



## BEHAVIOUR POLICY

SCHOOL NAME:	HORNCHURCH HIGH SCHOOL
DATE OF ADOPTION:	01/09/2025
DATE OF NEXT REVIEW DUE:	01/09/2029
CHAIR OF GOVERNORS SIGNATURE:	L. HALL
HEAD SIGNATURE:	S.MADHVANI

### 1. A statement of Purpose

Our behaviour policy helps us to create; **“A school that provides a safe, nurturing environment; allowing pupils to fulfil their potential through an engaging and personalised curriculum that creates curious and enthusiastic learners.”**

The Board of Governors believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- To promote a positive atmosphere where good relationships, discipline and good order lead to excellence.
- To promote self-esteem and self-discipline
- To promote proper regard for authority and positive relationships based on mutual respect
- To ensure fairness of treatment for all
- To encourage consistency of response to both positive and negative behaviour
- To promote early intervention
- To provide a safe environment free from disruption, violence, bullying and any form of harassment
- To encourage positive relationships with parents, students' governors and carers

### 2. Overall Guiding Principles for All Staff

- **Chance-** Everyone has the chance to behave as they are expected to
- **Choice-** Everyone will be given the opportunity to make the right choice
- **Consequence-** If you choose not to behave, there will be a consequence

### 3. Roles and Responsibilities

- The Board of Governors in consultation with the Headteacher, staff and parents will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key **role** in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Board of Governors, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, **culture**, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- In line with the school's ethos, students themselves are given a stake in reviewing and monitoring the behaviour policy of the school. Students, in partnership with staff, parents and Governors, help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

### 4. Support system

#### 4.1 High Expectations

Hornchurch High School sets the highest expectations of behaviour to ensure each child can fulfil their potential. For this to be achieved, there is no time for disruptive behaviour, or negative attitudes to learning.

From day one, the school expects students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

The school believes strongly in the power of working closely with parents/carers of and the students and expects them to play an active role in the education of the child.



All students and their parents/carers are expected to sign a Home-School Agreement, outlining the expected behaviour for our school. This is to be maintained on school trips and when travelling between home and school.

## **5. Positive attitude to Learning**

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours, the school:

- Share responsibility for their own learning;
- Insists upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons;
- Insists on 100% attendance and punctuality to school and to all lessons;
- Insists students attend school with the correct equipment- ready to learn;
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Years and Form Tutors and with the support of learning mentors and external agencies, provides every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning;
- Fully involves students themselves in the life of their school, through an effective School Council so that students see their education as a joint endeavour with the staff of the school;
- Sets out clear, simple expectations for classroom behaviour, which ensure that no lessons are disrupted by inappropriate behaviour, even of a very low level nature;
- Establishes close relationships with parents as key partners in maintaining positive attitudes to learning;
- Has a high-status, high-profile school uniform, including a traditional blazer and insists upon all students wearing the uniform correctly at all times, in order to foster a sense of community, identity and professionalism;
- Has strong relationship with the MET Ward Officers (as with all schools in the LA), at the school to offer advice and support to students and parents and assist with maintaining the security of the site;
- Ensures that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed in this policy and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.

## **6. Praise and Rewards**

The school has set up a structured reward system focused on academic progress and rewards students who have demonstrated a positive approach to learning.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they are

rewarded and verbally praised, giving them recognition in front of their peers. Students may be rewarded for a number of reasons, including:

- Excellent work of a high academic standard
- Academic progress
- Good effort
- Co-operation with peers or staff
- Involvement in activities outside the school day
- Extra- curricular activities
- Changing the pattern of behaviour in a positive way
- Improved attendance or punctuality
- Excellent attendance
- Community spirit

Examples of incentives and rewards to acknowledge positive behaviour, attitude and attendance:

- Positive behaviour points on ClassCharts
- Group privileges to reward individual form group's successes
- Postcards home to parents
- Headteacher awards for academic achievement
- Displays of photographs of teams, groups and individuals representing the school in a range of activities.
- 100% attendance certificates awarded each term and form trophies
- Badges to be awarded denoting good behaviour, attendance and achievement
- Reward trips for top attendance and academic progress and exemplary behaviour
- Prizes awarded in annual award ceremonies

### **6.1 Silent Transitions**

We expect our students to arrive to lessons on time and ready to begin learning. To aid them in this, and to ensure movement around the site is safe and orderly, we operate silent transitions between lessons. At these times, signalled by a buzzer, we expect students to:

- Move with pace and purpose to their next lesson via the most direct route
- Follow the one-way system in the corridors and on the stairs
- Walk in silence during transitions – they may greet staff as they move around the school
- Be polite and courteous when navigating the site
- Follow all instructions first time

Students who do not meet these expectations will be issued with a detention.

