



HULL COLLEGIATE SCHOOL

BEHAVIOUR

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010) in respect of safeguarding and in respect of pupils with Special Educational Needs. Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office or may be downloaded from the school's website, and should be read in conjunction with a range of policies, procedures and other documentation relating to:

- School code of conduct
- Restorative practice
- Rewards and sanctions
- Exclusion from lesson
- Use of Force
- Anti-bullying
- Substance misuse
- Admissions
- Prep School Behaviour for Learning Statement

This document is reviewed annually by those individuals responsible for behaviour management in the Senior and Prep Schools Mrs K Bloomfield and Mrs A Kell respectively or as events or legislation change requires. The next scheduled date for review is September 2021.

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Policy Statement

Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. The school exists for the benefit of its pupils. At its heart is the understanding that in our dealings with others, pupils, staff, parents and all associated with the school, mutual respect and consideration should inform our behaviour. This policy provides the framework to support the work of Hull Collegiate School and ensures pupils can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

The specific rules of the school are dictated by common sense and we have a pupil code of behaviour. In addition we have well defined policies regarding specific areas of behaviour. The following guidelines are not exhaustive and any sanctions that the school imposes will reflect the nature of the offence, the maturity of the pupils involved and the possible effects on others. Corporal punishment has no place at Hull Collegiate School, both in school and off the school premises; this prohibition applies to all members of staff including all those acting in loco parentis. Physical intervention is allowed in specific circumstances, such as to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself); further details on this can be found in the Use of Force Policy.

The maintenance of discipline is of paramount importance for the welfare and development of pupils. Pupils will be given clear expectations, effective pastoral support and the opportunities to build good social relationships. Therefore the school demands a high standard of behaviour from its pupils and seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour.

All staff are made aware of this policy on joining the school and of its location on the school network.

Hull Collegiate Prep School

We believe pupils have a right to learn, to feel safe and to be happy

Philosophy

We believe good behaviour and discipline are key foundations of good education, for without an orderly atmosphere in school, effective teaching and learning are unlikely to take place. We all need to have a clear understanding of the values that matter in order to bring about a caring school, and at Hull Collegiate Prep School we believe these values to be:

- respect for others
- respect for property and the environment
- honesty
- politeness
- good manners
- kindness
- helpfulness
- attentiveness
- hard work
- trust and fairness
- tolerance and compassion
- self-respect and self-discipline.

These values are promoted in school through collective worship, assemblies, personal, social and citizenship education, religious education, the ethos of the school itself and the example set by staff within it.

We aim to create and maintain a happy, secure and caring environment where everyone is valued as an individual. We believe good behaviour needs to be carefully developed and that children need to be clear about the standards of behaviour expected.

We expect high standards of work and behaviour from all children and believe in positive reinforcement rather than emphasizing the negative. We aim for discipline to be consistent throughout the Prep School and to be applied in a calm but firm way.

Every opportunity is taken to enhance self-esteem by praising personal achievement and any criticism is constructive. Mutual respect and co-operation is encouraged and pupils are helped to recognize examples of good behaviour.

Inappropriate and anti-social behaviour of any sort is unacceptable and as such is dealt with through the process outlined in this policy.

It is essential that there is a partnership between every member of the school community (teaching and non-teaching staff, Governors, parents, carers and pupils). Messages to pupils about their behaviour in school must be consistent and supportive; there must be a whole school approach.

Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

We aim to:

- create a calm, ordered atmosphere in which children and adults are happy, secure and hardworking
- ensure that everyone in school feels valued and is held in high esteem
- foster a spirit of co-operation, responsibility and independence
- encourage an understanding of the feelings, values, beliefs and cultures of others
- give children a pride in their own achievements and in the achievements of others
- achieve a consistency of approach from all staff, teaching and non-teaching.

Roles and Responsibilities

Ultimate responsibility for the management of school discipline rests with the Headteacher. In the EYFS, behaviour management is the responsibility of the Foundation Stage coordinator.

