



Behaviour for Learning Policy including the Anti Bullying Policy

Reviewed by: Stakeholder and Engagement Committee
Reviewed on: November 2017
Ratified by: Relevant Governing Body Committee
Ratified on: 05/02/18
Next review: November 2019

A handwritten signature in black ink, appearing to read "R. Karn", is positioned above the signature line.

Signed..... Richard Karn, Chair of Governors

Heathfield Community College is an inclusive and supportive community. We believe that every member of the College community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Heathfield students are encouraged to reflect on their role within our community and understand how their actions can promote our positive habits and beliefs and impact on those around them.

This enables us to:

- Maintain an atmosphere of good order in which staff and students can achieve their potential
- Establish a secure environment in which all students are free of bullying and intimidation
- Promote an environment in which all individuals are valued, regardless of race, gender, class or ability

Overall Philosophy:

Heathfield Community College expects high standards of personal conduct and behaviour from all members of the community, we promote respectful and polite relationships that enhance everyone's ability to work and learn.

There is a recognition that everyone is allowed to make mistakes but that these should represent a learning curve from which one grows and develops, the College supports all students in learning from their mistakes.

There is an understanding that students who repeatedly commit breaches of the behaviour policy will face increasing levels of sanctions commensurate with the repetition of the behaviour.

Our basic expectations, shown as the 'Heathfield Basics' are set out clearly in every classroom see appendix 2.

The College boundaries extend beyond the College premises and perimeters to include journeys to and from College in College uniform, work experience, residential trips and any other occasions when students are representing the College. Therefore, the College reserves the right to apply consequences if behaviours are such that they breach the stated expectations in any circumstance under the description above.

This policy should be read in conjunction with other College policies and DFE guidance including but not limited to:

- Searching, Screening and confiscation (DFE)
- Exclusion from maintained schools guidance (DFE)
- Behaviour and discipline in schools guidance (DFE)
- Drugs Policy
- East Sussex Positive Handling / Use of Reasonable Force Guidance

Roles and Responsibilities

Staff and students should:

- Show others respect, consideration and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the College ethos and values
- Protect the right to work and achieve without hindrance
- Respect College property and the property of others
- Respect the College environment
- Act in a safe and responsible manner to not endanger themselves or others
- Adhere to College policies
- Protect members of the College from bullying, racism or any form of discrimination

Staff should:

- Set clear consistent expectations for behaviour, effort and achievement
- Intervene early when behaviour, work, attendance, punctuality, or adherence to College policy is unacceptable
- Identify underlying causes of poor behaviour
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Support students with their work
- Work in partnership with parents and keep them informed
- Reward achievement (*praise should be part of every lesson*)

Students should:

- Co-operate with staff and allow teachers to teach without hindrance
- Co-operate with other students
- Make effort with their classwork, homework and coursework
- Follow the 'Heathfield Basics' as outlined in appendix 2

Parents should:

- Encourage their child to behave in an acceptable manner
- Support the College in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the College

The Headteacher should:

- Monitor the policy
- Ensure that strategies are in place to promote and implement the policy throughout the College
- Ensure that an annual report with statistics is presented to the governing body
- Carry out the statutory duties of the headteacher with regard to behaviour and exclusions as defined by the DfE

The Governing Body should:

- Approve the policy and any proposed changes
- Receive reports from the Headteacher
- Review the working of the policy in light of the Headteacher's report
- Support the promotion and implementation of the policy throughout the College, making it known to parents
- Carry out the statutory duties of the governing body with regard to behaviour and exclusions as defined by the DfE

Rewards:

Individual achievement, attendance and high standards of courtesy and behaviour are all celebrated at College.

Throughout the College praises are awarded by staff for achievement, effort and contribution to College values and aspirations. ***Praise should be part of every lesson.*** Praise is tiered at three levels P1, P2 & P3. Students can be awarded a P1 for displaying the Heathfield Habits in the classroom or in the wider College community. Appendix 1.