## 6.2 Warning system

Students who disrupt their own learning, or the learning of others are twice notified that their behaviour does not meet the school's expectations and given the opportunity to correct their behaviour before being removed from a lesson:

- 1st warning
- 2nd warning
- Relocation

Warnings should be clear and allow time for the student to correct e.g. "Mary, that's your first warning. You were talking whilst I was speaking."

The warning system is for low-level high-frequency behaviour which includes, but is not limited to:

- Talking over a teacher or after a countdown
- Talking off-topic
- Rudeness
- Refusing to work
- Disturbing other students
- Interrupting

## 7.0 Sanctions

Purposes for Sanctions:

- For students to realise their role in the learning partnership
- To deter students from continuing to display negative behaviours
- To provide a secure learning environment
- To encourage personal development in order to function as a civilised member of society
- For students to accept responsibility for their own behaviour

### 7.1 Relocation procedure

We believe that **all students have the right to learn in an environment free from distractions and low level disruption**. In order to provide this, we expect 100% compliance from all students when an instruction is given and staff will not tolerate disruption in lessons.

After receiving two warnings in a lesson, further disruption will result in a student being relocated and directed to leave the classroom.

More serious behaviours will result in a student being sent immediately to the reset room. Examples include but are not limited to:

- Fighting
- Abusive or offensive language
- Dangerous or violent behaviour
- Highly disruptive behaviour
- Defiance/refusal to follow instructions

When relocating, staff will send the student to the relocation room and log the relocation on the ClassCharts platform, automatically issuing a detention. A member of staff in the relocation room will then be notified and will expect them to arrive shortly. Students will receive a one-hour afterschool detention which will be sat on the same day.

The student will spend the remainder of the lesson in the relocation room completing work from the Knowledge Organiser or work provided by their teacher.

If a student is relocated twice in a day, the 2nd relocation is upscaled to spending one-day in reset and they remain in the reset room until 4pm.

The recording of relocations on ClassCharts allows them to be monitored by staff and also shared with parents via the ClassCharts app.

## **7.2 Detention Procedures**

All detentions are centralised and will always take place on the same day, after school for one hour. Students will spend the time in detention independently completing work from their knowledge organiser.

Detentions can be set by staff for:

- Being late to school
- Being late to lesson
- Not completing or attempting homework
- Not having the correct equipment or uniform
- Wearing the incorrect uniform
- Wearing banned items in school
- Non-compliance during transitions
- Mobile phone use/disruption in school
- Inappropriate behaviour around the school
- Inappropriate behaviour outside school



Following the issuing of DfE guidance 'Behaviour and discipline in schools' (January 2016), neither parental consent nor prior notice are required for detentions, but by using the ClassCharts platform parents are able to receive up-to-date notifications on student detentions.

The DfE guidance also states that schools are not required to inform parents why a detention has been issued. Should parents want to discuss a detention, they can do so by calling the main reception and requesting to book an appointment with their child's Head of Year. Parents who turn up to school without an appointment will not be seen.

Parents who do not have access to a smartphone or internet connection should notify the school reception who will endeavour to notify them of future detentions by telephone, but this may not be possible in every instance.

Information on students who fail to attend a detention will be passed to their Head of Year, who will phone home to inform parents of the missed detention at the first available opportunity. If the student does not return to sit their detention, they will spend a day in Reset following day until 4pm.

Students caught truanting will be issued with a sanction deemed appropriate by their Head of Year to enable students to catch up on missed work without causing them to miss further learning in lessons.

