

Behaviour Policy

Policy Number: STAT009

Trustee Committee: Pastoral

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Policy Review

This policy will be reviewed in full by the Board of Trustees every year.

The policy was last reviewed and agreed by the Board of Trustees on 29th September. It is due for review in 12 months from the above date.

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Board of Trustees

INTRODUCTION

- at Hitchin Boys' School we want our pupils to be strong and true
- they will have a strength of character, underpinned by compassion and kindness, that ensures they pursue meaningful relationships with a spirit of curiosity, respect, and empathy.
- they will have a strength of purpose and resolve, allowing them to stand up for what they believe, to persevere and flourish in school, work, and life
- they will be true to themselves, understanding themselves, the world, and their duty to others
- they will be true to others, acting wisely in a complex world, building lives of purpose, impact, and service
- together as a community of boys and staff we work hard to create and foster the conditions that make it 'Great to be a Hitchin Boy'.
- we recognise our obligations under the Equalities Act and SEN Code of Practice cognisant of the factors identified therein.
- we recognise and are cognisant of our obligations under the DfE's guidance on Mental Health and Behaviour in School
- the School recognises, in line with KCSIE the risk factors and impact adverse childhood experiences may have on pupils and their mental health and behaviour in schools.

The policy links with:

the School Rules
the Anti-Bullying Policy
the SEND/INCLUSION Policy;
the Equal Opportunities Policy; and
the Home-School Agreement.

GENERAL PRINCIPLES

We believe that excellent conduct begins with respect for ourselves, our peers, the staff, and the school and its traditions. We expect this respect to be given and reciprocated readily.

We want to enable every child to find their personal best academically, socially, emotionally, and physically.

We encourage, praise, and reward good behaviour. We share and display good work and behaviour with families, staff and pupils through positive reward systems on a regular basis.

We help the boys understand that there are consequences to our actions, both good and bad. We teach them to acknowledge wrongdoing, take responsibility for their actions and commit to change.

We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.

We acknowledge that, just as some pupils have special educational needs, so

some of our pupils have specific behavioural needs and as such need specifically reasoned behavioural strategies.

We aim to provide all pupils with opportunities to gain respect for themselves and others and to develop an understanding for each other's needs, feelings and rights, including faith and culture.

We believe that pupils who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their school.

EXPECTATIONS OF BEHAVIOUR

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can influence positively through consistent parenting, working together with the school, communicating expectations, and encouraging progress at home.

We expect all pupils of HBS to meet the following expectations of behaviour:

- to treat all members of the school with courtesy and consideration in all circumstances, showing respect for everyone;
- to model good behaviour, to set an example in their attitude, learning and achievements;
- to wear school uniform (pupils up to Year 11) or follow the dress code both within the School and when travelling to and from the School.
- any electronic devices or mobile phones brought to the School are the sole responsibility of the student or adult. For pupils up to Year 11 they must be locked in a Yondr pouch from the start of the day until the end of the school day;
- to show respect for the whole School environment. This is a non-smoking/vaping and non-gum chewing environment; and to aim for 100% attendance and to arrive at the School on time.

In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: pupils, staff, parents/carers and volunteer helpers.

EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND SAFEGUARDING

The School acknowledges that it has specific legal duties:

under the Equality Act 2010;
in respect of safeguarding pupils; and
in respect of pupils with special educational needs (SEN).

Equal opportunities are a high-profile issue at our School. Any behaviour which results in individuals or groups being discriminated against or not being represented

because of their race, gender, class or disability is treated with all due seriousness.

The School will consider whether a student's behaviour gives cause to suspect that they are suffering, or is likely to suffer, significant harm. Where this may be the case, the School will follow its Safeguarding and Child Protection policy.

The School will also consider whether a student's behaviour is the result of unmet educational or other needs. The School will have due regard to its Special Education Needs (SEN) policy where appropriate.

For further details, please see the School's separate policies pertaining to these areas which can be found on the School's website.

BULLYING (REFER TO FULL ANTI-BULLYING POLICY)

We recognise that bullying can be physical, verbal or emotional in nature. The School's definition of bullying is any repeated and persistent behaviour which is intended to harm another physically or mentally. This includes both in and out of school, through face to face discussion or social media interactions. Bullying is treated as a serious incident and dealt with according to our procedures. We expect all adults in the School community to model non-threatening behaviour at all times.

POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

We believe in the fundamental importance of acknowledging and praising effort attainment and responsibility. We believe in recognising the boys who model our values at each available opportunity both informally and formally.

