

## **Hove Park School and Sixth Form Centre Behaviour Policy**

Date policy update agreed by Governors: 10/10/22

Date of next review: Autumn Term 2024

### *Changes since last approval:*

- Inclusion of Every Child Should badges in Rewards.
- Updated sections on
  - Mobile phones, prohibited items and searching
  - Child on child harmful sexual behaviour

## Introduction

At Hove Park School and Sixth Form Centre we believe that *Together We Achieve*.

Every member of the Hove Park School and Sixth Form Centre community is expected to uphold our values and be aspirational, respectful, proud, connected, collaborative and responsible. In other words, we require each other to show respect, be courteous, be punctual, work hard, dress smartly (students in uniform), be helpful and kind at all times.

The purpose of this policy is to support every person within our Hove Park School community to meet these expectations, to be responsible, enjoy positive relationships and feel respected, safe and valued. We have high expectations of our students and are an attachment aware and inclusive school.

This policy is based on Guidance provided by B&H Local Authority and has included input from: members of staff including SENCO and Wellbeing team, representatives from the governing body, parents/carers, students, School Nurse and BHISS colleagues.

This policy is for all staff, students, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Hove Park School and Sixth Form Centre is committed to the well-being, emotional and mental health of its staff, students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our attachment aware *Behaviour Policy* is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

We understand that negative behaviour can signal a need for support which we will provide wherever possible without diluting our expectations. We understand that positive behaviour can be learned and needs to be role-modelled. Our staff are empowered to use emotion coaching and understanding of restorative approaches to build robust relationships and support our students in developing personal responsibility and resilience.

## Our Aims

- To maintain a happy, caring and orderly community in which excellent learning can take place and where there is mutual respect and positive relationships.
- To support students in having the highest expectations and maintaining the highest standards for themselves and others.
- To equip our students for their futures by helping them to develop a sense of worth, identity and achievement and the ability to listen to others, cooperate and appreciate other ways of thinking and achieving.
- To use emotion coaching and help all children to become self-disciplined, able to accept responsibility for their own actions, learn from mistakes and make positive choices.
- To use praise, rewards, privileges, positive role-modelling and restorative approaches to sanctions to support the development of self-discipline and the capacity to make positive choices and improvements.

## **Roles and Responsibilities in supporting and responding to behaviour**

Maintaining good behaviour is the responsibility of all staff, governors and parents/carers. We expect our staff and parents to be good role models for our students as we develop their attitudes for all aspects of life. All staff, governors and parents/carers are expected to model good behaviour and to promote good relationships.

Our *Home School Contract* clarifies the responsibilities of the school, the student and the parent/carer. The school and the parent/carer are expected to support the student who agrees to:

- Be a HERO (here every day ready on time) and maintain good attendance.
- *Be kind and respectful of all genders, ethnicities, sexualities, abilities and financial circumstances and show pride in the school.*
- *Do my best to make progress in classwork, homework and extra-curricular activities.*
- *Celebrate my own and others' achievements, learn from my mistakes and make up for them accepting the school's behaviour sanctions.*
- *Bring the right equipment and wear the right uniform.*

*Students are expected to*

- *Arrive at school in good time, smartly dressed in school uniform and with all books and equipment.*
- *Greet members of staff politely.*
- *Move quietly and sensibly around the campus, never raising voices, using bad language or running.*
- *Leave lessons in good order when dismissed a few at a time at the end of lessons.*
- *Stay in designated areas at break times and avoid unsupervised areas or areas out of bounds.*
- *Line up single file when waiting and respecting appropriate distance from others.*

The expectations of staff are listed below.

All staff will:

- have the highest expectations of students and maintain clear boundaries.
- thank and praise students who do the right thing.
- model how to take responsibility and make up for mistakes.
- show kindness and maintain awareness that sometimes things can be difficult without diluting high expectations.
- Maintain awareness of rewards and sanctions.
- Support students in maximising rewards and dealing restoratively with sanctions.
- Monitor behaviour as appropriate.

Teachers will:

- plan for excellent progress and ensure learning is not disrupted.
- use positive relationships to redirect students whose behaviour drops below expectation.
- use C1 restoratively (Ensuring the student understands what positive change in their behaviour is expected.)
- use C2 restoratively as above.

