



Haute Vallée School
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HauteValleeSchool
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Behaviour Policy and Statement of Principles

Haute Vallée School

Approved by: S Hughes

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Contents

1. Aims and principles
 2. Children and Young People's Plan 2019-2023
 3. Legislation and statutory requirements
 4. Definitions
 5. Bullying
 6. Roles and responsibilities
 7. Student code of conduct
 8. Student Voice and Rights of the Child
 9. Rewards and sanctions
 10. Behaviour management
 11. Student transition
 12. Staff training
 13. Monitoring arrangements
 14. Links with other policies
- Appendix 1: written statement of behaviour principles
 - Appendix 2: behaviour log
 - Appendix 3: student learning agreement
 - Appendix 4: behaviour letters to parents about student behaviour
-

1. Aims and Principles

This policy aims to:

- Establish **principles of positive behaviour** that link with being a successful learner. We fundamentally believe that positive behaviours for learning result in high rates of progress and academic success. Learners who take responsibility for their behaviour and learning leave school as highly successful young adults.
- Provide a **consistent approach** to behaviour management and outline **how students and staff are expected to behave**.
- **Define** what we consider to be unacceptable behaviour, including bullying / harassment.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

Fundamental principles

- All learners have the right to learn, to be respected and to feel safe.
- All staff have the right to teach, the right to be respected and the right to be safe.

2. Children and Young People's Plan 2019-2023.

Following the Jersey Care Inquiry, a plan was created with a clear set of outcomes that could be measured to understand if we were making a difference or not. This plan identifies four outcomes. All children should have an equal opportunity to be safe, flourish and fulfil their potential.

We want every child and young person in Jersey to be able to:

1. **Grow up safely** – feel part of a loving family and a community that cares
2. **Learn and achieve** – have the best start in life and go on to achieve their full potential
3. **Live a healthy life** – enjoy the best health and wellbeing possible
4. **Be valued and involved** – have a say in the decisions that affect their everyday lives, regardless of where they live or the school they go to.

Children's Plan on a page

All children will be safe, able to flourish and fulfil their potential.

Our outcomes for all children and young people:

Five guiding principles: we will always





Listen and involve

Work creatively and innovatively in close partnership

Celebrate diversity

Think family and community

Prevent problems beginning or escalating

Grow up Safely 	Learn and Achieve 	Live Healthy Lives 	Valued and Involved 
<p>Our priorities</p> <ol style="list-style-type: none"> 1 Establish outstanding children's social work practice 2 Deliver an island-wide response to tackle domestic abuse 3 Ensure a consistent focus to strengthen families and communities <p>How we want to make a difference</p> <ul style="list-style-type: none"> ▼ Safely reduce the number of looked after children ▼ Reduce the number of children involved in domestic abuse cases ▼ Reduce the number of children being bullied ▼ Reduce the number of children who are victims of crime 	<p>Our priorities</p> <ol style="list-style-type: none"> 1 Provide the best start during early years 2 Improve standards in nurseries and schools 3 Building better transitions to employment <p>How we want to make a difference</p> <ul style="list-style-type: none"> ▲ Increase the number of children achieving the expected level in the Early Learning Goals ▲ Increase the number of pupils achieving 5+ standard GCSEs ▼ Reduce the number of young people who become NEET (Not in Education Employment Training) ▼ Reduce the number of pupils who are persistently absent from school 	<p>Our priorities</p> <ol style="list-style-type: none"> 1 Invest in children's health 2 Protect and promote children's mental health 3 Focus on disability and inclusion 4 A renewed focus on housing and outdoor spaces <p>How we want to make a difference</p> <ul style="list-style-type: none"> ▲ Increase children's quality of life ▲ Increase the number of children who are a healthy weight ▲ Increase the number of two year olds reaching all developmental milestones ▼ Reduce dental extractions 	<p>Our priorities</p> <ol style="list-style-type: none"> 1 Create a sense of belonging 2 Ensure fairness of opportunity 3 Respect, protect and promote children's rights <p>How we want to make a difference</p> <ul style="list-style-type: none"> ▼ Reduce children's experience of poverty and the impact of living in a low income family ▲ Increase the number of children who are aware of their rights under the UNCRC ▲ Increase the number of children who feel their school would act on their ideas ▲ Increase the number of children who feel their community would act on their ideas
Our passions Protecting children's rights		Reducing inequalities Promoting wellbeing	

3. Legislation and statutory requirements

This policy is based on advice from the Department for Children, Young People, Education and Skills (CYPES) on:

- Education Law 1999 (Jersey) Behaviour and Discipline (section 6, articles 34 – 36A)
- Positive behaviours, exclusion and part-timetables policy 2019
- Counter bullying 2019
- Searching, screening and confiscation at school (DFE UK)
- The Equality Act 2010 (UK) and Equality and Discrimination Act that became law in Jersey in September 2014.
- Supporting students with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice and policy 2016 and school SEMH strategy 2021.