Heathfield Habits:

- Ambitious & Confident Learner
- Engaged & Enthusiastic
- Compassion & Considerate
- Determined & Reflective
- Honesty & Integrity

A P2 can be awarded for displaying the Heathfield Habits in the classroom over a number of lessons, for making good progress or for regularly contributing to the wider College community.

A P3 is issued by a Head of Department, a Head of Year or a member of the Senior Leadership Team for an outstanding contribution over a period of time. All praise is logged electronically in our database and is celebrated in a celebration assembly three times a year where certificates are awarded.

Attendance certificates and rewards are awarded throughout the year for those students who have had excellent attendance.

Rewards Events

In addition, throughout the year there are several events and performances where students' work is celebrated with displays for staff, students and parents. Three times a year we reward the winning House to celebrate the contribution students

have made. We hold two annual events to celebrate progress, effort and achievement through our Sports Award Evening in the Autumn term and Heathfield Honours Awards Evening in the summer term.

N.B. Additions to the rewards structure will be made following consultation with the College council.

The concept behind positive behaviour for learning

As individuals we all choose how to act and it is important to recognise that for every choice or action there is a consequence. These can be either positive or negative. A consequence is an outcome that arises as a direct result of the way we act. At Heathfield Community College, consequences, not punishments, are issued by staff. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Good behaviour and discipline are absolutely essential for successful teaching and learning and the vast majority of students at Heathfield Community College do behave well.

Consequences in Lessons

The consequence system is tiered at 4 levels C1, C2, C3 & C4 which may give rise to sanctions being applied. The consequence system at Heathfield has been designed to ensure students take responsibility for their own behaviour. There is a basic understanding that **2 warnings should be more than enough** for a student to stop and change their behaviours, following that persistent repetition of the problem will lead to a clear sanction.

In lessons where a teacher feels that a student is not behaving in an acceptable manner he/she will be issued with a **C1** (the first consequence issued as a direct result of a negative behaviour). This is a warning that the student needs to modify/change the way that he/she is behaving.

If the student chooses to ignore this warning and does not modify their attitude/behaviour the teacher will issue a **C2** (the second consequence, a result of further negative behaviour). This requires the student speaks with the member of staff at the end of the lesson who will take action on this behaviour.

Should he/she continue to behave in a way that the teacher feels is unacceptable the teacher will issue a **C3** (the third consequence, a result of continued negative behaviour, despite two chances to modify his/her actions). This will mean that the student will now continue their learning in another classroom and will automatically be issued with an after College detention. This will take place under the supervision of College staff.

Under normal circumstances the College will attempt to facilitate the detention as soon as possible after the teacher has issued the **C3**.

If a student refuses to leave a classroom to continue their learning in a support room this is logged as a C4. A member of the student support team will come to collect the student and they will continue their learning in the student support centre. The student will automatically be issued with an after College detention. This will take place under the supervision of College staff.

All after College C3/C4/homework detentions run from 3.05pm until 4:05pm on Tuesdays, Wednesdays & Thursdays.

- Students will be expected to complete work during the detention
- If students talk or display negative behaviour during the detention they will be issued with a warning and they may be asked to redo the detention
- Students who do not attend a detention will receive a senior leadership detention on Friday at 3:05pm until 4:30pm
- Students who again disrupt or do not attend this detention will receive an Internal Exclusion on the next available day and repeat the after College detention.

Low level disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson /learning environment but directly affects the learning of other students present and the teachers' ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of low level disruption, however, this list is not exhaustive.

- Talking when the teacher is talking or has asked for quiet
- Distracting others
- Not working
- Calling out

In the classroom low level disruption is dealt with consistently within the consequences system. In the wider College environment it is dealt with through the HoY.

Mid - high level disruption

For disruption that has a significant effect on a students' learning and/or safety in the classroom a C3 may be issued without a C1 or C2 warning being given. This will result in a students' removal from lesson to continue their learning in another classroom. Below are some examples of mid - high level disruption, however, this list is not exhaustive.

