



Behaviour / Relationships for Learning Policy

September 2020

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Principles

The basis of all good behaviour is a need for mutual respect. We expect all students to show respect and courtesy towards teachers and other staff and towards each other. Students attending Holly Lodge Girls' College have a right to expect a well -ordered environment which is conducive to learning.

At Holly Lodge Girls' College, we believe that if effective teaching and learning is to take place then good behaviour and a positive attitude are essential elements of the successful classroom and school. We recognise that positive behaviour should be promoted and rewarded at all times and that the promotion of a culture of celebration will impact on all students, increasing motivation and achievement.

Holly Lodge Girls' College will encourage students in a culture of respect by supporting our staff's authority to discipline students ensuring that this happens consistently across the school. To achieve this we need parents to encourage their children to show respect and to support the school's authority to discipline students.

Aims

- To educate all students in the fullest sense so that everyone can realise their academic and personal potential.
- To promote a fair, safe and positive environment where discipline and good order lead to achievement and progress by all students.
- To develop a clear understanding of what is right and wrong and a respect for others.
- To enable each pupil to make a worthwhile contribution to the school community.
- To foster high levels of behaviour expectation which are realistic yet demanding.
- To promote self-discipline amongst students and a regard for authority.
- To encourage students to have good behaviour and respect for others and in particular, preventing bullying, homophobia and racism amongst students.
- To recognise, reward and celebrate good behaviour and achievement.
- To challenge inappropriate and unacceptable behaviour and language.
- To ensure students are eager and ready to learn by attending punctually in full school uniform with the appropriate equipment.

- To provide clear guidelines to all members of the school community on the consequences of unacceptable behaviour.
- To develop a consistent, effective whole school approach to the implementation of our school's Behaviour/Relationships for Learning policy.
- To involve students, parent/carers, staff and governors in the implementation of the Relationships for Learning policy.

Procedures

- We believe that effective and thorough lesson planning will help prevent or minimise behavioural problems. Therefore, staff should plan their lessons in accordance with the school's Teaching for Learning Policy.
- Staff should be on time for their lessons and ready at the doorway of their classroom to greet their students. The lesson should start promptly and a register taken within the first 15 minutes.
- A seating plan must be used in accordance with school policy and should be used in order to maximise students' learning.
- Positive behaviour should be acknowledged throughout the lesson so that the focus is on those students who are following classroom routines. Staff should make appropriate use of rewarding achievement and good conduct through the merit system.
- Staff must model the behaviour they want to see and strive to maintain and develop positive relationships with their students. Staff should maintain a calm environment in the classroom.
- To maintain good order throughout the lesson, staff should regularly and clearly articulate the routines that students need to follow in order to be successful. The consequences of poor behaviour should be made clear to students.
- Staff must ensure that students complete any tasks reasonably assigned to them in connection with their education
- When students choose to display behaviour that disrupts the learning and/or safety and wellbeing of other students, they must be made aware of the consequences of their poor behaviour in the form of an appropriate sanction. The School only uses sanctions as a last resort but we expect all students and their parents/carers to abide by the sanction(s) set.

- Mobile devices are only permitted outside learning buildings and in the Food Courts. Any device seen in a learning building (including corridors and lobbies) during school hours will be confiscated by a member of staff and the student's parent/carer will be required to come to school to collect it.
- All incidents of poor behaviour must be logged on the school's management system – Sims. It is important that the information is correctly recorded as the Year Leaders and their Leadership Engagement Link will monitor it regularly.
- Incidents of poor behaviour should be recorded by the end of the school day. The incident slip should record the action taken by the member of staff. Any further action taken should also be recorded; this may include action taken at a later date by another member of staff or it may be a record of the completion of a sanction.
- The recording of incidents of poor behaviour should not be completed during a lesson.
- When completing an incident slip for poor behaviour or behaviour giving cause for concern, it is important that staff provide clear and precise information that is factual and professional in its tone. Incident slips may be viewed by parents, other schools, Governors and LA officers. So must be written in a formal manner which is suitable for these audiences.
- All teaching and support staff must be reflective, collaborative and proactive in dealing successfully with behavioural challenges that may arise in and outside the classroom. Colleagues must work closely with each other and the pastoral system to identify underlying causes of concern and to develop more effective strategies and solutions.
- The school works closely with support staff and outside agencies to offer support strategies to students who regularly display poor behaviour or who are at risk of exclusion.
- The confidential nature of some of the work done by support staff and outside agencies means that it is sometimes difficult to share it in detail. Year Leaders will regularly inform staff of students who are vulnerable. Staff should be mindful of these issues when dealing with students.
- It is the responsibility of the Curriculum Leader in the first instance to monitor and manage the strategies used within their department to deal with disruptive behaviour.
- After school detentions will be imposed by Curriculum Areas as necessary. Parents/carers will be notified in writing of the date of the detention, in a letter given to their daughter and sent via Parentmail. Parents/carers will be notified directly, in writing, if their daughter fails to attend and further sanctions may be

applied. Students can be kept without notice for up to 10 minutes at the end of the day.

- Support is available from Year Leaders and Leadership Engagement Links in managing any poor behaviour. Year Leaders should be consulted before requesting a meeting with parents/carers.
- At the start of each academic year, the Curriculum Leader must establish the department's "Buddy" timetable. Consideration should be given to potential "hot spots" on the timetable and appropriate "Buddy" classes should be identified. Smaller departments should team up with another department to assist them in this process.
- Persistent disruption of learning will result in sanctions as appropriate such as a student being placed on Departmental Report, Whole School Report and or meetings with parents. Fixed term exclusions are available to be used by the Headteacher and will be used for the most serious or persistent cases of misbehaviour.
- The Supervised Education Centre (SEC) will be used if appropriate in the following ways:
 1. Removal from Lesson/s for poor behaviour and or disrupting learning
 2. Lunchtime detention for poor behaviour or failure to attend a late break time detention
 3. Internal exclusion for a fixed period of time, parents will be notified in writing in this case
- Permanent exclusions will be a last resort after all other support mechanisms have failed. Permanent exclusions are used rarely but will take place for persistent serious misbehaviour. Permanent exclusion will also be used in very rare cases for a one-off, extremely serious offence which threatens the safety of anyone within the school community.
- Only the Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'. Prohibited items as defined by the DfE 'Ensuring Good Behaviour in Schools' are:
 - Knives and or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Lighters
 - Fireworks
 - Pornographic materials

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

- In a situation where physical contact is necessary Holly Lodge Girls' College follows the DfE Guidance 'Use of reasonable force' which can be found at the following website: https://www.gov.uk/.../Use_of_reasonable_force_advice_Reviewed_July_2015
- Allegations against staff will be taken seriously and will be dealt with as quickly as possible in a fair consistent way that provides support for the student as well as the member of staff who is the subject of the allegation. The Headteacher will consider appropriate consequences for students who are found to have made malicious accusations against school staff. For further information on procedures for Allegations against staff please refer to the school's Safeguarding Policy.

EXPECT TO ACHIEVE