3. Definitions

Positive Behaviour

Positive behaviour is a key element in achieving success. Haute Vallée School places great emphasis on creating a 'can do' culture where all learners of all abilities achieve success. This can only happen where learning is enjoyed, and all learners are challenged to do their best. All learners deserve the right to achieve their potential. Haute Vallee School is committed to developing every student's intrinsic motivation to learn. Positive behaviour in school has a positive impact on learning, well-being, safety, personal development and the ethos of the school. Haute Vallee School is committed to ensuring the highest standards in teaching and learning, behaviour and educational outcomes.

The following behaviours are not in line with our expectations:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and outside school in school uniform or the student is identified as a pupil of Haute Vallée.
- Non-completion of classwork or homework
- Being later to registration/lessons
- Speaking inappropriately
- Being off-task in registration/lessons
- Not listening respectfully
- Incorrect uniform

The above behaviours will be sanctioned as appropriate by way of detention or time spent in the RTL room (see Section 8: Rewards & Sanctions). If the RTL system is being implemented, in most cases a warning would be given if appropriate; however, depending on the severity of the behaviour, it might not always be appropriate to issue a warning before applying the RTL sanction.

The following more serious behaviours and/or possession of the following banned items will receive a stronger sanction including but not limited to Detention, Internal Suspension, Fixed-term External Suspension

- Repeated breaches of the school rules
- Any form of bullying
- Use of mobile phone in school, or outside of school when it has a direct effect in school
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour/language
- Possession of any prohibited items. These include:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks including bangers snaps
- Laser Pens
- Pornographic images
- 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)
- Energy drinks containing significant quantities of caffeine and/or high levels of sugar – these are known to impact on students’ behaviour and concentration.

4. Bullying

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our counter bullying strategy and policy.

5. Roles and responsibilities

5.1 The Governing Body

- The Governing Body will hold the Headteacher to account for upholding high standards of behaviour, good conduct of students meeting Education Law 1999 Sections 6 Articles 34-36A.
- The Governing Body will establish an identified Governor Link role for Behaviour and report on the effective implementation of the Behaviour policy to the full governing body.
- The Governing Body is responsible for reviewing and approving the Behaviour Policy and Statement of Principles (appendix 1)
- The Governing Body is also responsible for monitoring the fair and consistent implementation of the behaviour policies, judging its effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

- The Headteacher must fulfil duties and responsibilities set out in Education law 1999, Section 6 Behaviour and Discipline, Articles 34-36A.
- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure positive behaviour for learning are always promoted and that rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The Senior Leadership Team will support staff in responding to behaviour incidents

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Read the home school agreement (appendix 3) and support school as required
- Inform the school of any change in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

5.5 Students

Students are expected to follow the classroom/school rules as part of the Ready to Learn (RTL) programme. The RTL aims are to:

- Eliminate disruptive behaviour
- Ensure that students understand acceptable behaviour
- Encourage students to take responsibility for their action
- Enable staff to deliver engaging, creative and enjoyable lesson

Classroom/wider school rules are:

1. Arrive on time
2. Follow instructions promptly
3. Remain on task
4. Listen when others are speaking
5. Speak appropriately

6. Student Code of Conduct

Students are expected to:

- Abide by the student learning agreement (appendix 3)
- Model appropriate behaviour
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Student Voice and Rights of the Child

Students at Haute Valle have an important voice that needs to be heard. A Student Voice Calendar maps out the annual cycle of activities at which the views of students are actively encouraged. Haute Vallee is also a signatory to the United Nations Convention on the Rights of the Child (UNCRC). UNCRC is an international human rights treaty that grants all children and young people a comprehensive set of rights.

The UNCRC is presently the most widely ratified international human rights treaty. It is the only international human rights treaty to include civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have a safe, happy and fulfilled childhood regardless of their sex, religion, social origin, and where and to whom they were born.

The Convention gives children and young people 54 rights with 42 relating direction to children.