- Failure to follow instructions
- Displaying behaviour that prevents other students from learning
- A refusal to engage in the learning process
- Disrespectful responses to staff
- General defiance

In the wider College environment this level of disruption is dealt with through the HoY.

High level disruption/serious incidents/non-compliance with College procedures

For incidents that the College perceives to be of a serious nature, students will be issued with either an Internal Exclusion, fixed term exclusion or an offsite behaviour placement. (All students who receive a fixed term exclusion will be issued with at least a day in Internal Exclusion on their return to College). See Appendix 5 for guidance on police involvement.

Internal Exclusion:-

Students start their day in Internal Exclusion at 8:40am and finish at 3.05pm.

However, if students display negative behaviour whilst completing their isolation they will repeat a full day.

- Students eat their lunch in the Internal Exclusion room or canteen at an alternative time.
- Students do not talk to other students within the Internal Exclusion room.
- Mobile telephones, ipod, headphones belonging to students will be handed in at the start day.
- Students will complete all work set from their teachers during this time. Unacceptable or incomplete work may result in the Internal Exclusion day being repeated.
- Students are required to complete a reflection sheet at the start of their Internal Exclusion.
- Students are graded for each lesson, break and lunch. Students must 'pass' the day to be reintegrated into lessons. A 'failed' day will result in the Internal Exclusion being repeated.

If students make the right choices they will never be issued with a C3/C4 or time in Internal Exclusion. Students will always have a chance to think about what they have done.

Offsite behaviour placements

In agreement with other secondary Colleges in the local area, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in another Internal Exclusion area or equivalent at another College. The host College will provide appropriate work.

Students will adhere to the host College's behaviour procedures and arrive and leave at the host's College times. It is the parent/carers responsibility to arrange appropriate transportation to the host Colleges. Students will be expected to attend in full Heathfield Community College uniform.

Fixed term exclusions

There are now only two types of exclusion, fixed term or permanent. The maximum any student can be excluded in one term is 45 days. If a pupil is excluded for any more than 5 days then it is the responsibility of the College to provide an alternative,

full time education for the length of the exclusion. The College must explicitly follow the guidelines laid down by County.

Following exclusion a meeting between the College, the student and the parent is arranged in which a reintegration agreement is signed. It is likely that 'special conditions' will be agreed before reintegration.

This means:

The documentary background to incidents leading to exclusion must be complete, which includes the standard proforma as well as supporting papers.

Arrangements for generating work at home for students and ensuring that it is sent, is the responsibility of the HoY.

In line with the guidance, an Additional Needs Plan must be put in place for pupils who have been excluded for more than 15 days in any one term. This is the responsibility of the HoY in conjunction with the Assistant Headteacher.

Support

There are a range of support structures available internally and externally which are layered to suit a student's needs alongside any sanctions for behaviour. They are varied and ongoing and ensure that students are able to learn from their mistakes and be supported in changing their behaviours.

Banned Items (this should be read in conjunction with the Drugs Policy)

We do not expect any student to bring onto the College site any item that goes against our College values and ethos.

The College maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety and cause injury to others.

The College does not consider that any student would have authority or reasonable excuse to be in possession of any such item. Students found in possession of any 'banned' items or items that could cause injury or harm to others will have them confiscated and may be excluded from College. In relation to dangerous items, it is likely that the College will involve the police. See Appendix 5

Heathfield Habits

The habits and characteristics Heathfield students develop whilst at the College include:

- Ambition and Confident
- Compassion and Consideration
- Engagement and Enthusiasm
- Determination and Reflective
- Honesty and Integrity