In a more formal we recognise good behaviour by:

- providing on- and off-site reward opportunities;
- reward point certificates and badges;
- celebration assembly;
- responsibility positions;
- School colours; and
- by building individual pupils' self-esteem wherever and whenever possible.

UNACCEPTABLE BEHAVIOUR

The following behaviours/items are not permitted or tolerated(The list which follows is not exhaustive):

- any aggressive or threatening behaviour, verbal or physical, against any member of the school community;
- smoking or vaping on the school site;
- the taking or bringing of illegal drugs onto the School premises including drug paraphernalia such as disposable vapes and vaping equipment.
- the bringing in of any potentially offensive weapon;
- the chewing of gum;
- the use of mobile 'phones. If visible to staff they may be confiscated; and
- theft of and damage to school property (vandalism).

Minor Incidents

Minor incidents of disruption or unacceptable behaviour are dealt with using the Reward/Consequence system, short detentions, phone calls home.

Unacceptable behaviour in this category includes but is not limited to:

- incorrect basic equipment
- lateness to lessons or school
- minor disruption in class
- overly boisterous behaviour
- litter dropping
- failure to follow Uniform rules
- non-completion of homework or insufficient effort at home or in class.

Persistent and Medium Range Incidents

These incidents will be recorded in the School SIMS system. Unacceptable behaviour in this category includes but is not limited to:

- persistent minor incidents as above;
- rudeness to staff;
- verbally aggressive behaviour to another student; and
- bullying of another student
- being continually off-task.

Sanctions include:

- meeting with student;
- contact with parents/carers by phone, email or Edulink;
- lunchtime detention;
- afterschool detention if the nature of the behaviour makes it appropriate.
- referral to the pastoral team for concerns including repeated On-Calls during the course of a term. This may result in an internal exclusion.

Serious Incidents

Serious incidents include:

- truancy from the School and lessons;
- open defiance;
- extreme rudeness to staff;
- malicious accusations against school staff;
- aggressive behaviour;
- smoking and vaping;
- behaviour that is dangerous and likely to be detrimental to the wellbeing of members of the school
- refusal to comply with other sanctions;
- theft; and
- bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy).

Sanctions include:

- removal from class/activity;
- loss of privileges;
- meeting with parents/carers;
- report;
- Friday Detentions; internal exclusion;
- Suspension; and
- referral to The Launchpad.

Very Serious Incidents

Very serious incidents are dealt with by the Deputy Headteacher: Pastoral in agreement with the Headteacher. They include:

- repetition of the above;
- serious incidents of bullying, including bullying using social and electronic media and the internet (refer to the Anti-Bullying Policy);
- sexual contact.
- harassment (for example, harassment relating to a person's disability, race, religion or belief, sex, or sexual orientation);
- verbal or physical aggression towards another student and fighting;
- bringing dangerous items to school (such as taser devices, pellet guns or fireworks (this list is not exhaustive);
- possession or supply of drugs or alcohol on the School premises
- serious malicious communication or accusations against School staff; and
- verbal or physical aggression towards a member of staff, which will be treated with the utmost severity.

Sanctions include:

- parent meeting;
- Pastoral Support Plan (PSP);
- suspensions;
- referral to The Launchpad; and
- permanent exclusion.

The above section does not constitute a comprehensive or exhaustive list of incidents and sanctions which might warrant staff intervention. Staff will use their common sense and professional judgement in intervening with pupils to ensure the Schools behavioural expectations are upheld.

DETERMINING SANCTIONS

The School will permanently exclude a student for the following:

- having an offensive weapon in school;
- possession of illegal drugs in school;
- supply or intent to supply illegal drugs in or out of school;
- assaulting a member of staff;

in all but exceptional circumstances.

Other serious incidents may result in permanent exclusion or a Suspension of up to 45 days.

The School will determine which sanction is reasonable and proportionate in all the circumstances, taking into account the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

PROCEDURE FOR SUSPENSIONS

Only the Headteacher of a School can Suspend a child or by delegation to a Deputy Head. A decision to Suspend a child is never made in haste, when such a decision is reached, a phone call will ordinarily be made to the parent of the child or an email may be sent if the phone call is would cause an unreasonable delay. This communication will be followed up with an official letter as soon as practicably possible and within 24 working hours. We follow DfE guidelines on exclusions and suspensions and for further details please see the relevant policy on our website. The standard of proof applied in school exclusions and suspensions is the balance of probabilities.