Every member of staff, when in contact with children, has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school's management if they are having difficulties when dealing with unacceptable behaviour. If necessary, INSET will be provided. Personnel will normally be involved with behaviour issues as follows:

Parent – Teacher/Key Person – Key Stage Coordinator – Deputy Head – Headteacher

Class teachers are responsible for providing a class behaviour book in which all members of staff can record incidences of good or undesirable behaviour.

Where an incident is dealt with by a member of the support staff, it should be reported in the first instance to the class teacher or key person. It is expected that the majority of incidents will be dealt with by class teachers or the key person and that initial liaison with parents or carers will take place at this level.

Expectations

Our expectations are high. Staff should endeavour to build relationships with children so that when a child is experiencing difficulty with their behaviour he or she knows that members of staff are fair, consistent and genuinely interested in their wellbeing. Staff should remain positive at all times.

Definitions

We believe **good behaviour** is everyone treating others as they would wish to be treated, respecting everyone's property, respecting everyone's personal space and completing work to the best of one's ability.

We believe **bad behaviour** is treating others badly or making life uncomfortable or dangerous for them. It is also not looking after property or the personal belongings of others. It is not completing work to the best of one's ability, or preventing others from doing so.

Code of Conduct

To achieve the high standards that we have set ourselves, there must be a clear set of expectations that are known and understood by everyone. They will be displayed in all classrooms. Compliance with this code ensures that the school community functions effectively in creating a positive learning environment for all.

The five key standards are:

We are kind, polite and helpful

- To each other
- To all staff
- To all visitors

We listen

- To instructions from adults
- To each other
- To the needs of others

We are honest

- With each other
- With adults
- With our belongings

We work hard

- We do our own work
- We think for ourselves
- We hand in our homework on time

We look after property

- We take care of our personal appearance
- We look after school resources
- We look after our personal property

The code of conduct encompasses a wide range of expectations. A child who fails to follow these expectations may have a relevant sanction applied and/or be supported through restorative practice in finding ways of putting things right.

Rewards

The school encourages and supports good behaviour through a system of rewards. These rewards take various forms, depending on the age of the children, and are given consistently throughout the school. Good behaviour is encouraged by example and is rewarded by:

- praising all children for behaving well
- individual verbal praise or comments/symbols for good work
- individual verbal praise for good behaviour, courtesy and consideration
- achievement certificates awarded in assembly
- House points, stamps or stickers (for work and behaviour)
- presentation of commendable work in assembly
- 'It's good to be Green' pin badges (KS1)
- termly certificate and reward for "staying green"
- Each KS2 pupil carries 6 "Golden tickets" in their pockets. If children are observed behaving in an unusually considerate or helpful manner, one of their tickets is placed in the staff room. All children who are observed in this way are identified in the Friday assembly and their behavior recognized and praised.

Sanctions

A clear set of sanctions is linked to inappropriate and unacceptable behaviour. These sanctions are applied in a calm but firm way and are applied consistently throughout the school.

Each classroom from Reception upwards operates the 'It's good to be green' system. All unacceptable behaviour inside or outside the classroom should be reported to the class teacher, who will issue a yellow or red card as appropriate. Yellow warning cards are will be displayed inside the classroom, next to their name. They are recorded on the school network and in Key Stage 2 the child attends a lunchtime detention on the following day at which time they reflect on their actions and the school code of conduct.

In cases of unacceptable disregard for the school code of conduct or the issuing of a second yellow card in a week, the child will receive a red consequence card. At this point, the child will be asked to reflect on their behaviour with either the Key Stage Coordinator or class teacher and parents will be informed, by letter and telephone.

A number of other appropriate sanctions are also applied. In Key Stage 1 if a child misbehaves during playtime they are asked to stand on the playground step for a period of time, allowing for calming down and reflection. In classes operating "Golden Time" a child will miss a number of minutes of Golden Time as a sanction for inappropriate behaviour.

In Key Stage 1 all yellow and red cards are recorded in the class teacher's discipline books. These are reviewed regularly by the Key Stage Coordinator. A log is kept of all yellow and red cards issued in the Staff Shared area of the school network, which is reviewed weekly by the Key Stage Coordinators. Children who receive yellow cards frequently will also be asked to reflect on their behaviour in a structured, restorative way and given behaviour targets based on those reflections in the form of a BILP (see later on).

