



Heston

COMMUNITY
SCHOOL



**BEHAVIOUR FOR LEARNING
POLICY**

Responsibility: Teaching and Learning Committee

Review Date: September 2017

1. Heston Community School's Core Values

Heston Community School is a learning community that endeavours to provide a safe and nurturing environment, with high expectations, which creates ambitious, resilient, responsible and successful young adults, able and willing to contribute to society. In this community, all stakeholders are valued and contribute to the future success of the School. Our mission is to instil, in all stakeholders, a passion for lifelong learning and the courage to learn from mistakes. We have four key aims:

- To develop **Students** who are ambassadors for the School by being positive role models in the community; to develop **Students** who achieve in the top 10% of similar schools and progress to the best universities or jobs.
- To have **Staff** for whom we are the employer of choice, providing a fulfilling place in which to work and an environment where their contribution is valued.
- To have **Parents/Carers** who know that Heston Community School cares about the individual needs of their children and for whom the School is the natural choice to entrust the education of their children.
- To contribute to a **Community** for whom we are the partner of choice in improving the life chances of young adults.

2. Principles of our Behaviour for Learning Policy

- The consistent promotion of excellent behaviour is key – we hold genuinely high expectations and insist on the very best conduct from all of our students, without exception
- A belief that all students can consistently display excellent behaviour and achieve the best possible outcomes, contributing positively to the life of the School and our wider community
- Heston Community School's values apply to all students and all members of our school community; the values that our behaviour policy seeks to uphold are applied consistently by all members of staff
- Rewards feature more prominently than sanctions on a day to day basis for the overwhelming majority of students
- Poor behaviour is never accepted
- These aspirations are reflected through all of our expectations and recognised through rewards and celebrations.

3. Growth Mindset

Growth Mindset values underpin our learning ethos, our students will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice, based on seeking and responding to feedback. Heston Community School staff, students and parents/carers learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our students can achieve if they have the right attitude to learning and display the behaviours necessary for success. Our behaviour policy outlines what those behaviours are and encourages these through clear expectations, rewards and sanctions. We also believe that, like all things, behaviour and conduct can be developed and improved.

Attitude to Learning

The AtL indicator helps students to understand what behaviour best supports learning. This focus is therefore building positive behaviour, rather than preventing negative behaviour. Students and staff are expected to reflect on the **AtL Indicator**, which is displayed throughout the School, students and staff will periodically assess AtL as a means of monitoring and developing students Growth Mindset in the face of challenges. Individual Curriculum Areas within the School have tailored their own subject-specific resources that are used to support students' AtL.

Attitude to Learning Indicator	HOW AM I DOING?
I worked diligently on the task until it was completed. I pushed myself to continue working even when difficulties arose or a solution was not immediately evident.	A Excellent
I applied myself well when working on the task until it was mostly completed. I attempted to work through difficulties when they arose	B Good
I put some effort into the task but did not complete it. I stopped working when difficulties arose.	C Basic
I put very little effort into the task. I avoided working on the task because it seemed difficult.	D Limited
USE THIS TOOL TO REFLECT HONESTLY ON YOUR ATTITUDE to LEARNING	

4. The Heston Community School Student - What type of students do we want to nurture at Heston Community School?

Attributes: Heston Community School will nurture and educate our students to be learners who are:

- Happy and full of enjoyment
- Independent and autonomous
- Well-rounded and open minded
- Resourceful and reflective
- Engaged passionately in their learning
- Ambitious and competitive
- Solution focused
- Bold risk takers

Growth Mindset: Our students will exhibit the behaviours and attitudes reflective of a Growth Mindset where they are:

- Prepared to embrace challenge - pushing themselves beyond their comfort zone
- Strong believers in their ability to develop and improve their talent and abilities through application and hard work
- Appreciative of the benefits of hard work and effort, being Inspired by the success of others rather than threatened by it

- Intrinsically motivated
- Are able to treat setbacks and disappointments as learning opportunities
- Responsive to all useful feedback (positive or negative) rather than limited or discouraged by it
- Believers in the power of 'yet'

Social Behaviour: Our students will relate well to one another and play an active role in developing a supportive and inclusive community in which all of our students:

- Behave towards each other and all members of the community with good manners, courtesy and consideration
- Are proactively choosing to and making a positive contribution to the school and wider community
- Understand the high expectations that we place on them and co-operate fully, without needing to be asked
- Are kind and empathetic to others, showing respect and honesty
- Model excellent social skills

5. Home School Agreement

Heston Community School recognises that the successful development of our students depend on an effective partnership between school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. In order to support our students to develop: the necessary attributes; a Growth Mindset and appropriate social behaviours we have a detailed Home School Agreement [Appendix 1] in place; the Home School Agreement details actions that all stakeholders agree upon to ensure the success of our students.

