



Hackney New School Behaviour Policy

1.0 Hackney New School mission statement

Hackney New School is a learning community where our students have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

2.0 Policy links to school mission, aims and values

All of the work of Hackney New School is intended to support the delivery of our mission statement in full. This policy specifically is intended to ensure that the school remains a positive and safe environment for students and staff. Students have the right to learn and work, and teachers to teach, without disruption from others. Everyone has a right to feel safe in our school irrespective of their race, gender, religion, sexuality or specific need.

3.0 Statutory framework

This policy is guided by the 2012 behaviour guidance (updated) issued by the DfE and the Education Act of 2011.

4.0 Purposes

This policy specifically is intended to:

- encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect
- encourage young people to take responsibility for their behaviour
- encourage students to achieve high standards in learning and behaviour
- celebrate achievement and to discourage negative behaviour
- tackle incidents/instances of poor behaviour effectively and fairly
- allow teachers to teach high quality, imaginative lessons
- foster an environment where members of the school community treat each other with respect

5.0 Monitoring

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's SDP includes a section on behaviour and this is monitored termly. Behaviour within faculty areas and year groups will be monitored regularly through line management. The sanctions ladder indicates how behaviour will be monitored by the leadership group.

6.0 Links with other policy areas

The policy links with our teaching and learning policy, our safeguarding policy, our anti-bullying policy, our staff code of conduct, our attendance policy, our politeness policy, our uniform policy and our home school partnership agreement.

7.0 Communication

The information in this policy will be communicated thus:

- for students - in lessons, during assemblies and on the relevant section of the school's website
- for staff - in the staff handbook and in the relevant sections of the school's website
- for parents/carers - in the induction guidance, home school partnership agreement and in the relevant sections of the school's website

8.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Learning and a Student Manager who will ensure regular contact with parents for students who demonstrate challenging behaviours. We also employ a parent support worker to help keep students on track and we liaise with outside agencies such as children's social care, police and others where required.

9.0 Policy details

All teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students in school and, in certain circumstances, outside school.

We expect staff to encourage an effective learning environment by:

- being punctual, consistent and fair in ensuring the expected behaviour outlined above is seen in school
- making lessons appropriate and stimulating, using assessment for learning
- ensuring students stay in class throughout lessons (medical reasons excepted)
- being visible in the corridor and on their classroom doors when teaching to ensure lesson changeovers are quiet and orderly and dismissing students at lesson changeover times and no earlier
- issuing behaviour slips when moving around the school to challenge or reward students' behaviour
- using techniques such as SLANT and merits and demerits to maintain positive behaviour in lessons
- maintaining close home/school contact
- being smart in their dress code and abiding by the 'Code of Conduct' document

We will reward and celebrate the achievements of our students by using the following:

- words of praise in lessons and assemblies
- comments in books
- individual merits
- whole class merits
- **golden tickets**
- positive slips
- special assemblies
- special events and activities such as reward trips
- displaying work and pictures throughout the school
- annual whole school prize giving
- lapel pins
- emails and phone calls home

We have a rewards ladder which we follow to reward students' behaviour and learning.

We expect our students to behave well. We expect students to:

- arrive on time to school and lessons
- be in correct uniform and being smartly presented
- follow reasonable instructions
- engage in lessons fully
- try hard to complete classwork, homework assignments and Non-Examination Assessments (NEA)

- treat other students and all of the school community with respect
- follow instructions first time
- be helpful, polite and honest
- show care and compassion to others
- walk on the left and remain quiet in the corridors
- adopt the SLANT position when requested to demonstrate active engagement

The following are some examples of what we consider to be unacceptable behaviour, the list is not exhaustive:

- defiance
- physical contact other than handshakes
- swearing
- violence or threatening behaviour
- damage to property
- theft
- rudeness
- not following instructions
- distracting others
- not completing class work, Non-Examination Assessments (NEAs) or assignments
- bullying
- discriminatory language such as homophobic or racist comments
- lateness to school or lessons
- truancy from school or lessons
- abuse of the school email or ICT network
- smoking including the use of vaping and e-cigarettes
- inappropriate use of social media and ICT
- disrespecting members of the school community
- bringing the school into disrepute
- being in possession of a weapon **or drugs**
- **Taking up a disproportionate amount of staff time**
- **bringing in banned items to school**

These are the key strategies we will use to deal with students who behave unacceptably:

- recording a demerit on the school information system
- sending students home to change their uniform
- asking students to make up for lost time
- a reminder of expected behaviour in and around school
- letter or phone call to parents
- detentions
- parental meeting
- withdrawal from lessons on a temporary basis and being placed in the Behaviour Improvement Room
- confiscation of items
- internal exclusions
- alternative school based exclusions
- fixed term exclusion
- managed move to another school
- direction to an off-site provision
- permanent exclusion for the most serious offences or persistent violation of the behaviour policy

We have a sanctions ladder which we aim to follow to deal with poor behaviour. Reasonable adjustments are made for students with SEND.

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- persistent disruptive behaviour

- threats and/or assaults on a member of staff
- possession of an offensive weapon such as a knife
- possession of drugs
- racist, sexist, homophobic or discriminatory behaviour
- criminal or alleged criminal behaviour
- vandalism of school property
- **malicious threats against a member of staff**
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. (This is explained in the sexual violence and sexual harassment between children in schools and colleges - May 2018.)

Confiscating Items

Banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer at a time convenient to the school.

Banned items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, items that are non-school uniform such as hoodies, sunglasses, jewellery and accessories. Other banned items include mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and vaping devices, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

Searching Students

School staff can search students with their consent for any item that is banned by school rules. The Headteacher and the pastoral staff have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items.

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DfE document 'Use of reasonable force - Advice for headteachers, staff and local school board').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student
- to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco

and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Incidents Outside of the School

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere.

Detentions

Students will receive a detention in the following circumstances:

- Arriving to school or lesson after the bell
- Insufficient work completed in class or at home
- **Poor corridor conduct or conduct in lessons**
- Uniform infringement
- **Not following reasonable instructions in a timely manner**

Behaviour Improvement Room

If a student is defiant and does not respond to instructions given by a member of staff, they will be removed from their lesson and required to work in the Behaviour Improvement Room. The aim of this sanction is to ensure that students understand the need to follow school rules, are supported in focusing on their own learning and do not disrupt the learning of others. Repeated removal to the Behaviour Improvement Room will mean that students are subject to the next step on the sanctions ladder.

Internal Exclusions

An internal exclusion at Hackney New School means that a student will complete their set work in the Internal Exclusion Room which is staffed by members of the pastoral team. They will also not be permitted to be in the playground at break or lunchtimes. This replaces initial incidences of and is used to prevent external exclusion.

Alternative School Based Exclusion (ASBE)

An Alternative School Based Exclusion means that a student will complete an exclusion at an alternative school in a room which is staffed by a member of staff at all times. They will also not be

permitted to be in the playground at break or lunch times. The letter issued by the school clearly outlines the responsibility of the parent and the expectations of the student during the ASBE.

External Exclusion

The letter, which is issued when a student is excluded explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place in school hours during an exclusion they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Direction to Off-Site Provision

In certain circumstances, and at the discretion of the Headteacher, students may be directed to off-site provision.

Managed Moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the strictures laid down in the managed move protocol.

Managed move procedures

- If an incident is deemed serious enough to involve fixed term exclusion, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them
- Work will always be provided for the length of the exclusion
- Parents will be requested to meet with a member of the Year Team or Senior Leadership Team on the day that the student returns to school to ensure such events do not recur
- Procedures to appeal against a decision are also clearly outlined in the letter

Pastoral Support Plans

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 12-16 week plan that will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed.

Responsible for review:	C Whelan/ S Foughali
Version:	01
Reviewed:	April 2020
Next review date:	July 2022