Persistent, low-level misbehaviour

Persistent low-level misbehaviour in or out of the classroom should not be ignored. In such instances, the following procedure should be followed:

First verbal warning by teacher or support staff.

Second verbal warning by teacher or support staff.

If repeated, the child works on their own in lesson if teacher thinks it appropriate and the teacher talks to child at end of lesson. This should be recorded in the class behaviour book. The class teacher will issue a yellow warning card at this point, for persistently disruptive behaviour. Yellow cards are logged in the appropriate area in Staff Shared.

If the misbehaviour is deemed serious enough the child may receive a yellow card for the first instance of such behaviour.

If the undesired behaviour, or any other, is repeated, a second yellow card may be issued.

Behaviour for Learning Improvement Plan

There are sometimes children who, for whatever reason, fall outside the boundaries of normal rewards and sanctions. For those children a "Behaviour for Learning Improvement Plan" (BLIP) will be put in place. Those children will meet with their class teacher, the Key Stage Coordinator, and SENCO if appropriate, and reflect on the following:

- What will help me improve the quality of my experiences at school?
- What will help me improve the quality of other people's experiences at school?
- What will allow me to be positive and fair to everybody at school?

Three strategies will be identified, designed to improve behaviour. These strategies will be communicated to everyone involved in the child's education, including parents or carers. The pupil will then meet regularly with the Key Stage coordinator to discuss progress being made. These meetings will cease when the necessary improvements have been made. Close contact with parents will be maintained throughout this period of time and the Headteacher and Deputy Head will be made aware of all BILPs.

BILPs will be reviewed after an agreed period of time. If there has been no significant and sustained improvement at this time, the Headteacher or Deputy Head will be informed and further individual strategies may be considered. Persistent failure to improve may result in temporary or permanent exclusion.

Serious Incidents

The majority of incidents of misbehaviour will be dealt with through the processes of the school's Good Behaviour Policy. Any serious incidents of misbehaviour will be referred to the Deputy Head or Headteacher who will usually ask parents to come into school to discuss the situation. In such cases, fixed-term or permanent exclusion becomes an option. These sanctions can only be imposed by the Headteacher.

A record of sanctions for serious disciplinary offences will be kept by the school. This will include the pupil's name and year group, the date and nature of the offence, the sanction imposed and the member of staff who has administered the sanction.

Temporary or Permanent Exclusion

Pupil Offences which are likely to result in temporary or permanent exclusion are:

- Violent or abusive behaviour towards another member of the school community.
- Persistent bullying of another member of the school community in any form.
- Persistent and repeated refusal to conform to the standards of work and behaviour expected of a member of the school community.
- Persistent and repeated behaviour which affects the well-being, comfort and/or academic progress of other pupils.

Action will be taken following a single offence where that offence is deemed to be sufficiently grave. In most cases, temporary exclusion will be the result of a first

offence, although the Headteacher may at her discretion permanently exclude any pupil for a first offence which she considers to warrant such a step.

In other instances, permanent exclusion may be the result of a series of less serious offences, where repetition of these offences indicates the pupil's unwillingness to conform to an acceptable pattern of behaviour. In such cases parents will have been consulted before such a stage is reached in an attempt to correct the behaviour.

Apart from the examples outlined above, any behaviour which in the opinion of the Headteacher is seriously damaging to the school or to another member of the school community may result in temporary or permanent exclusion.

Bullying

The School's stance on bullying is referred to in the School Anti-Bullying Policy.

Dealing with Conflict between pupils

The school will seek to develop its community and manage conflict and tensions by repairing harm and building relationships. To this end the school has instigated a system of restorative practices. This consistent approach will focus on the 'behaviour' of children and not 'the person'. Restorative practices will assist the children in developing their personal responsibility within school and promote honesty. They will learn to face up to their mistakes and become more accountable for their actions.

Throughout the school, every child will understand that they will be listened to and they will know that behavioural incidents will be dealt with fairly. This will build trust and commitment amongst the children. The children will be given the opportunity to express their emotions freely.

