carefully the issues of supervision where a single child is detained.

A child injured going home from school after being kept in detention could theoretically have a claim in damages against the school if the child or parent could prove that:

- the school's duty of care extended to ensuring the child could get home safely;
- in the circumstances of the case, they had negligently failed to carry out that duty; and
- the injury was a direct result of that negligence.

If, for example, an unsupervised young child was knocked down crossing a busy road outside the school after a detention, but someone at the school would normally have supervised the child crossing the road at the end of the school day, this could be negligence.

However, the LEA or governing body would not be liable for any accident that happened to the child on the way home after a detention. To succeed in a negligence action, the child or parent would have to prove all three points mentioned above.

APPENDIX 2 – SIXTH DAY PROVISION

Sixth Day Provision

- Whenever possible, arrangements will be made with another East Riding Secondary School to provide education provision for pupils on the sixth day of an exclusion. Should this be deemed to potentially put the safety of the pupil in question or others at risk, alternative arrangements will be made in consultation with the local authority's Exclusion and Reintegration Officer. All options available to support Sixth Day provision will be explored.
- The above notwithstanding, efforts will be made to ensure that disruption to learning is minimised through the provision of appropriate school work throughout any exclusion

Arrangement for the day

- Full school uniform for the day
- Report to the main reception
- Take work provided by Hornsea School
- Students to work in isolation in a designated area – chosen by designated School
- Break and lunch will be supervised by member of staff at the designated School
- Bus timetable to be provided in the event of an exclusion running into the sixth day
- A refund will be provided for the cost of travel on the presentation of bus ticket

Appendix 3 – Behaviour Support Process (BSP)

The **Behaviour Support Process (BSP)** is designed to remove barriers to learning and support students. A range of resources are available in school to support the achievement of this. The BSP is integral to and runs parallel to Positive Discipline (PD). Data from PD will be used to inform the BSP process and set and monitor targets for all stages of the BSP. The BSP is part of the school approach to minimising poor and disruptive behaviour and ensuring that all students benefit from a settled and positive learning environment, in which maximum progress can be made

The BSP is designed to be inclusive, flexible and individualised, tailored to meet specific needs and circumstances of students (including consideration, allowance and adjustment for out of school context). Emphasis is placed upon support and early intervention to promote positive choices and in so doing avoid escalation into formal sanctions (e.g. Detention / Isolation and Fixed term Exclusion) and also escalation into the formal school BSP, especially IBP and PSP.

There are 4 increasingly significant levels to the BSP:

1. Increased Behaviour Monitoring (IBM)
2. Individual Behaviour Plan (IBP)
3. Pastoral Support Plan (PSP)
4. Level 3 Managed Move

A student may move directly to any level depending upon the nature of incident/concern.

The BSP is a formal school response to behaviour concerns – either from a single ‘one off’ serious incident or due to ongoing behaviours. As such, it forms part of the HSLC graduated response to supporting students exhibiting behaviour(s) that do not meet school expectations.

Cause for Concern

Students will usually be identified by PD data that tracks

- Written Warnings
- Detentions
- Isolations
- Exclusions (Internal and external)
- Other causes of concern

Head of PD and Head of Inclusion monitor and review PD data, which is also shared with SLT and key staff across school.

Level 1 - Increased Behaviour Monitoring (IBM)

Level 1	Individual Behaviour Monitoring
Duration	4 Weeks (can be extended by a further 2 weeks)
Support	<ul style="list-style-type: none"> • Individual weekly target setting (e.g. WW – amount and type and Rewards) and monitoring / mentoring by allocated member of staff via PD Planner – classroom and unstructured time ‘check in’ • Advise parents of concerns • Share details of IBM with Progress Leader and Tutor • Weekly communication with parents / carers to advise and update (email / telephone) • Review of timetable and any particular pattern of difficulties to be explored / addressed • Consider Level 1 Managed Move • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / HAC / SKE
Triggers	<ul style="list-style-type: none"> • DA and HAC to identify students causing concern and requiring IBM and allocate case • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO or high levels of Written Warnings in PD year group and school ytd table • Poor ATL, significantly below year group average • Non-standard entry with accompanying behaviour concerns
Staff Supporting Intervention	DJ, DN, REL, QJ, DL
Recording	<p><i>“If it’s not on CPOMS...it hasn’t happened”</i></p> <ul style="list-style-type: none"> • Record on CPOMS the Start / weekly check in with student and contact with home and End of IBM