Heads of Faculty will:

- lead teachers in using sanctions restoratively.
- support teachers and escalate sanctions where appropriate.
- ensure sanctions are used restoratively.

Tutors will:

- Maintain awareness of rewards and sanctions in the Tutor Group.

Heads of Year will:

- Maintain awareness of rewards and sanctions in the Year Group.
- Support staff in maximising rewards and dealing restoratively with sanctions.
- Support SEND staff and outside agencies in working with students.

Heads of School will:

- Maintain awareness of trends in rewards and sanctions in the School.
- Support staff in maximising rewards and dealing restoratively with sanctions.
- Support SEND staff and outside agencies in working with students.

Headteacher will:

- Maintain awareness of trends in rewards and sanctions in the School.

Governors will:

- Maintain awareness of trends in rewards and sanctions in the School.

## **The Hove Park Approach**

- We are respectful, courteous, punctual, hard-working, smartly dressed (in uniform), helpful and kind at all times.
  - We provide a safe and caring school environment.
  - We maintain clear boundaries and expectations around behaviour.
  - We provide predictable routines, expectations and responses to behaviour.
  - We promote strong relationships between staff, students and their parents/carers and foster connection, inclusion, respect and value for all members of the school community.
  - We encourage parental engagement and involvement when addressing and planning support for children's SEMH needs.
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- We respond to behaviour in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
  - We respond to behaviour through reparation, separating poor behaviour from the child and seeing the behaviour not the child as needing to change.
  - We recognise children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and our duty to explore and support.
  - We recognise that behaviour is a form of communication of an emotional need (whether conscious or unconscious), and respond accordingly.
  - We recognise that behaviour must be viewed systemically within the context of important relationships rather than as an internal problem.
  - We recognise that not all behaviours are a matter of choice and not all factors linked to a child's behaviour are within their control. Therefore the language of choice is sometimes not helpful.
  - We understand that being 'fair' is not necessarily about everyone getting the same (equality) but about everyone getting what they need (equity).

## Rewards

Teachers are expected to use positive relationships, thanks and praise to reward students additionally to formal *rewards*. Formal rewards are given to reward student actions which exemplify our school values.

## House Points

A student can receive a House Point from any member of staff for an action that demonstrates being aspirational, respectful, proud, connected, collaborative or responsible.

Certificates and other rewards for individuals and groups follow from the accumulation of House Points.

## Every Child Should

Students in KS3 receive badges for completion of each of the commitments and challenges that form our Every Child Should practice.

Students in KS4 receive badges for completion of challenges in line with each of our Shared values.

## Sanctions

Teachers are expected to use their positive relationship with a student as well as rewards to redirect a student before the behaviour needs a formal *consequence*. This might be to reengage a student with their learning, to repeat an instruction, to ask the student to avoid doing something that interferes with others' learning or to challenge unkindness.

### C1

If a student continues to not follow teacher instructions, disrupts learning or is rude they will receive a formal *consequence*, A C1.

A C1 will involve a repairing conversation normally straight after class in which the teacher will explain what improvement in behaviour is needed and in which the student can take responsibility and make amends (perhaps by completing learning). A C1 may be communicated home by the teacher by email, text or phone.

A C1 may involve a detention of up to 20 minutes usually straight after class in a breaktime or immediately after the end of the next school day

### C2

If either of the below applies a student will receive a C2 formal *consequence* and will be removed from the class to complete their learning elsewhere.

- following C1 a student persists in disrupting learning to the extent that the teacher decides that the progress of others in the class will be impeded.
- a student who has not received a C1 behaves in a way that is unsafe or unkind to the extent that the teacher decides that the safety of others in the class will be impeded.

A C2 will be communicated home by the teacher by phone wherever possible. Removal from the class to complete learning elsewhere is followed by a 45 minute detention usually arranged for immediately after the end of the next school day. During this detention or as soon as possible following the C2 the teacher will lead a repairing conversation in which they will explain what improvement in behaviour is needed and in which the student can take responsibility and make amends.