A detailed description of the approach is set out in Appendix 1.

If participants are to reach a shared understanding and feel the process is fair, they need to be free to express all of their emotions within a safe environment with clear meeting protocols of dignity and respect.

The formality of the restorative practices used will be dependent on the seriousness of the behaviour committed. On a day to day basis, affective statements and questions will be used as well as restorative circles. For more serious incidents small impromptu conferences, a large group or circle, or a formal conference might be used where appropriate.

Procedures

Systems and procedures regarding the sanctions programme are set out in Appendix 2

Strengthening Good Behaviour through the PHSCE and SEAL Programme

Caring and co-operative relationships are essential to the effective and happy school. To achieve this, issues will be tackled in assembly but in addition there will be time to develop these needs through the PSED, PHSCE and SEAL programmes. The programme will link various themes together including Health and Safety and Sex and Relationships Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

12. SPECIAL EDUCATIONAL NEEDS

Links with Special Educational Needs

Quite clearly if a child is appearing in the Key Stage Coordinator's Discipline Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil. Any individual programme will reflect the child's personal needs and be individually tailored. Possible strategies may include:

- Target sheets
- Stars and stickers
- Being friendly sticker chart
- Pupil contracts

Where behaviour plans are so individualised the SENCO will advise to ensure that the child's learning and behaviour needs are supported in the best possible way and that all members of staff who come into contact with such children are kept fully informed of their behaviour and learning programmes. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (Behaviour and Discipline in Schools (2014)).

Parental involvement

We believe the success of our Good Behaviour Policy depends on the support of parents. To that end our policy is available for parents to view and is communicated to them, in summary, as part of the School Handbook.

Annual Evaluation

The Head Teacher and Prep Leadership Team should evaluate the effectiveness of all areas of this policy document annually by considering:

- The incidence and number of Yellow and Red cards logged
- The number and effectiveness of BLIPs
- The general atmosphere of the class rooms, playgrounds and general areas of the school.

In addition the opinions of Teaching Staff, Lunchtime Supervisors and Governors will be sought annually.

APPENDIX 1

RESTORATIVE PRACTICES

A child who commits an act of challenging behaviour will be asked the following questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

This questioning serves to develop powerful learning for the offender in terms of recognizing his/her shortcomings and understanding how they will alter their behaviour.

It is vital that a child harmed by the actions of others has a voice. They will be asked the following:

- What did you think when you realized what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to put things right?

APPENDIX 2

PREP SCHOOL BEHAVIOUR PROCEDURES

| What happens | Who takes action | Action taken |
|-----------------------------|--------------------------------------|--|
| Classroom behaviour issues | Teacher/TA/NN/support staff | Record in class record book |
| Playground behaviour issues | TA/NN/support staff Class teacher | Report to class teacher Record in class record book |
| | Class teacher | Issue yellow/red card if appropriate Inform other KS staff of any ongoing problems |
| | KS Coordinator | Inform PLT and whole staff of any relevant issues |
| | | |
| Yellow card issued | Class teacher | Talk with child Record in staff shared Ensure child attends lunchtime detention the following day |
| | | |
| Red card issued * | Class teacher | Talk with child Inform KS coordinator Record in staff shared Ensure child attends lunchtime detention the following day |
| | KS coordinator | Talk with child Send home red card letter |
| | | |
| Second red card issued | Class teacher talks with child | Talk with child Inform KS coordinator Record in staff shared |
| | KS coordinator | Talk with child Send home second red card letter Consider whether BLIP is needed |
| | DH or PH | Talk with child and parent |
| | | |
| Serious incident | Class teacher | Inform KS coordinator |
| | KS coordinator | Inform DH and PH |
| | PH | Contact parents |

- Parents MUST be contacted by telephone prior to sending home a red card letter.

Hull Collegiate Senior School

School Policies and Standards

The school places the highest possible emphasis on the broad values of respect for others, respect for property and respect for self.

What is acceptable and unacceptable behaviour?

Acceptable Behaviour

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other staff, visitors, fellow pupils and local residents. This supports a learning environment which creates a safe climate to promote high achievement and to bring out the best in every pupil.