These include the right to:

1. Special protection measures and assistance
2. Access to services such as education and healthcare
3. Develop their personalities, abilities and talents to the fullest potential
4. Grow up in an environment of happiness, love and understanding
5. be informed about and participate in achieving their rights in an accessible and active manner.

8 Rewards and Sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- RTL 4 mark
- Certificates
- Vouchers
- Badges
- Letters/phone calls or texts home to parents
- Special responsibilities/privileges
- Selection of rewards via Class Charts

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Ask the student to attend the RTL room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break, lunchtime, or after school
- Referring the student to a senior member of staff
- Letters/phone calls or texts home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We will use the RTL room in response to serious or persistent breaches of this policy. Students will be sent to the RTL room during lessons if they are disruptive and do not follow the 5 rules – Arrive on time - Follow instructions promptly - Remain on task - Listen when others are speaking - Speak appropriately. Students will be expected to complete the same work as they would in class for 5 working hours and 1 hour after school.

Students who do persistently not attend a given detention are also sent to the RTL room to complete an internal suspension 5 working hours and 1 hour after school.

Those students who decided to truant a lesson/day will also be given an internal suspension of 5 working hours and 1 hour after school.

The RTL room is managed by the RTL manager.

8.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site, such as when representing the school on a school trip, on the bus, or walking to or from school in the wider community.

8.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will sanction the student in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations and information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour Management

9.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct the RTL expectations
- Develop a positive relationship with students, which include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Using positive reinforcement

9.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and logged on SIMS

9.3 Confiscation

Any prohibited items (listed in section 3) found in a students' possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE UK-based policy on Search and Confiscation.

9.4 Student Support

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.

The school's Behaviour Manager and special educational needs co-ordinator will evaluate 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.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

11. Staff Training and Development

All staff are trained in the Ready to Learn programme to ensure consistent expectations for all, staff and students. Our staff are also provided with training on a wide range of strategies to managing behaviour, develop emotional resilience in students and reduce conflict. Staff are also trained in safe practice when the use of physical restraint is required to safeguard the child/other children or staff.

Behaviour Management will also form part of continuing professional development.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and governing body annually. At each review, the policy will be approved by the Headteacher before being validated by the Full Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

13. Links with other policies / strategies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Counter bullying Policy
- SEMH Strategy
- Curriculum Policy
- Equal Opportunities Policy

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by students and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

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

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2: Behaviour Log

Student Incident Report



This report contains information provided by a student which may not have been verified or corroborated at the time of writing.

Name:	Form:	Date:
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Please record a detailed account of the incident, include location, date and time.

<u>Signed:</u>	<u>Form:</u>	<u>Date:</u>
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<u>Witnesses:</u>

Appendix 3: Student Learning Agreement

HAUTE VALLÉE SCHOOL Student Learning Agreement

It is important that all Haute Vallée School students and parents understand and accept our respective roles to ensure a successful and enjoyable education.

Haute Vallée School will make every effort to:

- Provide a safe and supportive learning environment.
- Uphold the school aims and expectations whilst providing a high quality education for all students.
- Provide interim assessments, annual report, and parent meetings to discuss student progress.
- Respond promptly to any issues raised by students or parents/guardians.
- Inform students and parents/guardians of any concerns over progress, attendance and punctuality issues.
- Engage students in their learning through classroom and extra-curricular activities and set, assess and monitor class work, homework and coursework.

To support these aims, Haute Vallée School has a student code of conduct (Ready To Learn). Students must:

- Arrive on time
- Remain on task and work to the best of your ability.
- Follow instructions promptly.
- Listen when others are speaking.
- Speak appropriately.

We also expect all Haute Vallée students will make every effort to:

Academic Programme

- Show determination, engagement and a cooperative approach to learning and the needs of the community, both inside and outside of the classroom.
- Be properly and fully equipped for all lessons, students must have at least a pen, pencil, ruler, eraser and pencil case as well as subject specific equipment.
- Meet all subject deadlines for the submission of homework and coursework and complete all work to a standard that reflects your ability and full potential.
- Act upon assessment feedback, agreed targets and improvement strategies.
- Thoroughly prepare for practice examinations and assessments/tests. These are vital to ensure that students and teachers understand student progress and their readiness for examinations.
- Respond positively to the learning opportunities provided during lessons and in the wider community – in other words be ready to take full advantage of all learning opportunities.

