



Policies

Behaviour Policy

Next Review – September 2024





1. Introduction and aims

Our core purpose is to enable all children to learn and achieve. Students develop into responsible learners through living in an environment in which the rights, responsibilities and dignity of each individual are recognised and actively promoted. HCCS is an inclusive school committed to establishing the highest possible standards of discipline and behaviour in order for our students to thrive. All stakeholders should contribute to the positive ethos and values of the school through behaving in a respectful manner towards one another. This ethos nurtures positive personal identities, challenges stereotypes and promotes equality.

In conjunction with the school's Exclusions Policy and The Child Protection and Safeguarding Policy, this policy will:

- Define and outline the expected positive behaviour of all stakeholders
- Clarify the measures that will be used to uphold our behaviour and relationship expectations and support those who are unable to meet expectation

It seeks to improve behaviour at HCCS through providing clear and specific knowledge. This shared knowledge and understanding can increase confidence in stakeholders and create a shift in emotion. This can increase the desire to change actions and behaviours and ultimately improve shared actions towards consistently positive behaviour across the school community.

This behaviour policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

2. School values

Holmes Chapel Comprehensive School has implemented and established a shared mission:

"A caring and inclusive school and college community that delivers an ambitious curriculum, rich with opportunities, that enables everyone to learn, grow and thrive as fulfilled, kind and resilient members of society"

Our school community is based on four core values:

- We learn together
- We belong to this community
- We are proud of ourselves and each other



- We have consistently high expectations

Positive behaviours build positive relationships and we recognise that this is an important component of ensuring that all stakeholders feel like they belong. It is developed, improved and maintained by shared standards and boundaries. Members of our school community are expected to demonstrate our four whole school values through their behaviour choices and actions.

Excellent standards of behaviour are best achieved when the school, students and their families work in partnership. By choosing to join Holmes Chapel Comprehensive School, parents and carers are committed to our values, behaviour expectations and procedures and are expected to support them. Parents and carers have a responsibility to prepare their children appropriately for school and to support the whole school ethos and policies.

3. Expected positive behaviour and relationships

Our values and behaviours are demonstrated and expected through our actions and behaviours in all areas of school life, including relationships between:

- staff members
- staff members and students
- staff members and parents/ carers
- students
- parents/ carers and staff and students

In summary, members of our school community are expected to demonstrate our four whole school values through their behaviour choices and actions:

- **We learn together:** actively participating and supporting one another to complete **hard work** to the best of our ability.
- **We belong to this community:** treating each other, our facilities and our environment with mutual respect, care and **kindness**.
- **We are proud of ourselves and each other:** showing **respect** and kindness to all; taking responsibility for our actions.
- **We have consistently high expectations:** understanding and modelling safe behaviours, excellent standards and **integrity**.

3.1 Positive Communication and Shared Language

In all communication connected with our school community, HCCS staff will utilise positive language to promote and encourage our expected behaviours. This includes all forms of communication including interpersonal (face to face, telephone, written), and mass, e.g. newsletters and marketing.

It is important that in all instances of behaviour (positive or negative), that it is the behaviour that is labelled not a personal judgement or comment on an individual. The outcome of the behaviour must be made clear (reward or intervention).

In addition to the language used in our core values, more detail of our shared language can be found in Appendix 1.

We expect all members of our community to communicate with respect. In all exchanges, all members of the community must use polite language. Listening to views and allowing all participants to feel heard is vital. However, if voice or language is used to express a strong emotion or to command a situation, a clear explanation of why should be offered and a resolution sought in order to restore the exchange to one that is calm and forward moving for all participants.

In an educational setting (particularly a classroom with a larger number of students) a member of staff is often expected to lead the communication due to their role and the need for one individual to set the agenda in a classroom. Students are invited to contribute at a time made clear to them by their teacher. This avoids overlap and confusion and allows learning to proceed.

When discussing school at home, particularly with regard to behaviour and relationships, we ask families to support this push on positive and supportive language and to use the same approach, making clear the expectation, how students can meet expectation and the reward they will receive for doing so.

A more comprehensive (but not exhaustive) list of shared expectations can be found in Appendix 1.

3.2 Punctuality and Attendance

Every member of the school community will have a role to play in improving school attendance and punctuality. For a student to reach their full educational achievement a high level of school attendance is essential. We are committed to



providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel valued and welcome. Every student has a right to access the education to which they are entitled. Staff, governors, students and parents / carers share the responsibility for supporting and promoting excellent school attendance and punctuality for all. Please refer to our [Attendance Policy](#).