## Detentions

C1 detentions which do not take place immediately after a lesson will involve a detention of 20 minutes usually immediately after the end of the next school day.

A C2 will involve a detention of 45 minutes usually immediately after the end of the next school day.

Head of School detentions take place after school until 1630 every Monday and Friday.

In detentions students are expected to reflect on how to make amends and avoid further C1 and C2.

Teachers giving C1 and C2 are encouraged to support this process.

## Consequences

Consequence name	Behaviour Points	Consequence for student
C1	1	Up to 20 minute detention
C2	2	45 minute detention

Students who have received C1 or C2 should aim to have a positive balance of more House Points than Behaviour Points meaning they have exemplified school values more often than they have acted against them.

### **Suspension and Permanent Exclusion**

The most serious sanction a school has is to exclude a student. The decision to suspend or exclude a student is not taken lightly. Alternatives including alternative learning times or placements may be used where appropriate. If a student is suspended the student and their parent/carer will need to attend a meeting and the student will need to take responsibility for making an improvement in their behaviour before returning to school.

Hove Park School will decide in each case if suspension in school (on Valley or Nevill Campus) or suspension from school to remain at home under supervision of parent/carer is most appropriate and for what days and times. This decision will be communicated in writing to parents/carers as well as to *Front Door for Families* and will be recorded on the student's school file.

Suspensions in school involve students learning in seclusion with school staff at amended times.

Suspensions from school mean students learning at home under parent/carer supervision and not being out in public during the times of the suspension unsupervised by parent/carer.

If a suspension from school is for five days or more a student is at risk of permanent exclusion from Hove Park School.

### **Prohibited items including mobile phones and searching**

#### **Mobile phones**

Mobile phones should be off and away all day.

Phones seen or used will be confiscated. Confiscated phones will be returned to students at the end of the day unless there is a repeat. In repeated cases arrangements may be made for mobile phones to be returned to parents/carers rather than students. During school hours parents/carers should contact their children through school staff and not directly.

#### **Prohibited items**

Students should not be in possession of anything that may be harmful to themselves or others. School staff will confiscate any prohibited item. A list of prohibited items is included as an appendix to this policy and includes

- anything that staff consider harmful or detrimental,
- sharps of any kind, knives, weapons, alcohol, illegal drugs and stolen items,
- tobacco and cigarette papers, fireworks and pornographic images,
- devices suspected to contain pornographic or inappropriate images,
- any article that staff reasonably suspect has been or is likely to be used to commit an offence or to cause personal injury or damage to property,
- aerosols,
- any other item identified on in the list of prohibited items,

#### **Searching**

School staff can search pupils with their consent for any item.

If school staff suspect a student is in possession of anything they consider harmful or detrimental the student will be asked to turn out their pockets or bag.

If a student refuses then behaviour sanctions will be applied.

### **Child on child harmful sexual behaviour**

The school should be a safe space for all students.

Disclosures of sexual violence and harassment are managed under our safeguarding policy in line with PAN Sussex and DfE guidance.

Students and families/carers should not name alleged perpetrators through social media or in the community, as this may place a young person at risk of physical harm or reputational damage.

Reports should be made through the above channels so that all students can be safeguarded and the incident investigated fully. The school will consider disciplinary action for the perpetrator following the outcome of an investigation, they will also consider actions for a student making false allegations. The school's response to the safety of women and girls can be found here and shows the steps the school is taking to prevent harmful sexual behaviours and create a safe environment.

#### Harmful Sexual Behaviour Support Service | SWGfL

'Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It's harmful to the children and young people who display it, as well as those it is directed towards.' (NSPCC)

The support service is available for anyone in England working with children and young people, particularly, designated safeguarding leads within primary and secondary schools and alternative provision. Support is also available to early years provision, colleges and wider safeguarding professionals (including police, social workers and health care professionals). If children within your care have been displaying or are affected by specific incidents of Harmful Sexual Behaviour, the support service can provide initial support and signpost to further resources and advice.



## Policy Links

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- The [special educational needs and disability \(SEND\) code of practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

It also links to other Local Authority policies and guidance:

- Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools

This Behaviour Policy links to our Home School Contract and other policies we hold in school. A list is included as an appendix.