6. Student Code of Conduct

In order to support all stakeholders in achieving the actions outlined in our Home School Agreement [Appendix 1] we have a Student Code of Conduct [Appendix2]. Our rules are in place to make Heston Community School an excellent place to be for everyone, our Student Code of Conduct outlines the expectations for our students:

- In the community of Heston Community School
- In lessons
- In the local and wider community

All of our students will be taught to:

- Wear their uniform with pride
- Be prepared for learning
- Communicate politely and effectively to each other, staff, members of our local Community and all visitors to the school
- Make sensible choices, avoiding poor behaviour choices

Students, Parents, Form Tutors and Learning Coordinators will sign the Student Code of Conduct [Appendix 2] to evidence that students, and those tasked with their care, are astutely aware of Heston Community School's expectations.

7. Routines and Expectations

In order for a large school community such as Heston Community School to function purposefully and safely, all stakeholders must have an awareness of our daily routines and expectations. Our Routines and Expectations document [Appendix 3] outlines the following routines and expectations:

- Before school
- Arrival to school
- Walking around the site
- Classroom routines
- In lessons
- In assemblies
- At break and lunch times
- In between lessons
- Exiting the school
- The journey home from School

8. Praise and Rewards

The role of rewards and praise in recognising and promoting Heston Community School's values is a key component of developing the potential of our students by giving them encouragement and praise; praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and be linked to tangible examples of a student's strengths or effort.

Students' hard work, good behaviour and demonstration of the School's core values are recognised and celebrated by teachers in many different ways, including:

- Verbal praise
- Positive feedback
- Positive letters
- Phone calls home
- Classroom displays celebrating our Growth Mindset Heroes
- In-class rewards and certificates
- The privilege of being given positions of responsibility.

Students effort and achievements are rewarded through the allocation of Achievement Points in SIMs. The accumulation of these results in certification at various levels with other rewards [Appendix 4]. These include; Assemblies, Growth Mindset Honour Boards in Curriculum Areas, Attitude to Learning badges, Attendance badges, certificates and other rewards that arise as a consequence of the accumulation of these points.

9. Behaviour Support and Early Intervention

At Heston Community School we will support our students who are experiencing behavioural, emotional, social or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour, but there are occasions and circumstances when other support is required. There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to

the expected standards of behaviour various strategies and systems may be employed to help them improve.

In lessons, some examples of strategies that teachers may deploy include:

- challenging the student by reminding them of expectations
- moving a student to another seat
- writing the students name on the board as a warning
- putting a note in their Student Planner (FAO parents/carers and tutor)
- phone call, email or letter home
- recording the incident on the student's file through SIMs
- referring the incident to the Curriculum Leader (for subject issues) or the Learning Coordinator (for pastoral issues)

The following structures exist within the School to support learners whose behaviour is causing concern. Referral to these areas of support is decided by staff with specific responsibilities to do so and in all cases parental involvement is essential.

- **Mentoring/Coaching/Counselling**

The School employs one Learning Mentor and a School Counsellor who can work on a 1-2-1 basis with individual students or work with small groups. The School also operates a Peer Mentoring Scheme where trained students from Years 12 and 13 work with younger students in order to improve behaviour.

- **Mediation**

The School encourages the use of mediation as a method of conflict resolution. The approach is based on the belief that the people best placed to resolve a conflict or problems are those directly involved. Through structured communication mediation approaches seek to include all of the people affected by an incident safely, encourage and facilitate opportunities for communication and reparation, and find ways of agreeing mutually acceptable outcomes.

- **Teaching Strategies**

The Learning Coordinator, Learning Mentor or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition. These strategies are usually captured in either students IBP or IEP's.