3.3 Mobile Phones

students in year groups 7,8,9 10 and 11 are not allowed to use their mobile phone or have it switched on from the beginning of the school day (that is, from the start of morning tutor time) to the end of the last lesson of the school day including break and lunch. Please refer to our [Mobile Phone Policy](#).

3.4 Rewards

Positive behaviours are encouraged, recorded and rewarded through the use of House Points. These points are encouraged, recorded and rewarded as part of our Reward System and total scores are communicated to parents through triannual interim reports.

4. Inappropriate behaviour choices and misconduct

Communication, behaviour and relationships that oppose those outlined in Section 3 do not support our whole school values and are considered by Holmes Chapel Comprehensive School to be inappropriate choices and/ or misconduct. Students, staff, parents and carers should all be clear and consistent in the messages that these behaviours will not be tolerated. A list of behaviours that HCCS deem to be misconduct can be found in Appendix 2 with some associated outcomes and interventions for those behaviours.

4.1 Bullying and Child-on-child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, use of any form of violence.
Prejudice based and discriminatory, including: Racial Faith based Gendered (sexist) Homophobic/biphobic Transphobic Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.



Everyone has the right to learn and work in an environment free from harassment and discrimination where they feel safe. Maintaining and promoting a positive and inclusive culture will help to prevent incidences of bullying from occurring. To provide clear guidance to students on our expected standards and highlight the impact of bullying and child on child abuse this will form part of our provision during tutor time and our PSHE curriculum. This curriculum will promote personal safety and wellbeing by raising awareness of acceptable behaviour.

Preventing and responding to bullying behaviour is the responsibility of all members of a school community - students, staff, parents and carers. Students, staff, parents and carers are expected to promote anti bullying behaviours through the following actions:

- Be proud to be part of an inclusive community and act as a strong advocate of inclusivity through encouraging others to respect differences.
- Celebrate achievement, hold and promote positive attitudes. Act as a role model to promote positive relationships.
- Teach children to take ownership of their own behaviour through promoting a strong sense of personal accountability.
- Share concerns and provide support. Make opportunities to listen. Act as advocates for others.
- Challenge and report incidences of bullying including those who act as bystanders.

All teaching staff have a responsibility to:

- Take part in anti-bullying measures and proactively contribute strategy and solutions.
- Help to create positive strategies through PSHE, student voice, class routines and activities.
- Monitor students in their care; being observant and challenging any child-on-child abuse.
- Record all incidents on Bromcom and report incidents of bullying to the Welfare Teams.

All members of our school community should feel that they can report bullying to any member of staff.

5. Behaviour interventions

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

5.1 Special Education Needs

When considering the behaviour of any student with SEND, the school will carefully consider whether the pupil understood the rule or instruction and whether they were unable to act differently on account of their SEND. The school's special educational needs co-ordinator may assess the needs of a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Where special educational needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

5.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

5.3 Serious misconduct

When dealing with incidents of serious misconduct the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided by on a case-by- case basis

All incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are expected and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



5.4 Searching and screening

The Headteacher and staff authorised by them have a statutory power to search students and their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. This includes any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the student). Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

5.5 Restraint and removal from classrooms

In some circumstances, staff may use reasonable force to restrain or remove a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

5.6 Off site behaviour

Interventions may be applied where misconduct happens off site. This may include when a student is:

- Taking part in any school organised or related activities (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- Identifiable as a student at our school.

Off site behaviour must not have repercussions for the orderly running of school, pose a threat to others or adversely affect the reputation of the school. Interventions will be used either on our school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

5.7 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. This will be considered an example of serious misconduct.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

6. Roles and responsibilities

- All staff are responsible for implementing this policy.
- Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.
- The Headteacher or a member of the senior leadership team with delegated responsibility is responsible for monitoring and reviewing this policy annually and holding staff and students accountable for its implementation.
- This policy will be approved by the governing body following each review and may receive updates relevant to behaviour and culture in school.

For more specific detail about how different roles within school implement this policy, please refer to Appendix 3.

7. Monitoring and review

The school is committed to ensuring that this policy has a positive impact on students' education, behaviour and welfare. When reviewing the policy, the school will take into account:

- Feedback from teachers, parents and students
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority or other relevant organisations

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Holmes Chapel Comprehensive School and Sixth Form College
Behaviour Policy 2023 - 2024



Approved by: Board of Governors

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