Unacceptable Behaviour

Examples of unacceptable behaviour include:

- Verbal abuse
- Threatening language or behavior
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic abuse
- Deliberate isolation of a pupil
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Abuse through the IT media e.g. Facebook, mobile phones and YouTube
- Loud, rowdy corridor behavior
- Inconsiderate, antisocial behavior during performances and assemblies.
- Extreme and offensive views and behaviour.

The Classroom LAWS

| | |
|----------------|---------------------------------------|
| Learn | : be prepared to learn |
| Arrive | : arrive on time |
| Work | : work to the best of your ability |
| Society | : allow others to get their work done |

All of the above LAWS must be carried out with unconditional respect.

All members of our community will be treated with **unconditional respect**. By being part of our community, pupils, staff, parents, visitors and others unconditionally earn our respect. Respect is not conditional on past experience or current behaviour but given because we are one community. The delivery of unconditional respect will not be easy and we will all fall below this high expectation at times. Despite this it will remain our ultimate goal.

Poor behaviour can affect the safety and welfare of members of our community, the ability of pupils to learn and teachers to teach. Therefore it cannot be tolerated. The adults will not be blamed for pupils' poor behaviour and it is for the pupil to work with the adults to overcome challenging behaviours.

Failure to comply with the classroom LAWS will result in a **notification**. Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in a **withdrawal** from the lesson. This may be at the discretion of the classroom teacher.

Notifications

Three **notifications** will result in a lunchtime meeting with the Head of Year. The pupil will be required to complete the restorative process outlined in this policy, together with relevant coaching and reflection time. The pupil may also be required to carry out some school community service. Parents will receive a text message from the form tutor if three notifications have been issued.

These meetings are entered on iSAMS. Form Tutors and Heads of Year must keep their own records. The record is centralised so that patterns can be quickly identified by the school and appropriate interventions made. The traffic light reporting and lesson monitoring system would be a likely intervention at any stage.

A second lunchtime meeting in the same academic year leads to a meeting with parents, form tutor and Head of Year.

A third lunchtime meeting in the same academic year would lead to a meeting with parents, Head of Year and a member of the Senior Leadership Team.

A fourth lunchtime meeting in the same academic year would lead to a meeting with parents, a Deputy Head and the Headmistress.

Withdrawal from Lessons

Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in the pupil being withdrawn from the lesson. This may be at the discretion of the classroom teacher.

If a pupil is withdrawn from a lesson a member of staff will collect the pupil and take them to the withdrawal room. The period of withdrawal includes the rest of the lesson from which they are withdrawn a meeting in the next available registration, break or lunch time. During this meeting, the pupil will be required to complete the restorative process outlined in this policy, together with relevant coaching from the Subject Teacher and the Head of Year. The pupil may also be required to carry out some school community service. Parents will be notified immediately after the meeting by text message.

These withdrawals are entered on iSAMS. Form Tutors and Heads of Year must keep their own records. The record is centralised so that patterns can be quickly identified by the school and appropriate interventions made. The traffic light reporting and lesson monitoring system would be a likely intervention at any stage.

Lunchtime Homework Detention

Teaching staff can put pupils into the daily Lunchtime Homework Detention, which runs from 13:00-13:30 in S21. This detention is for pupils who have forgotten to hand homework in or fail to complete homework for whatever reason; it is not a pastoral detention (**ONLY FOR HOMEWORK**). Staff can put pupils into detention during the afternoon for the next lunchtime or during the morning of the detention day. Staff put pupils into detention through the Pupil Information tab on ISAMS. Staff must ensure pupils have work to complete in the detention session.

| | |
|-------------------------|--|
| One missed detention | Subject Teacher meets pupil for 5 minutes. Reasons for non-attendance discussed. Pupil put in detention again. Email to parents from Subject Teacher. |
| Two missed detentions | Correction meeting with Head(s) of Faculty/Subject for ½ hour. This will be in the form of a coaching session using restorative questions as a guide. Email to parents from Head of Faculty. |
| Three missed detentions | Correction meeting with Deputy Head. Email to inform parents. |
| Four missed detentions | Meeting with Deputy Head, pupil and pupil's parents. |
| Five missed detentions | Meeting with Headmistress, pupil and parents. |