CPOMS Recording Template for IBM

1. Recording 'Start' of IBM

Create incident for student on the IBM, using:

- Category: Behaviour Support
- Sub Category: IBM – Increased Behaviour Monitoring

On 'Incident' record using Headers as underlined

- Start Date:
- End Date
- Reason for IBM (Concerns)
- Targets: (e.g. Behaviour, Written Warnings, Rewards, Punctuality)
- Document parents contacted (details of t/c or copy email)
- Alert Staff Members: DA and HAC

2. Recording Weekly IBM Meeting

Create a new 'Incident' on CPOMS for each week (Weeks 1 to 4 and 5 to 6 if extended) using above Category / Sub Category

On 'Incident' record using Headers as underlined

- Week # of #
- Progress against targets:
- Notes:
- Document parents contacted (details of t/c or copy email)
- Alert Staff Members: DA and HAC

3. Recording 'End' of IBM

Create a new 'Incident' on CPOMS for each week (Weeks 1 to 4 and 5 to 6 if extended) using above Category / Sub Category

On 'Incident' record using Headers as underlined

- End of IBM
- IBM outcome
- Next steps – if any
- Document parents contacted (details of t/c or copy email)
- Alert Staff Members: DA and HAC

Level 2 - Individual Behaviour Plan (IBP)

Level 2	Individual Behaviour Plan
Duration	6 Weeks (can be extended by further 4 weeks)
Support	<ul style="list-style-type: none"> • Meeting with student, parents / carers at start, mid point and end review (1,3,6 weeks + 8 and 10 if extended) • Weekly review meeting with student & Head of PD and / or Pastoral Lead • Individual target setting and monitoring by allocated IBP Lead / Mentor • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / HAC / SKE • Relevant school staff and SLT updated • Meeting with Governors / SLT at start and end • Consider referral for ELSA • Consider individual programs of work • Consider personalised timetable (subjects / school day) • Consider placement in the 'Bridge' • Consider Supervised break and lunch times (voluntary / compulsory) • Consider referral for Early Help via SaPH and multi agency support • Consult with SENCO and complete SEND screening and consider referral to Education Psychologist • Consider Level 1 Managed Move
Triggers	<ul style="list-style-type: none"> • DA and HAC to identify students causing concern and requiring IBP • Failure of Level 1 (IBM) and ongoing behaviour concerns • Single 'one off' serious incident • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO and fixed term exclusions • Non-standard entry with accompanying behaviour concerns
Staff Supporting Intervention	DA, WP
Recording	<p><i>“If it’s not on CPOMS...it hasn’t happened”</i></p> <ul style="list-style-type: none"> • Start updating 'Graduated Response' form for student (HAC/DA) and save on T in Behaviour Support Process in Graduated Response • Start and complete BSP Record (IBP) and scan onto CPOMS when complete • Save 'working' BSP Record (IBP) on T in Behaviour Support Process in IBP Students and update during IBP • Record on CPOMS weekly check in /review with student and call home • Category: Behaviour • Sub Category: IBP – Individual Behaviour Plan • Use Header on CPOMS Incident – <u>IBP Review</u> • Agreed and document the review dates and timing of weekly 'check in' and record meeting on BSP Record (IBP)

Level 3 - Pastoral Support Plan (PSP)