RESPONSIBILITIES

Trustee's Responsibilities

Trustee's responsibilities under this policy are to:

- monitor the working environment when visiting the School site;
- play a part in celebrating student success by attending the annual Awards Evening

Headteacher's Responsibilities

The Headteacher takes overall responsibility for the implementation and monitoring of this Policy by:

- line managing the Senior Leadership Team;
- providing a good role model in dealing with staff, pupils and the community;
- establishing clear expectations through assemblies, communications with staff, pupils & the community, and by taking responsibility for serious behaviour issues;
- ensuring that the School has clear systems for recording and reporting issues and that staffing is in place for an effective response; and
- taking a lead in recognising student achievement, coordinating an annual celebration of achievement, contacting families as appropriate and ensuring that there are adequate resources to implement rewards and incentives across the School.

Leadership Team's Responsibilities

The Leadership Team's responsibilities under this Policy are to:

- communicate effectively with each other and make the Headteacher aware of serious issues;

- support colleagues by accepting responsibility for student behaviour within their areas and by being visible within those areas and across the School as a whole;
- develop common systems for rewarding and highlighting student success;
- ensure that internal reports are completed and that action is taken; provide opportunities for pupils to become involved in activities and encourage them to participate in them and to take responsibility for their environment;
- regularly inform parents/carers of student success and involve them in issues as necessary; and
- coordinate common systems for rewarding pupils to promote a healthy and safe ethos.
- receive and take action on referrals regarding pupils in the Consortium,

Teachers' Responsibilities

Teachers' responsibilities under this Policy are to:

- accept responsibility for creating a climate for learning;
- treat pupils with respect, praising, thanking and rewarding them for their achievements;
- communicate achievements and behaviour issues to parents;
- own any behavioural issues and work with colleagues to resolve them
- apply sanctions as appropriate;
- complete internal reports record issues and action taken and pass on to the appropriate person; and
- model appropriate behaviour and challenge pupils who are not meeting expectations.

Pupils' Responsibilities

Pupils' responsibilities under this Policy are to:

- demonstrate the values of being "strong and true"
- act with courage and compassion and take pride in being a "Hitchin Boy"
- accept responsibility for their actions and the steps which must be taken to make it right
- respect the rights of all other site users to feel safe and to work and learn; and
- be proud of their successes and those of others and celebrate them.

Parents' Responsibilities

Parents are responsible for supporting their children by:

- supporting the School in upholding its values through the Behaviour Policy
- ensuring their children maintain personally excellent attendance and punctuality records.
- attending any meetings regarding expectations & standards and achievement & progress organised by school staff; and supporting the School in resolving issues.

Consequences

	Non-exhaustive examples of student behaviour	Suggested Staff Actions	Suggested Student Actions
B0 zero points	Classroom Behaviour: - Low level classroom disruption after warning - Incomplete equipment - Chewing gum/eating in class School Behaviour: - Incomplete or incorrect uniform	Staff member: - Explains issue to student - Clarifies desired behaviour - Logs incident on SIMs where appropriate.	Engages in conversation with staff, modifies behaviour.
B1C B1S 1 point	Classroom Behaviour: - Repeated disruption after warning. - Incomplete homework - Lateness to lesson School Behaviour: - Persistent incomplete or incorrect uniform - Rough play and overly boisterous behaviour in corridors - Failure to follow staff instructions	Staff member: - Explains issue to student - Clarifies desired behaviour - Logs Incident on SIMS - Issues Teacher Detention at professional discretion - Calls Parent to inform where appropriate - Shares with HoY(where appropriate)	1 x B1C/B1S point if appropriate - Teacher Detention up to a maximum of 15 minutes. (TD) - Where appropriate goes to Time Out room and completes work. - Engages in conversation with staff and modifies behaviour.
B2C B2S 2 points	Classroom Behaviour: - Significant disruptive behaviour in lesson - Persistent failure to complete classwork/homework - Consistent Disruptive behaviour in a particular lesson. School Behaviour: - On-Site Truancy - Ongoing, deliberate unkindness of pupils or staff. - Defiance	Staff member: - Explains issue to student - Clarifies desired behaviour - Calls parents to inform - Logs incident on SIMs - Informs HoF(where appropriate)	1 x B2C/B2S Point - Head of Faculty Detention(FD) up to 30 Minutes (where appropriate) - Head of Faculty Report (where appropriate) - Engages in conversation with staff and modifies behaviour.
B3 5 points+ dependent on action taken.	School Behaviour: - Defiance - Missed B2 Detention - Severe incident of poor behaviour - Serious classroom incident which violates the rights/dignity of students/Staff - Open defiance - extreme rudeness to staff; - aggressive behaviour - smoking and vaping - Behaviour that is dangerous and likely to be detrimental to the wellbeing of members of the school - refusal to comply with other sanctions - theft - bullying, including bullying using digital media and the internet - Persistent failure to follow school routines and adhere to the values.	Staff member: - Shares information on incident with Head of Year - HoY calls parents to inform where appropriate - Logs incident on SIMs	1 x B3 - Pastoral Detention up to a maximum of 90 minutes where appropriate) (PD,SLD) - Lunchtime Isolations/Internal Exclusion/Suspension - Engages in conversation with staff and modifies behaviour