Independent Study Time

- Show commitment to studies outside class through developing study behaviours that will ensure success.
- Ensure that outside commitments and appointments including doctors' appointments and part-time work are not arranged during school time.
- Regularly prepare and review a study plan with sufficient time allocated weekly for each subject.

The Wider School Community

- Take an active role in school life outside the classroom.
- Take part in whole school and individual charity awareness, fundraising events and volunteering opportunities.
- Represent the school appropriately while wearing the school uniform in the community.

Attendance, Conduct and Dress Code

- Adhere to the code of conduct at all times.
- Attend all tutor sessions and lessons punctually.
- Meet the minimum attendance levels of above 96% throughout their time at the school.
- Remain on the school site during the day unless specific permission has been granted (signed out via the School Reception).
- Meet the requirements of the published school uniform code at all times, as detailed on the Haute Vallée School website.
- Show respect for others and their property and keep the school clean and tidy.
- Follow the Ready to Learn and school positive behaviour policies

Parents and Guardians

Your support in encouraging your son/daughter to take a positive approach to their studies is so important to us. This is the case regardless of whether they are starting in Year 7 or coming to the end of their school studies in Year 11. We would request that you adopt an active approach to your son's/daughter's learning and ensure that homework and coursework deadlines are met. Please also support us at all times in ensuring that your child maintains an excellent record of attendance and punctuality and that the dress code is adhered to at all times. Please ensure that you are fully aware of the 'Ready to Learn' positive behaviour initiative and support us in ensuring that your child remains in class and learning to the best of their ability at all times. Please communicate with us regularly and attend all scheduled meetings. You will be expected to collect your son/daughter if they fall ill or are suspended during the school day. Students who are sent to the RTL room during the school day are required to stay for one hour after school that same day.

Please do take the time to discuss assessments and reports with your son/daughter to help monitor and support their progress. Above all, please do not hesitate to get in touch should you want to discuss anything.

Appendix 4: letters to parents about student behaviours:



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Date

«Parental_addressee»
«AddressBlock»

Dear «Parental_Salutation»

«Forename» «Legal_Surname» «Reg»

I am writing to inform you of my decision to suspend «Forename» for a fixed period of * day(s). This means that «Forename» will not be allowed in school for this period. The suspension begins on DAY DATE MONTH 2018. I realise that this may be upsetting for you and your family, but the decision to suspend «Forename» has not been taken lightly. «Forename» has been suspended for REASON.

You will be responsible for care arrangements during this time and it will be helpful if you can ensure that «Forename» is not present in a public place in school hours during this suspension unless there is reasonable justification for this. **«Forename» must not enter school premises or be seen close to the premises during this time unless invited by the school.**

«Forename» can complete work through accessing Google Classroom and by logging into Sparx Maths homework. Other resources are available on www.bbc.co.uk/school/bitesize/.

You have the right to make a representation against this decision to the Chair of Governors. If you do wish to, please contact the school or email the clerk to Governing Body at enquiries@hv.sch.je who will arrange for your concerns to be reviewed within 20 school days.

Normally, the governing body does not have the power to reinstate a student if the suspension totals five days or less, provided that the total number of suspended days in any one term does not exceed fifteen. The governing body may, however, determine that the suspension was unjustified and record this on «Forename»'s file. Whether the suspension is considered to be justified or not, your concerns will be recorded on file.

There will be a readmission interview on DAY DATE MONTH at TIME with both student and parent / guardian in attendance.

Yours sincerely

Stuart Hughes
Headteacher



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Dear <RecipientSalutation>

I am writing to inform you that <LegalForename> was sent to the RTL Room today because they did not comply with the following RTL rule:

<ReasonForDetention>

<He/She> will therefore be completing the required RTL hours which includes a 1 hour detention after school today.

Please can you take the time to speak with <PreferredForename> regarding <his/her> behaviour and if you have any further queries regarding this matter please do not hesitate to contact me.

Thank you for your continued support.

Yours sincerely,

Miss V Trebilcock

Behaviour and Pastoral Manager



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Dear <ParentalSalutation>

This is to inform you that <PreferredForename> has been issued with a lunchtime detention on <Day> <Date> at 13:10.

Reason for detention: <ReasonForDetention> -

The detention will be taking place in the RTL room, could you please take some time to speak to <PreferredForename> regarding this incident.

Thank you for your support.

Kind regards

Christina Jarvis

Teaching Assistant - Inclusion

Haute Vallee School