Level 3	Pastoral Support Plan
Duration	8 Weeks (can be extended by further 4 weeks)
Support	<ul style="list-style-type: none"> • Meeting with parents / carers at start, mid point and end review (1, 4 and 8 weeks + 10 and 12week points if extended) • Weekly review meeting with student & Head of PD and Head of Inclusion • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / HAC / SKE • Weekly contact home to update parents carers (t/c or email) • Consider Level 1 Managed Move • Individual target setting and monitoring by PSP Lead / mentor • Meeting with Governors / SLT at start and end • Discussion with LA Exclusion and Reintegration Officer • Consider individual programs of work • Consider Supervised break and lunch times (voluntary / compulsory) • Consider referral for ELSA • Consider personalised timetable (subjects / school day) • Consider placement in the 'Bridge' • Consider referral for Early help via SaPH and multi agency support • Further consultation with SENCO
Triggers	<ul style="list-style-type: none"> • DA and HAC to identify students causing concern and requiring PSP • Failed or failing IBP • Single 'one off' serious incident • Pupil at risk of extended Fixed term and or Permanent Exclusion • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO and fixed term exclusion • Non standard entry with accompanying behaviour concerns
Staff Supporting Intervention	DA, HAC
Recording	<p><i>"If it's not on CPOMS...it hasn't happened"</i></p> <ul style="list-style-type: none"> • Start updating 'Graduated Response' form for student (HAC/DA) and save on T in Behaviour Support Process in Graduated Response • Complete BSP (PSP) Record and scan onto CPOMS when complete • Save 'working' BSP Record (PSP) on T in Behaviour Support Process in PSP Students • Record on CPOMS weekly check in /review with student and call home • Category: Behaviour • Sub Category: PSP – Pastoral Support Plan • Use Header on CPOMS Incident – <u>PSP Review</u> • Agreed and document review dates and timing of weekly 'check in'

Level 4 – Managed Move

Level 4	Level 3 Managed Move
Duration	12 Weeks
Support	Agreed placement at partner school with a view to student moving permanently to school upon successful completion of Managed Move Meeting with HSLC staff (SLT / Head of PD) parents / carers and host school at start, 4 weekly and end review
Triggers	Failing or failed PSP Single 'one off' serious incident that placed student at risk of PX
Staff Supporting Intervention	DA, HAC
Recording	<i>"If it's not on CPOMS...it hasn't happened"</i> Complete Managed Move paperwork and scan onto CPOMS when complete Record on CPOMS Agree and document review dates Update 'Graduated Response'



Behaviour Support Process

SEND BSP Student Profile (IBP / PSP)

Pupil Name	
Year Group	
Start Date	
Reason Started	

Assessment of –

Task	Completed	Outcome
Reading	Yes / No	
Handwriting	Yes / No	
Processing Speed (if appropriate)	Yes / No	

Cognition and Learning (Academic Engagement and Progress)

--

Communication and Interaction / Behaviour (In and Out of Classroom)

--

Social, Emotional and Mental Health (Self-Regulation)

--

Physical, Sensory and Medical Needs

--

Summary of Needs

--

My One Page Profile

Pupil Name	
Year Group	

 What's Working:	 What's Not Working:
 Good Day:	 Bad Day:

 How Best to Support Me



HSLC - Behaviour Support Process Record

Type of Plan			
Individual Behaviour Plan		Pastoral Support Plan	

Graduated Response Form Started	Yes / No
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Categories of Concern							
Attendance		Written Warnings		Academic Concern		Safeguarding	
DP		Rewards		ATL		SEND	

Student / Plan Details	
Student Name	
Date of Birth	
Year Group	
Duration of Plan	
Start Date	
End Date	

Summary of Concerns

Agreed Targets

Support to Meet Targets

People Involved in Supporting	
Name	Involvement

Review Schedule

This plan will be reviewed as follows / by:

Review 1 - Notes

Review 2 - Notes

Review 3 - Notes

Review 4 Notes

Signed

Student

Parent carer

Head of PD

Head of Inclusion



HSLC Graduated Response (to accompany IBP / PSP)

Pupil Name	
Year Group	
Start Date	
Reason Started	

Strategy*	Year Group	Date(s) Offered	Date(s) Completed
Reinforcement of RESPECT and behaviour expectations due to PD profile			
Profile SEND, Progress, S/g, attendance. Medical Needs			
Review of Behaviour history and previous concerns / involvement			
In class support in specific subject areas generating concerns			
'Concerns' Meeting with Governors and SLT / Head PD and student			
'Concerns' meeting with Parent / Carer and SLT / Head PD			
Use of PD based rewards and Sanctions			
Personal target setting			
Sharing of concerns within school – SLT. Head of PD, progress Leader, DDSL			
Tutor time mentoring			
Pastoral Key Worker / Mentor			
Review of Timetable (including potential temporary subject(s) withdrawal)			
Review of School Day (Time and Arrangements)			
Arrival / Departure - Break and lunch time support, voluntary and compulsory (Supervision / Permitted Areas etc)			
CPWP referral			
School Nurse referral			
ELSA Referral			
TAF / Multi Agency Involvement (PET / YFS / CSC / CAMHS / EWS)			
Early Help Assessment (EHA)			
Fixed Term Exclusion			
Graduated days of Exclusion (Internal / external)			
Reintegration / planning meeting following FT Exclusion			