Rewards for Positive Behaviour

Reward	House Points	Behaviour	Reward
R1 (e.g. Daily)	1	Single piece of good work including homework e.g. verbal praise given during the lesson or good written work & effort. Act of kindness within the school Demonstrates to ATL level 2 or higher in a lesson	House Point (1 pt) - all staff Automatically applied to their SIMS & Edulink record.
R2 (e.g. Weekly)	3	One outstanding piece of work in a lesson or consistent pieces of good work over multiple lessons e.g. a student provides lots of reasons for R1s over a lesson or in multiple lessons that week. For example repeated verbal praise and excellent written work & effort / resilience. Significant act of kindness within the school Consistently demonstrates to ATL level 1	House Points (3 pts) - all staff Push notification via Edulink app Phone call, email or Postcard Home or Form Tutor award
R3 (e.g. Half Termly)	15	Significant progress over the course of a module of learning e.g. improved outcomes, consistent verbal contribution and outstanding written work & effort / resilience. Significant act of kindness in the wider local community. Representing the school in an extra-curricular activity. Consistently demonstrates to ATL level 1*	House Points (15 pts) - approved by Middle Leaders (HoDs & HoY) Departmental or Head of Year Commendation Letter / certificate after progress checks or Phone call home (End of module/half-term)
R4 (e.g. Termly)	25	Outstanding progress over the course of a module of learning e.g. now exceeding expectations. Outstanding pastoral / subject contribution (one project) 97% statutory attendance for the academic year (until 01 July)	House Points (25 pts) - approved by Middle Leaders (HoDs & HoY) Striving for Excellence Award (Headteacher)
R5	50	No behavioural consequences in the academic year (entered by data team). Sustained effort and commitment in Academic / Sports /Performing Arts/Co-Curricular 100% statutory attendance for the academic year (until 01 July) DofE Bronze Award completed	House Points (50 pts) - approved by Middle Leaders (HoDs & HoY) Rewards assembly - Prize / Certificates from Head of Year, Dept or Head of PE in end of term celebration assemblies. Half Colours (for Academic/Sport/Performing Arts/Co-Curricular) for sustained effort – awarded from Year 9)
R6	75	Sustained effort and commitment in Academic / Sports /Performing Arts/Co-Curricular Sustained outstanding work or outstanding effort/resilience over the course of a year. DofE Silver Award Completed	End of Year rewards assembly. House Points (75 pts) - approved by SLT in the summer term based on nominations for end of Year assemblies. Full Colours (for Academic/Sport/Performing Arts/Co-Curricular) for sustained effort – awarded from Year 11)
R7	100	Sustained outstanding work or outstanding effort/resilience over the course of a Key Stage. Outstanding work/effort/resilience over their time at school in Academic/ Sports/Performing Arts/Co-Curricular DofE Gold Award Completed	House Points (100 Pts) - approved by SLT Annual Celebration Evening for GCSE and A-level End of Year Headteacher Award & Special Awards School Colours (for Academic/Sport/Performing Arts/Co-Curricular) for sustained effort – awarded in Year 13

Key Stages 3 and 4

Reward activities for attaining various amounts of House Points and various other rewards also take place:

- For boys in Y7-11 the HPG Coordinator or Pastoral teams may organise a termly trip to reward the 20 highest Conduct Point winners (House Points minus behaviour points) in each year.
- In Year 7 to 11, the House Points leader board is checked every week in a tutor period.
- In Year 7 to 11, a celebration assembly is organised every term to celebrate the students' academic and pastoral successes.
- In Year 7 to Year 11, the form with the highest merits points is rewarded at end of each term (such as paid for breakfast and a trophy that they keep for that term in their form room).

Key Stage 5 (Sixth Form) Rewards

Identified by:

- commitment and attitude to learning
- all round achievement – outstanding overall academic performance
- academic progress
- attendance
- community participation (both in our enrichment programme and beyond)
- subject Awards (from staff nominations at the end of Year 13)

Rewards Include:

- Induction into the half-termly Roll of Honour
- Mentioned in Dispatches- Sixth Form Shout Outs
- Celebration assemblies at end of term
- Badges and Ties for Academic and Co-Curricular excellence.