## **8.0 Banned Items**

The following items are banned from the school premises and on school visits:

- Mobile phones, we are a no phones school
- Smart watches
- MP3 players or headphones
- Hooded Sweatshirts/hoodies
- Weapons –objects or substances that could be used with the intention of harming another person
- Alcohol and/or Drugs
- Fireworks
- Cigarettes and/or smoking materials including e-cigarettes and vapes
- Stink bombs, water bombs and water pistols
- Lighters and matches
- Jewellery (except watches)
- Chewing gum

Bringing these items onto the school premises will result in immediate confiscation and may lead to a sanction depending on the nature of the item. Any confiscated mobile phones will need to be collected by a parent/guardian.



## **9.0 Serious incidents**

Serious incidents should be dealt with as quickly as possible. Any incident involving damage to school property, reckless or deliberate, physical aggression or serious verbal abuse (e.g. swearing, sexist, misogynistic or racist abuse) to a member of staff must be reported to a member of SLT immediately, in addition to taking whatever immediate action seems appropriate. Serious incidents may be escalated to the police, depending on the nature of the incident e.g. hate crimes. All serious incidents will be logged and recorded.

Persistent or serious breaches of the School Behaviour Policy may result in students/parents/carers being requested to appear before the appropriate Governing Board Committee. All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT.

No teacher may send a student home for disciplinary reasons without the permission of the Headteacher or a Deputy Headteacher.

Corporal punishment is prohibited

## **10. Alternatives to exclusion**

The school recognises that exclusion/suspension from school is a serious matter, particularly in an area where many students have already experienced significant disadvantage in their lives. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community.

The following alternatives to exclusion/suspension are used by the school:

- One day in Reset – This takes place in the Reset Room. Students work in that venue all day until 4pm and are supervised by a member of support staff. Only SLT and Heads of Year can set a one-day reset.
- Extended time in Reset – This can be between 2-4 days and takes place in school in the Reset Room. Students are provided with additional interventions to support their behaviour and learning needs. It is also a place where students with particular needs may be re-integrated into the school. Only SLT can set a fixed time in reset.



- Off-site Direction – students who are at serious risk of exclusion and for whom the full range of interventions may not have been effective will spend a period of time, typically between one and four weeks on respite. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.
- Off-site Direction progressing into a Managed Move – Hornchurch High school participates in this process in Havering which involves students transferring to another Havering school on a trial basis, either as an alternative to permanent exclusion, or where there has been a serious breakdown in the relationship between a student and the school. If the trial is successful it results in a Managed Move, and the student permanently moving onto the roll of the trial school. The school also receives students under this scheme and has successfully integrated a number of students on this basis.
- Alternative Provision – when a student is at serious risk of exclusion or consistently failing to engage with the school, alternative provision is considered. This may be in the form of an alternative education provider. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents, but under the DfE Alternative Provision Guidance 2013, the Academy may send a student without parental agreement, where it is in the best interests of the student.

## **11. Exclusions (for further details see Exclusions Policy)**

Sparing use will be made of suspensions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Suspensions of up to 5 days will take place at the student's home, with work provided by the school.

Hornchurch High School work closely with a number of schools within the Local Authority. Should the need arise for a suspension over 5 days, students will be directed to attend one of them.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- Suspension – Only the Headteacher can issue a suspension. Ratification of these suspensions has to been done by the Governing Board if in excess of 15 days per student per term. If the suspension is for 5 days or more the student will attend the Local Authority's Student Referral Unit from the 6th day of suspension.

- Permanent Exclusion – This is when the Headteacher has decided that a student may not return to the school. This decision is only taken in response to ‘serious breaches of school’s behaviour policy’ and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing, the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to suspend or permanently exclude a student has been made, parents are notified as quickly as possible. This may initially be by telephone call followed by a letter and a meeting. If the student is being looked after by the Local Authority, the Social Services department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.

*This policy is intended as a guiding framework to support positive behaviour and a respectful, safe learning environment. It is not an exhaustive list of all possible behaviours or responses, nor is it a rigid rulebook. Professional judgment and context will always be taken into account when addressing behaviour. Staff, students, and parents are encouraged to work collaboratively, using the principles outlined here as a foundation for consistent and fair decision-making.*