Heathfield Habits *in action*

<p>Ambitious and confident learner</p> <ul style="list-style-type: none"> • Willing to set the highest expectations of your achievement • Working hard to understand your goals and how to achieve them • Willing to work consistently hard • Producing your best effort - every time • Being pro-active at finding solutions to resolve problems • Being willing to ask searching questions • Being willing to ask for ideas or advice • Being curious and prepared to explore unusual and challenging sources of information • Having self-belief in your own strengths and abilities and communicating these through your words and actions 	<p>Compassionate and considerate</p> <ul style="list-style-type: none"> • Listening and responding carefully, show good manners. • Establish positive eye contact and body language when communicating with others • Valuing and celebrating each individuals contribution • Understand and appreciate different perspectives • Changing your own behaviour if it's unhelpful • Working conscientiously in pairs or small groups to reflect all views and efforts • Being a reliable and positive team player • Talking to others about feelings or problems • Communicate (speech, writing, social media) with consideration for others. • Active support for the College charity events
<p>Engaged and Enthusiastic</p> <ul style="list-style-type: none"> • Ensuring that you are well-equipped for learning with the right tools and attitudes • Being on time to College and lessons • Doing homework on time and to the best of your ability • Being willing to develop new skills and techniques • Presenting aloud in class • Being willing to take a lead or volunteer • Taking part in the College Council/student voice activities 	<p>Determined and reflective</p> <ul style="list-style-type: none"> • Volunteering to tackle challenging topics • Not being afraid to make mistakes • Sticking with it when things are not going well • Asking for support when needed and not suffering in silence • Devise strategies for staying on task when feeling distracted • Being comfortable with uncertainty, not knowing the answer and working through a problem • Developing and refining work independently and in response to advice from others • Reflecting on and setting own targets for improvement • Giving constructive feedback to others about their work, willing to accept feedback as a positive opportunity to learn
<p>Honesty and Integrity</p> <ul style="list-style-type: none"> • Having the courage to do what is right; resisting peer pressure • Being aware of different forms of discrimination and bullying and act to prevent and challenge these • Tolerating the views of others and expressing empathy • Being willing to take responsibility for your own actions • Take your share of collective responsibility within the College • Awareness and understanding of global issues and our connection to them • Understanding of our role in democracy and the rule of law. 	



Heathfield Basics

1. I am proud of who I am and what I have achieved today
2. I engage positively in my lessons and am self-motivated
3. I value others and show kindness and consideration to everyone in our community
4. I do as I'm asked, the first time I'm asked
5. I am always punctual, in the right place at the right time
6. I attend every day with the right equipment
7. I am proud of our College, helping to look after it and create a positive environment
8. I understand that school is a formal environment; I dress and act accordingly
9. I believe I can achieve and I always strive to do so even when it is difficult
10. I am proud of and help celebrate everyone's success

Appendix 3: Guidance on College Detention and Leadership Detention

College Detention:

College detention is part of the structure of sanctions. A log is kept on SIMS and is monitored by the Heads of Year and AHT.

Reason	Issues which are curriculum based or issues which are pastoral based (missed homework deadline, poor homework quality, C3, C4, culmination of C2s, truancy, etc.)
Location	Rm C1/C2 with ICT access
Duration/ staffing	Duration of 1 hour on a Tuesday, Wednesday, Thursday. All teaching staff on a rota.
Activity	The activity should remove the area of conflict. E.g.: missing h/w can be completed
Sanctions	If students behave poorly in College detention the sanction is escalated. The student will be placed into the Friday SLT detention.

Senior Leadership Detention

Leadership detention is part of the structure of sanctions. A log is kept on SIMS and is monitored by AHT. A senior leadership detention is an escalated sanction for repeat offences or in response to a significant incident.

Reason	When a student has been submitted 3 times in a term for a College detention <i>for the same reason</i> . For a significant breach of the College behaviour policy at the discretion of the senior leadership team.
Location	College Hall
Duration/ staffing	Duration of 1 and a half hours on Friday run by SLT
Activity	Related to the activity that resulted in the detention or to address wider issues relating to success at College.

Appendix 4: Guidance on Internal Exclusion

Placing a student in Internal Exclusion in the isolation room will be the decision of the HoY or AHT not the subject teacher.

It will be part of the structure of sanctions and rewards.