Personalised learning – Short Term in Bridge			
Behaviour Contract			
Increased Behaviour Monitoring (IBM)			

SENCO led assessment of – Reading, Handwriting, Processing Speed (if appropriate)			
Individual Behaviour Plan (IBP)			
Pastoral Support Plan (PSP)			
Level 1 Managed Move			
Level 3 Managed Move			
Anger Management Intervention			
Alternative Learning Placement			
Decisional Balance Intervention			
Risk Assessment			
SENCO Consultation			
SEND screening			
Educational Psychologist Consultation			
Information sharing with LA Exclusion and Reintegration Officer			
Request for Statutory Assessment			
Attendance Support			

- Add rows beneath in event of repeat

Appendix 4 - Out of School Behaviour Expectations

Parents / cares are viewed as key to supporting out of school behaviour and school regard it as a reasonable expectation (on occasions where appropriate) to involve parents / carers in addressing concerns and look to parents / carers (in conjunction with the Police if necessary) to take the lead role. This is particularly the case with use and abuse of social media outside of school. School advice is that unpleasantness, anti-social and criminal behaviour should be reported to the Police.

Students convicted of criminal offences will be reviewed on a case by case basis to determine the implications for school and any action(s) necessary. Convictions for serious offences, for example, involving violence, sexual harmful behaviour, arson etc could lead to a review of arrangements at HSLC and possible exclusion.

It is our expectation that pupils who attend HSLC will behave impeccably outside of school as per the HSLC RESPECT agenda, acting as positive ambassadors for the school and considerate members of the wider community. This is particularly relevant when students are wearing school uniform.

Instances of poor behaviour and conduct falling outside of school expectations will be considered and dealt with by school on a case-by-case basis, after careful consideration of the circumstances and impact of the behaviours and whether there is a role and implications for school. Behaviour outside of school that emerges in school (e.g. peer conflict / unpleasantness) and impacts upon student learning will be addressed in school through PD sanctions.

If it is deemed appropriate for the school rather than parents or carers to deal with negative behaviour outside the school gates, such unacceptable behaviour will be dealt with in exactly the same way as inappropriate behaviour that occurs in school i.e. in line with PD sanctions and the school behaviour policy. Where safeguarding concerns emerge, school will carefully consider the need for sharing information in line with the HSLC Child Protection and Safeguarding Policy.

DFE guidance: Behaviour and Discipline in Schools January 2016 states that:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and peer conflict / unpleasantness and peer on peer abuse which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. School will, after careful consideration, review the necessity for a proportionality of sanctions available, in line with the PD Tariff System, up to an including Permanente Exclusion.

Subject to the behaviour policy, at their discretion, school may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

School Transport (including bus and taxi transportation to and from HSLC)

All transport for HSLC pupils is managed and supported directly by the East Riding of Yorkshire Council, and in the first instance, any breaches of expected behaviour need to be reported directly

to Buswise. This information will then be shared with school by Buswise and an agreed follow up agreed

Buswise is a partnership between the council, schools, parents, pupils and local bus companies. This partnership will work together to ensure that everyone has a safe and pleasant journey using either the school bus or public transport

Buswise liaise closely with HSLC and support decision making and efforts to address concerns that are shared.

Unacceptable behaviour on the school bus could lead to a temporary or permanent withdrawal of a student 'bus pass'. In such cases the responsibility for transporting the student will become that of parent / carer and any absence from school resulting would usually be 'unauthorised'.

Concerns can be shared by calling 03456 445959 between 8:30am and 5pm from Monday to Friday. Alternatively, there is an online reporting facility on the East Riding of Yorkshire Council website:

<https://www.eastriding.gov.uk/learning/schools-colleges-and-academies/school-transport/buswise/>

HSLC Twilight Bus

Any concerns on the 'Twilight bus service' at HSLC will be managed through Positive Discipline and the HSLC Behaviour Policy. Students not conforming to HSLC behaviour expectations will not be permitted to use the twilight bus service for a period of time, depending upon the circumstances.