- **Planned 'Time Out'**

Students who experience difficulty with impulsive behaviour can be offered a Time Out Card where they will leave the lesson for a short period of time and visit a designated space in the Learning Support Centre [The Bubble]. These will be reviewed on a half termly basis or in the event of persistent misuse.

- **Behaviour Contracts and Meetings**

The aim of a Behaviour Contract is to promote social inclusion and help to reduce the need for exclusion. It is designed to support students make positive behaviour choices. There are 3 levels; Tutor Contract, Learning Coordinator Contract and Strategy and Leadership Team Contract. They are also linked to being on a report card. The Level is related to the number of behaviour points accumulated.

KEY STAGE 3			
<u>-15pts</u> Tutor Meeting	<u>-25pts</u> Learning Coordinator Meeting	<u>-50pts</u> Learning Coordinator Meeting with Parent/Carer	<u>-60pt</u> Senior Meeting with Parent/Carer Teacher with

KEY STAGE 4			
<u>-25pts</u> Tutor Meeting	<u>-50pts</u> Learning Coordinator Meeting	<u>-75pts</u> Learning Coordinator Meeting with Parent/Carer	<u>-100pts</u> Senior Meeting with Parent/Carer Teacher with

- **Acceptable Behaviour Contract [ABC]**

An ABC is used for a period of four weeks when a student returns from a fixed period of exclusion or Internal Exclusion. It outlines what the student has agreed to do in order to make positive choices.

- **Individual Behaviour Plan [IBP]**

An IBP is used to capture a student's strengths and areas for development and detail the key strategies for classroom teachers to use in supporting the child achieve the principle planned outcome of the plan. It details how this plan will be monitored and assesses the evidence required for success.

- **Pastoral Support Programme [PSP]**

The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

- **Learning Support Centre [Bubble] Planned Interventions**

This could mean a part-time timetable where some lessons are spent in the Bubble where the adult to student ratio is much smaller enabling a student to focus and reflect on negative choices.

- **Referral to and working with External Agencies**

The School has excellent partnerships with the Educational Welfare Service, Educational Psychologists, Early Intervention Teams and Targeted Youth Support. The School will refer students if our own strategies have not impacted on a student's behaviour choices.

10. Sanctions

Detentions

At Heston Community School the purpose of detentions is to promote positive behaviour and, where necessary, modify unsatisfactory behaviour.

Staff will apply detentions fairly, consistently, proportionately and reasonably, taking account of special needs, disability and the needs of vulnerable students and offering support as appropriate. All members of staff [Teaching and Support Staff] who work at the School have the right to issue detentions.

Since September 2011 parental consent is no longer required for the setting of detentions, nor does the School have to give 24 hours-notice. Teachers have the legal power to put students aged under 18 in detention, including detention outside of school hours. *However*, in order to work successfully with parents/carers, 24 hours' notice will normally continue to be provided at the School for all after school detentions lasting longer than 10 minutes.

In exceptional circumstances:

- A Member of Staff may contact a parent/carer on the day of the Detention to inform them of the Detention and a decision of whether it is appropriate, taking into account the circumstances of the student, will be made
- A Learning Coordinator or a member of the Senior Leadership Team makes the decision to detain the student after school hours for their own safety. This would not count as detention. Parents/carers will always be informed

The types of detentions issued to students are listed below:

- Subject Teachers, Teaching Assistants and Cover Supervisors can set a maximum of **30 minutes** for detention, and the parent/carer will be notified via Student Planner
- Curriculum Leader and Learning Coordinator Detentions are **45 minutes**, and the parent/carer will be notified via Student Planner
- Uniform infringement Detentions are 60 minutes, notified via planners.
- **Late Detention** is given to any student who arrives late to school without a valid reason more than once in a half-term. Initially this will be for 20 minutes at lunchtime on the same day in the Main Hall. However, the tariff will rise to **60 minutes** the following evening if arrival is not punctual.
- **Senior Detentions** are for 90 minutes and the parent/carer will be notified by letter. Students will be set a Senior Detention if they carry out a more serious misdemeanour or they fail to attend a Learning Coordinator or Curriculum Leader Detention.
- For **break-** and **lunch-time** detentions, staff must allow reasonable time for the student to eat, drink and use the toilet.