In response to the repeated failure of individuals to respond to guidance from the HoY.

Internal Exclusion aims to serve two main purposes:

- To act as a punitive sanction in response to continued or repeated poor behaviour
- To address the reasons for the poor behaviour and ensure the student is able to reintegrate successfully back into lessons following the sanction.

Student will then complete a behaviour reflection that will be linked to a subsequent review with the HoY the following morning.

Follow up:

After a day in internal exclusion students will have a reintegration meeting the following morning with the HoY to go through the behaviour agreement and to establish the appropriate level of monitoring to ensure progress is maintained.

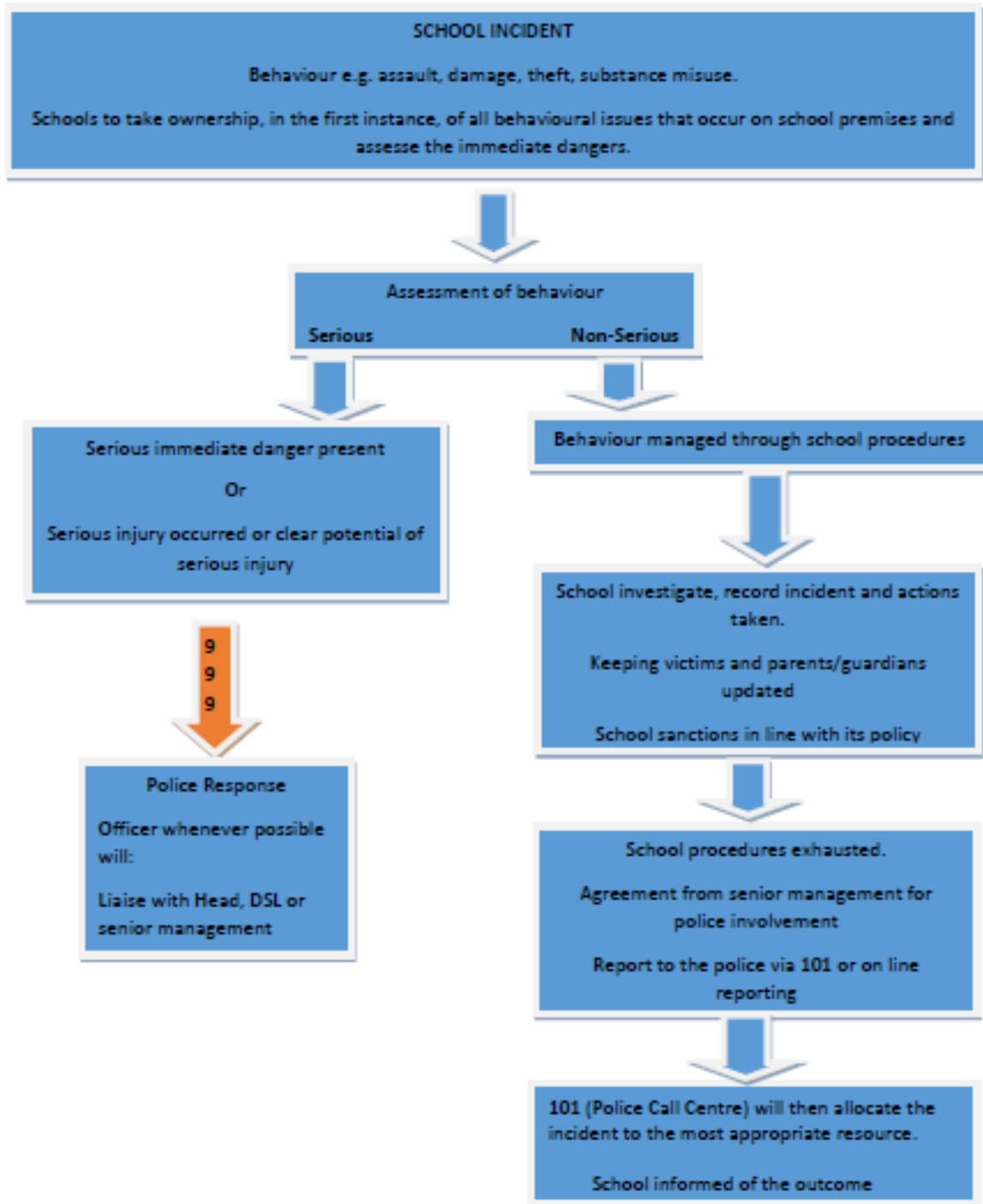
A log of which students have been placed in isolation and the reasons associated will be kept on SIMS and monitored by the HoY. Students who are placed in the internal exclusion room for more than 3 times for the same reason will have an escalated sanction to be determined appropriate to the individual and the presenting issue.

