



# YOUNG WOMEN'S HUB

---

Educate. Nurture. Inspire.

## Behaviour policy

**March 2021**

Young Women's Hub  
Behaviour policy  
Updated March 2021  
To be reviewed March 2022

## Introduction

- All students to show respect and courtesy towards tutors and other staff and towards each other.
- Parents/carers to encourage their children to show respect and support the school's authority to discipline its students.
- The head of school to help create a culture of respect by supporting the staff's authority to discipline students and ensuring that this happens consistently and fairly across the school.
- The trustee board and head of school to deal with allegations against tutors and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is subject of the allegation.
- All staff will be good at managing and improving students' behaviour and be consistent in their approach at all times.

## Rationale

All members of the Young Women's Hub community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. The Young Women's Hub expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- a. build upon the good practice that exists within the school
- b. support effective teaching and learning
- c. encourage adherence to an agreed set of principles of behaviour for the whole school community (Rights and Responsibilities)
- d. help members of the school community to distinguish between acceptable and unacceptable behaviour
- e. contributes to promoting mutual respect and tolerance in our multi-cultural and multi faith school community
- f. develops the inclusive nature of the school.

This policy document has been introduced following consultation with staff, students, parents/carers and trustees.

The school will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in registrations and within the curriculum, where appropriate.

The school will communicate the policy to all teaching and non-teaching staff by providing copies of the policy electronically and through new staff induction.

The school will communicate its policy to parents and carers annually via the school Website or upon request.

The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

**The Behaviour Policy also links to the following policies:**

- Child Protection
- SEN
- Teaching and Learning
- Anti-Bullying

**Legal framework for this Behaviour Policy**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

**Acceptable and unacceptable behaviour**

This school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff, between students and visitors or other persons within the school premises or outside.

The school identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour.

The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable. School regularly communicates the standards of acceptable and unacceptable behaviour to students, parents and carers through individual letters, registration and PHSE sessions.

The school communicates the standards of acceptable and unacceptable behaviour to staff through the Behaviour Policy, staff meetings and CPD program protection

**Code of Conduct Rights and Responsibilities of all Members of The Young Women’s Hub underpin our School Code of Conduct (Appendix 1) and list of School Rules.**

Please see Appendix 3.

**Staff guidance**

**Standard Operating Procedures for Classroom Management**

All staff are expected to manage behaviour well. The school operates a system of standard operating procedures which aims to maintain good order and discipline to enable effective learning to take place. These are communicated through formal staff training and the staff planner.

Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson observations and learning walks, including drop-ins
- Student surveys and student forums via the School Council
- Please see appendix 4 for standard operating procedures.

**Students’ conduct outside the school gates**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head of school a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable.”

In response to all non-criminal poor behaviour and bullying which occurs anywhere on the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- in some other way identifiable as a student of the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - a) could have repercussions for the orderly running of the school;
  - b) poses a threat to another student or member of the public;
  - c) could adversely affect the reputation of the school.

In response to criminal behaviour the school will report this to the police or if it is brought to the school’s attention by the police fully cooperate with them.

**Recognition and rewards**

**Merit Behavioural/Achievement System**

There will be 5 Merit Levels in place which the students can work their way through. It will be conducted in colours and the students are required to earn 30 Merits in each colour before they can proceed to the next level. They will all start on Green, and then blue, red, purple and yellow. Once

the student completes a level they will be rewarded with a coloured badge and certificate – as they work their way through the levels we can think of individual rewards for them.

**Green – 1<sup>st</sup> Level**

**Blue – 2<sup>nd</sup> Level**

**Red – 3<sup>rd</sup> Level**

**Purple – 4<sup>th</sup> Level**

**Yellow – 5<sup>th</sup> Level**

**The students can earn Merits for the following:**

**Examples:**

- Making Progress in their academic studies
- Good behaviour
- Good Attitude
- For being helpful
- Following instructions
- For 100% effort
- 100% Attendance and Punctuality – awarded on a weekly basis
- Lunchtime Merits, this will be awarded on a weekly (not daily UNLESS they have done something amazing) basis for those students who have been well behaved and helpful during lunchtimes.

**Student Rewards**

- Rewards are given on a weekly basis for a student's 100% attendance, punctuality and consistent hard work and effort throughout the week in their academic studies.
- The reward is a Ten Pound "I love to shop" voucher
- A prize from the "Gift Box" and a certificate of achievement are given for a student's 100% attendance and punctuality for the week
- A certificate of achievement is given for 100% attendance
- Individual tutor achievement certificates can be given

**Expectations of students**

- Good behaviour, good manners and a positive attitude within school.
- Disruptive behaviour is not tolerated in lessons or around the school.

**Code of conduct**

The Code of Conduct has been produced by head of school in order to ensure that the problems caused by our behaviour are kept to a minimum and that the school is a friendly and productive environment conducive to learning.

- In lessons you must remember that the tutor has the right and responsibility to be able to teach effectively. All members of the class have the right to learn.

### In the classroom

- Make sure you have completed any homework on time
- Only basic equipment needed for the lesson should be on the desk.
- Bags should be unpacked quickly and put under the desk.
- In a lesson it is important that only one person speaks at a time. Avoid saying anything when the tutor, or anyone else, is speaking to the whole class.
- When everyone is working, know when to speak and try to keep the volume low. There will be times when it is appropriate to speak to others in the group. However, there will be times when silent working is required.
- Only move from your seat when it is appropriate.
- Try to listen carefully and follow instructions quickly. If you are puzzled by anything that you are asked to do, find an appropriate time to ask for an explanation.
- In the lesson, work as quickly and effectively as you can, to the best of your ability.
- Ask for help if you need it. The tutor can only teach you effectively if they know when you don't understand a task.
- Don't do or say anything that hurts or upsets anyone else. Treat others as you would like to be treated by them.
- Avoid arriving late for the lesson. If you do arrive late to a lesson, make sure that you explain the reason to the tutor as soon as it is appropriate.