Temporary or Permanent Exclusion

Pupil offences which are considered serious and likely to result in temporary or permanent exclusion are:

- Use of prohibited substances on school premises or on other premises while the pupil is nominally in school or associated with school. Passing of such substances to other pupils, whether or not in return for money, compounds the offence.
- Violent or abusive behaviour towards another member of the school community. Particular attention is given to any incidents involving racism.
- Persistent bullying of another member of the school community in any form.
- Inappropriate sexual behaviour, whether physical or verbal.
- Persistent and repeated refusal to conform to the standards of work and behaviour expected of a member of the school community.
- Persistent and repeated behaviour which affects the well-being, comfort and/or academic progress of other pupils.

Action will be taken following a single offence where that offence is deemed to be sufficiently grave. In most cases, temporary exclusion will be the result of a first offence, although the Headteacher may at his/her discretion permanently exclude any pupil for a first offence which he considers to warrant such a step. A record of sanctions for serious disciplinary offences will be kept by the school. This will include the pupil's name and year group, the date and nature of the offence, the sanction imposed and the member of staff who has administered the sanction.

In other instances, permanent exclusion may be the result of a series of less serious offences, where repetition of these offences indicates the pupil's unwillingness to conform to an acceptable pattern of behaviour. In such cases parents will have been consulted before such a stage is reached in an attempt to correct the behaviour.

A pupil who has been admitted to the school on a conditional place for a fixed period of time may be asked to leave at the expiry of that period if in the opinion of the Headteacher the pupil has not conformed to the norms of the school. In such a case the normal procedures for exclusion will not necessarily apply.

Apart from the examples outlined above, any behaviour which in the opinion of the Headteacher is seriously damaging to the school or to another member of the school community may result in temporary or permanent exclusion. Serious disciplinary offences are shared with the Chair of the Local Governing Body.

Restorative Practice

In all instances of inappropriate behaviour members of staff will work restoratively with pupils in order to separate the deed from the doer. Restorative Practice is about helping pupils to take responsibility for their own actions, to understand the consequences of their behaviour and to provide the opportunity to repair the harm which may have been done to others.

If pupils have been involved in unacceptable behaviour, it will be dealt with by asking restorative questions or arranging a restorative meeting for those affected. In more serious situations a restorative conference, including parents and teachers, may be held.

The main restorative questions are:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

Rewards

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

Praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour.

Rewards will be verbal and written praise in the form of feedback, postcards, commendations to the Headmistress, exceptional work published in *Aspire*, sports achievements and other awards given in assemblies.

Acknowledgement of pupil's significant achievements should also be recognised by members of staff using the school postcard to write to parents.

The reward for abiding by the classroom LAWS is the opportunity for everyone to learn in a cooperative and supportive community, with unconditional respect at its core.

Disciplinary Procedures – Notes for Guidance

1. The Headteacher has overall responsibility for all that takes place in the school including disciplinary matters.
2. It is the school's policy to nurture, encourage and acknowledge self-discipline amongst the pupil body whether it be on personal standards, relationship with others - both staff and pupils, attitudes and application to work, or in abiding by official school rules.
3. Ideally, indiscipline and unwillingness to conform amongst members of the pupil body, would be of both a petty and transitory nature. Since we do not live in an ideal world staff need to be aware of processes and procedures that should be followed in cases of indiscipline.