Appendix 5: Sussex Police School Behaviour Incident Flow Chart



Schools Policy

SCHOOL BEHAVIOUR INCIDENT



Youth Safety Team June 2017

Anti-Bullying Policy

This policy should be read in conjunction with our [Action Against Bullying webpage](#) on the College website and the Behaviour for Learning Policy.

Our Aims

At Heathfield we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all students in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Definition of bullying behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

The DFE states:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- May include an imbalance of power

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Some bullying is done because a student is deemed to belong to a certain group. This has been labelled “prejudice based bullying,” and includes homophobic bullying, racist bullying, transphobic, sexual or gender bullying, and bullying of students with learning or other disabilities. (to be read in conjunction with the Equalities Policy).

Preventing, identifying and responding to bullying

As part of our ongoing commitment to the safety and welfare of our pupils at Heathfield Community College we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students’ social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, through the College and Executive Council and through student leadership.
- Train staff to identify bullying, be receptive to the reporting of bullying and follow College policy and procedures on bullying, including recording incidents of bullying.
- Use a variety of techniques to resolve the issues between those who bully and those who have been, or are being bullied.
- Use some of the PSHEe and tutor time curriculum to address issues surrounding friendships and bullying behaviour.
- Provide College assemblies to address bullying and raise student’s awareness of what bullying looks like, and how they can respond.
- Restorative Approaches
- Anti-Bullying week marked annually in November.

Strategies for responding to bullying behaviour

Where bullying does occur and can be identified this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary in line with our Behaviour for Learning Policy.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reason for bullying.

Students are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/ tutor / Pastoral Manager / Head of Year or any member of staff
- Speaking to a parent / other adult who then may contact the College in order to raise a concern.
- Students can contact help@heathfieldcc.co.uk if feeling unable to speak with someone directly.

Roles and Responsibilities

Staff who are responsible should:

- Interview all parties
- Inform parents
- Use a range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with person being bullied, perpetrator, referral to outside agencies if appropriate
- Refer to Behaviour for Learning policy and College sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up with all parties especially keeping in touch with the person who reported the situation, parents/carers
- Support for the person being bullied and the bully
- Record all incidents of bullying type behaviour (confidential log - monitor repeat incidences and escalate sanctions)

Students should:

- Not engage with any form of bullying
- Report any concerns to a trusted adult without delay
- Work with College staff to prevent bullying taking place including the national Anti-Bully week in November
- Actively engage with PSHEe and tutor time curriculum
- Make every effort to work with College staff to resolve bullying issues should they arise

Parents should:

- Encourage their child to behave in an acceptable manner
- Support the College in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the College
- Escalate communication in line with the College Complaints Procedure

Bullying outside school:

If the bullying is taking place outside school we can also help you find support from a range of support agencies. For example

- Bullying Online (<http://www.bullying.co.uk>)
- Bullying.org (<http://www.bullying.org>)
- Anti-bullying alliance (<http://www.anti-bullyingalliance.org.uk>)
- **Action against Bullying:** An anti-bullying service for parents, carers and professionals. The Action Against Bullying Support Line is now available on: 0845 075 1010. Calls will be handled through trained staff members who will provide information and guidance, and referral to other specialist services.