### Sanctions

When concerns are raised about behaviour, the following guidance to school procedures may be applied. Sanctions include reflective tasks, conversations with parents, school detention, letters sent home to parents/carers, and reprimand by the head of school and in extreme and rare cases, suspension and exclusion.

All sanctions are recorded in the students' individual behaviour books and or weekly target sheets

### Behaviour relating to disability or SEN

Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other learning needs, and whether any multi-agency assessment would be appropriate. In considering whether a sanction is appropriate, regard should be given to any disability or SEN of the pupil. In relation to disabilities, staff must be aware of their duty to make reasonable adjustments. No form of corporal punishment is ever acceptable.

Sanctions	Examples of poor behaviour
Informal Contact with parents/carers via planner/email or telephone call outlining concerns or incidents  Internal isolation	Three strikes whilst in class/school Repeated missed/late homework Poor behaviour in the classroom or around the school Not listening to instructions Lateness or attendance issues Poor attitude or rudeness

<p>Informal contact with parents via journal/email or telephone call 20-minute detention after school Internal isolation</p>	<p><b>Repeated misdemeanours including:</b> Persistent/continuous late arrivals homework not being completed Rudeness, bad attitude or swearing Not listening to instructions Not having homework planner signed by parent/carer</p>
<p>Individual behaviour report/progress report with set target/ Parents/carers, feeder school informed by telephone call, email or letter Internal isolation</p>	<p>Used by staff to monitor/improve on behaviour Support student's organisation of work Monitor attention in lessons Target specific areas of concern</p>
<p>Formal meeting with parents/carers, head of school/school behaviour coordinator and feeder school</p>	<p>All of the above when appropriate Inappropriate language Bullying Breaches of On-Line Policy Occasions of bringing the school into disrepute</p>
<p>Fixed Term Exclusion – This decision is made jointly by feeder school or representative from LA and head of school. Parents/carers informed and asked to attend a formal meeting. School arranges reintegration meeting with parents/carers</p>	<p>Possession of alcohol, cigarettes, smoking Serious misconduct e.g. graffiti, violence, theft, racial abuse, bullying, serious or repeated breach of online safety Rudeness and or aggression towards a member of staff</p>
<p>Permanent Exclusion – This decision is made jointly by feeder school or representative from LA and head of school. Parents/carers informed and asked to attend a formal meeting. Police notified</p>	<p>Drugs brought into school by students whether for own use or for supply. Weapon brought into school by students whether for own use or for someone else Repeated breach of school code of conduct. Repeated/serious breach of On-Line safety</p>

### Home school agreement

On starting the school placement, during the interview process, all agencies involved in the student's case must read and sign the home /school agreement. This document sets out the school's expectations of how students must behave whilst attending the school.

### Homework and school detentions

Homework is used to consolidate learning and as such completion of the tasks set is taken very seriously. Support is given to students in order to meet deadlines and attain high standards of academic work. When homework is not submitted, tutors will request the work on the following day.

Parents will be informed, and students will be required to attend a detention to complete the work. All students to write down homework in the school planner, the school planner is to be signed

weekly by parent/carer on a Thursday evening and given to head of school on Friday morning. 20-minute detentions are given on a Monday evening, plus phone calls home to parent/carer are given to students who do not have their planner signed.

### **After school detentions**

Detentions take place after school and are supervised by a member of staff. Suitable work is set by the member of staff giving the detention and parents/carers are informed in advance by telephone or email of the detention and the length of time that the detention will run for.

### **Geographical boundaries**

In the context of this policy, we will take the following as coming within the expression “the school”:

- The school premises
- Anywhere if engaged on an activity with or for the school

### **Records**

Written records must be kept of all incidents and will be available for parents of students and students over the age of 16 involved to see upon request, in that they relate to their daughters. All behaviour and serious incidents must be recorded and logged in the student’s individual behaviour book as and when the incident happened plus the recording of what action was taken plus sanctions.

### **Values**

A Young Women’s Hub student is one, who seeks individual excellence in all areas of her school life, both inside and outside the classroom. Hard work and determination to achieve will be recognised and rewarded since we are a community that seeks to give the best to all we undertake and meet.

Students at Young Women’s Hub will develop and work on achieving core values that demonstrate to others how we work together as a school. Core values include being a good person, working hard and, being fearless, seizing the many opportunities available at school.

There will be rewards for students that display the following values:

- Respect – fair play; knowing your own limits; and taking care of your health and the environment
- Excellence – giving the best of yourself in the classroom, taking part to the best of your ability and progressing according to your own goals
- Friendship – understanding each other despite any differences
- Determination – the drive and motivation to overcome physical, mental, academic and social barriers to achieve your goals
- Courage – having the self-belief and confidence to overcome adversity and face difficulty
- Equality – showing respect and humility towards all those around you regardless of background, ability or difference.
- Inspiration – to be motivated by the achievements and actions of others and to be a positive example to others



**Head of School/Safeguarding Lead-Philippa Wall**

Date                      Signed

**Chair/Deputy Safeguarding Lead-Emma Moore**

Date                      Signed

**Behaviour coordinator/Deputy Safeguarding Lead**

Date                      Signed