Further details of the types of Detentions and Tariff for Behaviour Points please see [Appendix 4 Summary Guides to Levels of Behaviour].

Exclusions

We do not believe that exclusions are the most effective way to support students, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education.

The School will use an Exclusion [Internal, Fixed Term or Permanent] when a student is in serious breach of the School's Student Code of Conduct or when being in School would seriously harm their education or welfare, or the education and welfare of other students.

Once a decision has been made to exclude, parents/carers will be contacted by telephone at the earliest opportunity. Written notification of the exclusion will also be sent home by post and will contain the following information:

- The reason for the exclusion
- The nature and duration of the exclusion
- The date and time that the exclusion ends
- The readmission procedures
- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the exclusion [**Fixed Term**]
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification [**Fixed Term**]
- Notification that the student is not allowed on the school site for the duration of the exclusion, unless the Headteacher has given prior consent [**Fixed Term**]

Internal Exclusions

Internal Exclusion is a sanction used to separate a student from the rest of the school community or their peers. Students will follow an individual timetable with time set aside for collecting/eating lunch or toilet breaks.

Students who are Internally Excluded are required to wear full School uniform and work quietly and productively under the close supervision of a member of staff. Internal Exclusion is a sanction that can only be authorised by a member of the Strategy and Leadership Team.

Fixed Term Exclusions

Fixed Term Exclusion requires the student to stay at home for a fixed period of time. They will need to complete School work and should not leave their homes. Fixed Term Exclusions are included in a student's permanent record and can only be authorised by the Headteacher.

Most exclusions of a fixed term nature are short in duration [usually between one and three days], however longer fixed term exclusions may be imposed at the discretion of the Headteacher [up to 45 days].

Permanent Exclusions

Permanent exclusions are extremely rare, where it means a student cannot return to the School. The Headteacher makes this decision, but it is subject to a Governors' Disciplinary Hearing [to which parents/carers are invited to attend] and which the Governors may uphold or overturn the Headteacher's decision. The educational provision for students who are permanently excluded become the responsibility of their home local authority.

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- A serious and/or a persistent breach of the Sixth Form Code of Conduct
- Any other one-off offence considered by the Headteacher to be exceptionally serious.

Education off Site to Improve Behaviour

In accordance with section 29A of the Education Act 2002 [amended by Section 154 of the Education and Skills Act 2008], the Governing Body have delegated the power to the Headteacher to direct a pupil to be educated off-site to receive education provision which is intended to improve their behaviour. This is not exclusion and is to address the pupil's behaviour with additional support from the Hounslow EiP.

Beyond the School Gate

The School has statutory power to discipline students for misbehaving outside of the School premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable.' Any non-criminal bad behaviour or bullying that occurs off the School premises that is witnessed by a member of staff or is reported to the School will also be managed in line with our **Summary Guides to Levels of Behaviour [Appendix 5]**.

11. Searching, Screening and Confiscation

The below is based on guidance from the Department for Education; Searching, screening and confiscation (2014). School staff can search students with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the pupil has a "prohibited item".

Prohibited items are:

- Knives, and weapons
- Illegal drugs/Legal highs
- Stolen items
- Alcohol, tobacco, cigarette papers and E-Cigarettes
- Pornographic images/hate crime
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

Where possible, two members of staff will be present during a search. However, this may not be reasonably practical. Searches can be performed on both the School site and anywhere the member of staff has lawful control or charge of the students [e.g. School trip]

Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the School.

Other items banned by the School will be retained until the end of each week and returned to students or parents/carers if it is deemed more appropriate on a Friday between 3pm and 3:30pm. Repeat offenders may have items disposed of by the School immediately.

Screening

Heston Community School does not currently screen students on entry, however the School reserves the right to do so, and does not have to allow that student access to the site if they refuse. This is not classed as exclusion but will be classed as unauthorised absence.

12. Use of Reasonable Force

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all School staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

Appendices



Appendix 1 - Home
School Agreement.doc



Appendix 2 -
Student Code of Co



Appendix 3 -
Routines and Expec



Appendix 4 -
Rewards - UNCHAN



Appendix 5 -
Behaviour Levels.doc



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