4. Discipline within the classroom is primarily the responsibility of the classroom teacher, and minor intransigencies should be dealt with there and then. If appropriate, a notification should be completed as outlined previously. In cases where form teachers find a pattern emerging, it may be recommended that a pupil is put on a daily period report - normally for two weeks and in consultation with the appropriate Head of Year/School and after informing the parents. All members of staff will then be asked to comment on behaviour each period.
5. Inadequate application to work should, in the first instance, be dealt with in the classroom. It is reasonable for teachers to insist on homework being completed within a reasonable time and where this is not done, to be completed on nights other than those designated; similarly, pupils whose homework is inadequate or badly done can be asked to repeat it at the discretion of the individual teacher. Repeated failure to work adequately may result in a school detention as outlined above. The detainee should spend the time doing work set by the subject teacher.
6. Outside the classroom it is the responsibility of all members of staff at all times (and not just those on duty) to ensure good order around the school; this applies to all school rules, including uniform regulations, bounds, times e.g. beginning and ends of lessons/break/lunchtimes and inter-personal behaviour. It is not unreasonable to convey incidents to other staff many of whom may be interested parties e.g. Heads of Year, Form Tutors by any appropriate means. Of paramount importance is the use of common sense and sound reasoning in ensuring order around the school.
7. As a general rule the Head of Year is the first port of call in all cases of indiscipline or inadequate work - it is important too, that Form Tutors are always kept informed and, since the form tutor often knows a pupil best, may be a source of useful information and advice. In cases of inadequate work and indiscipline specifically related to subject matters then the Subject Leader should also be informed and/or consulted.
8. Cases of gross insubordination, insolence and/or violence should be taken direct and immediately to a member of SLT: particularly the Deputy Head or Assistant Head (Pastoral) if available. Members of staff must always ensure that in such cases Form Tutors, Heads of Year/School and Subject Leaders are informed as appropriate.
9. Members of staff should also feel free to consult the SLT, particularly the Deputy and Assistant Head (Pastoral), at any time on disciplinary matters. They, along with Form Tutors, Heads of Year and Subject Leaders seeks to support individual teachers in their work. It is important that staff do not feel isolated in disciplinary matters; through communication and consultation senior staff can support and advise without undermining individual teachers in the classroom situation.

10. In any case of indiscipline where it is felt that parents need to be contacted, this may be done by form teachers and subject teachers but only after consultation with Heads of Year or Subject Leaders.
11. Hard and fast guidelines do not lend themselves easily to cases of indiscipline as they arise. Members of staff should not act precipitously and, if in doubt, seek advice. Corporal punishment is not permitted under any circumstances. The school does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting in loco parentis. Let good sense and reason prevail.
12. This policy should be distributed to all staff via email (including unpaid, volunteer supervisors) along with the Anti-Bullying Policy.

Covid-19

If a pupil deliberately contravenes a rule in connection with the risk assessment procedures for Covid-19 in place in school a notification will be issued and the Head of Year informed.

Reasonable Adjustments to Behaviour Expectations for pupils with SEN

At Hull Collegiate School we believe that good behaviour, organisation and respect are all crucial to creating a purposeful learning environment. However, we do recognise that pupils with conditions including, but not limited to, ASD, Autism, ADHD, dyslexia and memory deficit have symptoms which are beyond their control and we feel that it is incorrect for those difficulties to be punished, rather that they come under our obligation to make reasonable adjustments in the classroom. Areas of the behaviour policy which are expected to be adhered to by every pupil, regardless of SEN, are:

- Physical/verbal abuse
- Inappropriate use of mobile telephones
- Timekeeping in terms of punctuality and respecting deadlines
- Attendance when in good health
- Adhering to uniform regulations.

Areas where we must be more sympathetic in the classroom and around school are:

- Distractibility
- Disorganisation
- Calling out (instead of turn-taking)
- Fidgeting
- Engaging others in conversation (relevant to the subject being taught)
- Homework (consider differentiating the style of task whilst still allowing the pupil to demonstrate learning and effort).

It is important that teaching staff consider these challenges in their classroom management. Support and guidance is available from any member of the Learning Support team or from their board in the staff workroom.

This policy applies to all members of our school community, including those in our Early Years setting.

| Behaviour Policy Changes September 2020 | |
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| Reviewed by: | Mr C M Wainman Deputy Head DSL |
| Date of last review: | September 2020 |
| Approved by: | Mr Paul Grimwood Chair of LGB |
| Date of approval: | |
| Reason for changes: | Review due to changes in the ISI Regulatory Commentary as of September 2020. Amendments made after DSL Update and Development Training led by the ERSCB. Change of direction to Senior School Behaviour, Rewards and Sanctions. |
| Next scheduled date for review: | Annually or as events or legislation change requires. |