



Howden School Behaviour for Learning Policy

Policy Author: Deputy Headteacher
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This policy has been developed to further improve positive attitudes to learning at Howden School.

The aims of our policy are:

- to promote high levels of student engagement in all areas of their learning
- to reduce incidents of low level disruption
- to ensure that the efforts of all our students continue to be recognised through praise and rewards
- to support our students to take responsibility for their behaviour, both in lessons and around the schools site
- for students, staff and visitors to continue to enjoy a purposeful, calm and welcoming environment.

1. Expectations of Students

- 1.1 Arrive on time, in correct uniform and with the right equipment
- 1.2 Come to lessons ready to learn, stay focused and work to the best of your ability
- 1.3 Follow instructions at the first time of asking
- 1.4 Show respect for students, staff and other members of the community
- 1.5 Treat the school environment with care and respect

2. Expectations of Staff

- 2.1 All teaching staff will strive to create a positive climate for learning by ensuring:
- 2.2 Lessons are well planned, prepared and resourced
- 2.3 Where possible students are met by the teacher as they arrive and a starter activity is ready for students to tackle
- 2.4 Expectations laid out in the teaching and learning policy are adhered to in all lessons
- 2.5 School expectations are modelled frequently by teachers and support staff

3. Classroom Expectations

- 3.1 Be Ready to Learn
- 3.2 Arrive on time, fully equipped ready to work for each lesson
- 3.3 Ensure your phone is turned off and out of sight
- 3.4 Follow your teacher's classroom routine at the start of lessons
- 3.5 Engage fully with the activities set
- 3.6 Try your best without disturbing others
- 3.7 Do as you are asked by all staff – first time, every time
- 3.8 Listen carefully when the teacher or another person is talking
- 3.9 Wait quietly behind your chair to be dismissed

3.10 Water only to be consumed in class

4. Whole School Expectations

- 4.1 Be Ready to Learn
- 4.2 Be in tutor rooms by 8.40am
- 4.3 Be polite and show respect for other people
- 4.4 Do as you are told by all staff – first time, every time
- 4.5 Wear your school uniform correctly at all times
- 4.6 Look after property and put all litter in bins
- 4.7 Eat and drink in the right place at the right time
- 4.8 Walk around the school sensibly & quietly and arrive to lessons on time
- 4.9 Set a positive example to others

5. Rewards

- 5.1 All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. Teaching Assistants and support staff will also be expected to formally praise students whenever it is appropriate to do so.
- 5.2 Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:
 - Praise and encouragement
 - Achievement Points
 - Positive text messages home
 - Postcards home
 - Half termly whole school rewards
 - Certificates
 - Wall of excellence
 - Celebration assemblies
 - Award ceremonies
 - End of year Rewards Activities

6. Sanctions

- 6.1 It is crucial that when a particular misdemeanour takes place an identified sanction or range of sanctions must follow both in and outside the classroom. The identified sanction is not open to negotiation or debate. This is the key area of consistency. Where a student has a recognised disability that requires reasonable adjustments to be made this will be taken into account.
- 6.2 The policy should not be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance but flexibility should not be confused with a lack of challenge and commitment.

7. Classroom Sanctions

- 7.1 The following stepped consequences or stages will be applied when students fail to follow expectations.
- 7.2 Expectations will be displayed clearly around the school and in classrooms. A student will receive clear explanations at each stage.
 - Stage 1 Verbal warning
 - Stage 2 Issue recorded on SIMS parents contacted
 - Stage 3 Detentions lunchtime & afterschool
 - Stage 4 Remove from Lesson followed by detentions

- Stage 5 Isolation
- Stage 6 Exclusion
- Stage 7 Extended periods of Exclusion (Internal Exclusion Fixed Term External Exclusion or Permanent Exclusion)

8. Sanctions for misdemeanours committed around the school

- 8.1 If a student chooses to behave in an inappropriate way around school he/she will, as a minimum, be given a warning logged on SIMS.
- 8.2 For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe sanction will be applied.

9. Typical behaviours which result in a warning (Stage 2)

- Lateness to school
- Lateness/time wasting on way to lessons
- Inappropriate language in general student conversation
- Littering
- Being in out of bounds areas

10. Typical behaviours which result in fast tracking straight to detention (Stage 3)

- Repeated warnings on SIMS in a week
- Truancy (time owed will be made up over a course of lunchtimes/evenings)
- Fighting, if equal blame on both sides
- Smoking, if first offence in a term
- First offence of bullying/abuse of other students
- Misuse of mobile phone

11. Removal from lesson (Stage 4)

- Only applicable from lessons.

12. Typical behaviours which result in fast tracking straight to isolation (Stage 5)

- Repeated warnings over more than one week
- Persistent truancy
- Verbal abuse of staff
- Persistent bullying/abuse of other students
- Smoking, if second offence
- Possessing and circulating inappropriate images of other students
- Fighting, if the aggressor
- Vandalism of student and/or school property

13. Typical behaviours which result in fast tracking straight to exclusion (Stage 6)

(Note this could be internal exclusion or external exclusion or pending consideration of permanent exclusion and are from the official DfE categories)

- Actions which put the student, or others, in danger
- Verbal abuse of students or staff
- Racial, homophobic, sexist or other discriminatory abuse or aggression
- Physical abuse of/assault against staff or student
- Malicious allegation against staff
- Indecent behaviour
- Damage to property
- Possession and/or supplying and/or misuse of illegal drugs, alcohol or other substances

- Theft
- Serious actual or threatened violence against student or staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- Defiance and/or persistent refusal to accept school sanctions

13.1 This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that Exclusion is an appropriate sanction.

13.2 Internal Exclusion should not be viewed as a “soft” option and easy alternative to external exclusion. Internal Exclusion ensures that students are not at home doing nothing and falling behind with work. Internal Exclusion Plus ensures that students have to tackle work, do not fall behind, have to meet targets and have no social interaction.

14. Behaviour outside school

14.1 Students' behaviour outside school on school business, for example school trips and journeys travelling to and from school, away school sports fixtures or a Work Experience placement is subject to the policy

14.2 Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school.

14.3 For behaviour outside school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If a student's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Headteacher may decide to exclude.

14.4 This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyberbullying or other on line behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of “Behaviour Outside School”.

15. Support

15.1 It is essential that the school works with parents, Governors and outside agencies to support students who are persistently failing to meet our expectations. When parents and the school work together in partnership, we are most effective in being able to improve student behaviour.

15.2 Pastoral teams will quickly identify students who need support. Pastoral teams may use Support Plans, Behaviour Reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such as:

- The Educational Psychology and Behaviour Support Team (EPBST)
- Youth and Family Support Service (YFSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Pupil Referral Units
- School Nurse Service
- Early Help and Safeguarding Hub (EHASH)
- Social Care
- Safeguarding Children Board

- Local Policing Team
- For students in imminent danger of permanent exclusion the school may work with parents/carers and students to provide an Alternative Learning Package or a Managed Move to another school. In these circumstances, where a managed move is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

16. Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's Behaviour for Learning Policy.

17. Monitoring

For the BFL Policy to be successful, there needs to be a consistent commitment from all staff to operate within the agreed framework. It is hoped that the organised and widespread use of praise and rewards will have a positive impact on the working practices of all students for the better. Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff and ELT must also look to operate within the framework at all times. To ensure that implementation of the school's Behaviour for Learning Policy (and the various procedures and strategies that support it) is subject to effective review, systematic monitoring is undertaken through analysis of the data held.

18. Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct a regular review of the BFL Policy and associated strategies. The purpose of this action is to ensure that operation of the policy and associated strategies are effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate

Appendix 1

Exemplar Tariff of Rewards

Example of Certificates of achievement

- ▶ 500 points – Tutor Certificate
- ▶ 1000 points – Learning Manager Certificate
- ▶ 1500 points – Assistant Head Certificate
- ▶ 2000 points – Headteacher Certificate
- ▶ Postcards and postcards via school coms
- ▶ Students from each tutor group will be referred to a member of the SLT in their PD lesson for praise/well done

Behaviour resulting in Written Warnings recorded on SIMS:

- ▶ Failure to complete homework
- ▶ Dropping litter
- ▶ Poor behaviour in lessons
- ▶ Mobile phone out in lessons
- ▶ Being in an out of bounds area
- ▶ Inappropriate language
- ▶ Lack of equipment
- ▶ Lateness to lesson
- ▶ Smoking/vaping (first offence)
- ▶ Incorrect uniform
- ▶ Moving around site inappropriately

Behaviour resulting in Detention

- ▶ Bullying/abuse of other students (first offence)
- ▶ 8 written warnings in a week
- ▶ Evidence of accessing/sharing inappropriate images
- ▶ Two lates in a week
- ▶ Truancy (first offence)
- ▶ Smoking/vaping (second offence)
- ▶ Fighting
- ▶ Two written warnings in a lesson

Behaviour resulting in Isolation

- ▶ Verbal abuse of staff
- ▶ Fighting
- ▶ 10 written warnings in a week
- ▶ Three lates in a week
- ▶ Smoking/vaping (third offence)
- ▶ Persistent truancy
- ▶ Repeated evidence of accessing/sharing inappropriate images
- ▶ Persistent bullying/abuse of other students
- ▶ Persistent uniform issues
- ▶ Vandalism