



Howden School

Positive Behaviour for Learning Policy

Written in 2020 by:	
Assistant Headteacher- Behaviour, Attendance and Safeguarding	
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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 courteous behaviour by all members of the school community
- to promote 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. **First Attention for Best Conduct.**
- to support our students to take responsibility for their behaviour, both in lessons and around the school's site
- for students, staff, and visitors to continue to enjoy a purposeful, calm, and welcoming environment.

1. Roles and Responsibilities

1.1 The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the school's Positive Discipline Behaviour Policy and for holding the Headteacher to account for its implementation.

1.2 The Senior Leadership Team

The Head teacher is responsible for approving the Positive Discipline Behaviour Policy and for designating a member of the Senior Leadership Team (SLT) to lead behaviour and Positive Discipline in the school. The Assistant Head teacher will:

- Lead Positive Discipline and promote a positive, respectful climate in school.
- Lead staff to recognise and reward positives and to deal effectively with poor behaviour.
- Review and provide Continued Professional Development (CPD) on Positive Discipline and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The SLT will support staff in encouraging positive behaviour and support fully the implementation of Positive Discipline.

1.3 Learning Managers/Pastoral Managers

Learning Manager / Pastoral Managers will:

- Secure the highest standards in behaviour and safety for all students across the Key Stages, consistently implementing and upholding Positive Discipline.
- Act as the primary point of contact for parents / carers and external agencies.
- Liaise closely with the SENCO and staff in the ERP.
- Make full use of Positive Discipline data to enable needs to be met.
- Work collaboratively and liaise with the AHTs – Behaviour, attendance and safeguarding and Pastoral Care, monitoring and upholding the highest standards of behaviour to secure a positive impact on achievement.
- Work collaboratively with class teachers and curriculum leaders to ensure a cohesive understanding and effective collaboration with the pastoral team meets students' needs.

1.4 Middle Leaders

Curriculum Leaders will:

- Promote Positive Discipline and monitor data to ensure consistency within their teams.
- Liaise with subject teams and provide support to students where needed.
- Work collaboratively with parents/cares and the pastoral teams.

- Liaise with subject teachers and ensure suitable work is provided in the withdrawal Room/Inclusion Hub and Reflections.

1.5 Teaching Staff

Good quality teaching and learning is essential to engage all students and reduce opportunities for disruption, including low level disruption.

Teachers will:

- Model positive behaviour
- Use positively framed, professional language to support behaviour choices
- Strive to create a positive climate for learning by ensuring: Lessons are well planned, prepared, and resourced.
- 'Meet and Greet' Students are met by the teacher as they arrive, and a starter activity is ready for students to tackle.
- Expectations laid out in the teaching and learning policy are adhered to in all lessons.
- School expectations are modelled frequently by teachers and support staff.
- Establish a clear, teacher-determined, seating plan.
- Know students as individuals, know their needs, paying particular attention to any identified special educational needs or disabilities.
- Have and constantly re-enforce high expectations and give meaningful praise.
- Plan and deliver high quality, engaging lessons, which considers the needs of all students.
- Provide a personalised approach to the specific behavioural needs of students.
- Attempt to de-escalate a situation wherever possible.
- Record behaviour issues, which do not meet the positive Behaviour for Learning standards on Class Charts.
- Positive parting- end the lesson on a positive. 'First Attention for Best Conduct'. End all lesson effectively and consistently with clear expectations exiting in an orderly managed routine.
- Release students swiftly on the bell in silence and in pairs, not before, to enable a calm and orderly exit to the next lesson or into social times

Teaching Assistants and Support Staff are expected to:

- Model positive behaviour.
- Support positive discipline consistently.

1.6 Parents and Carers

Parents/Carers are expected to:

- Support their child in adhering to the Howdens Positive Behaviour for Learning.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the Pastoral Manager or class teacher.

2. Expectations of Students

- Arrive on time, in correct uniform and with the right equipment
- Classroom expectations, coat off, phones not seen, equipment out and ready to learn
- Come to lessons ready to learn, stay focused and work to the best of your ability
- Follow instructions at the first time of asking
- Show respect for students, staff, and other members of the community
- Treat the school environment with care and respect

3. Whole School Expectations

- Be courteous and respectful
- Be on time to all lessons
- Do as you are told by all staff – first time, every time
- Always wear your school uniform correctly
- Look after property and put all litter in bins
- Eat and drink in the right place at the right time
- Walk around the school sensibly & quietly
- Set a positive example to others
- Mobile phones are not permitted to be seen during the school day 'on site out of sight'

Social times in school provide an opportunity for students to interact with each other and practice social skills. By working together to meet our school expectations students learn to communicate effectively, respect each other's opinions, and collaborate towards a common goal, feeling safe and happy whilst fostering a sense of community amongst students.

4. Rewards and positive praise

4.1 Positive points

All teachers in all curriculum areas must look to recognise, praise, and reward all students as a matter of the agreed policy. Teaching assistants and support staff will be expected to formally praise students whenever it appropriate to do so. The School recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied

- Praise is related to effort, rather than only to work produced.
- Skills such as perseverance, independence and resilience are encouraged.
- Praise is only given when a student's effort, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Verbal Praise and encouragement
- Class Charts positive points spendable in the rewards store
- House Points
- Positive text messages home
- Postcards home
- Half termly whole school rewards
- Certificates
- Wall of excellence/ Star of the week
- Celebration assemblies
- Award ceremonies
- End of year Rewards Activities

4.2 Rewards Store

The Rewards store is an instant acknowledgment of the positive behaviour that students have displayed. Students will be able to spend any positive behaviour points accumulated in the rewards store. This can be completed on the app or via the school reception. There are a range of different prizes with different point values that be purchased.

5. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. All instances of unacceptable behaviour will be recorded accurately in Class Charts, in a timely manner by the member of staff witnessing and / or dealing with the negative behaviour incident.

The Key Stage Learning Managers and SLT will monitor records of all reported incidents to help identify students whose behaviour may indicate potential mental health problems or other specific needs.

In lessons, Howden School employs a system of **Warn, Move, Remove**. All staff are expected to apply this system consistently and fairly, as outlined in Appendix 1.

Any reasonable adjustments will be made to the sanction in response to any need the student may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Around the school, Howden school employs a system of challenge and consequences. All staff are expected to apply this system consistently and fairly logging this on class charts.

Sanctions

It is crucial that when a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. Where a student has a recognised need reasonable adjustments will be considered. Consistency and flexibility need to operate in balance, but flexibility should not be confused with a lack of challenge and commitment.

6. Classroom Sanctions

In lessons, Howden School employs a system of **Warn, Move, Remove**. All staff are expected to apply this system consistently and fairly, as outlined in Appendix 1.

WARN	<p>Students will be given a chance in every lesson to modify their behaviour to display what is expected of them.</p> <p>A positively framed, professional warning in which the member of staff clearly explains the reason for the warning and the need for the student to change their behaviour. Are you ready to learn?</p> <p>The member of staff must record the warning in Class Charts at their earliest opportunity.</p>
MOVE	<p>Students will be given a clear choice for their behaviour to be modified to avoid further sanctions</p> <p>If a student continues to disrupt their own learning or that of others after a warning, then they must be moved elsewhere within the lesson and, again, provided with a clear and positively framed explanation for them being moved. Reminder of school expectations and impact of behaviour.</p> <p><u>It is not acceptable to jump straight from a warning to a move without reasonable time for correction being given.</u></p> <p>If there is no space to move a student within the classroom they will be informed, and the sanction will still be logged</p>
REMOVE	<p>If after being moved a student continues to disrupt their own learning or that of others, then they must be removed from the lesson and placed within another classroom. The member of staff must record the Remove in Class Charts at their earliest opportunity. When a Remove is recorded in Class Charts, the member of teaching staff will ask the student to go to the shadow timetable (which will usually be next door with a member of staff from the same faculty).</p> <p>If the student refuses our member of staff on E-call will receive an alert and will place the student in withdrawal.</p> <p>The member of staff removing the student from the lesson is expected to provide adequate work for the student to complete whilst on Remove.</p>

Classroom rules and routines

Howden School has an established set of clear, comprehensive, and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. All students should enter the classroom in an orderly manner. Students should not enter any Science or D&T classroom without a teacher being present.

Entering the Classroom

- Students to stand behind chairs in silence and wait to be seated by the classroom teacher
- Coats away, phones not seen, equipment out and ready to learn
- Write the date and title in their book – underline with a ruler
- Engage immediately in their starter activity
- Teachers will insist on active listening and will use a 5,4,3,2,1 countdown to ensure they have everyone's full attention

Seating Plans

- Students will be expected to stay in their seating plan unless directed to move by a member of staff, e.g., for paired work or a 'Move' consequence.

Student Expectations:

- Always be polite and respectful to each other and to staff
- ONE VOICE – Do not talk over each other, do not interrupt
- Do not call out
- Speak in full, coherent sentences
- When asked to work in silence – this means silence!
- Respect the right of everyone to learn

At the end of a lesson:

- Clear away their own equipment and resources
- Place all rubbish in the bin
- If leaving the room, stand behind their chair in silence and wait to be dismissed
- Await the teacher's instructions to leave in an orderly manner in pairs

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them.

Teachers also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the consequences that may be imposed.

7. Detentions

The school will make it clear to parents and students that they are able to use detention as a consequence, both during and outside of school hours. This may include lunch times although

students will always be permitted to use a toilet and will receive their lunch. All teachers at the school can impose detention on a student, unless the headteacher decides to withdraw this power from any teacher.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a consequence without first notifying parents / carers.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the detention is during lunchtime, sufficient time will be allocated to allow the student time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the student at risk.
- Whether the student has identified caring responsibilities which would make the detention unreasonable.
- Where the student resides and impact of school bus
- Whether suitable transport arrangements are in place between the parents and the student. It does not matter whether these transport arrangements are inconvenient to the parents.

8. Sanctions for misdemeanours around the school site

If a student chooses to behave in an inappropriate way around school, they will be challenged by a member of staff and an appropriate sanction put in place. For more serious behaviours the member of staff will liaise with the senior leadership team, and they will be removed from circulation.

9. Withdrawal

The school may decide to move students to the withdrawal room away from other students for a limited period. The withdrawal room is an area where students will be placed for defiance across the school day.

Students will be withdrawn from circulation if:

- Serious incident within the school day where the school needs to investigate their behaviour
- Failure to behave during social times
- Uniform infringement
- Failed REMOVE detention
- Truancy

*SEND students will be supported in the Bridge

10. Reflections and the Bridge

Reflections and the Bridge are quiet restorative working spaces where students can reflect on how they intend to improve their behaviour. They will work for a full day (or number of days) independently

on activities aligned to their standard curriculum. Further support in behaviour choices will be discussed. The Bridge is an alternative provision for SEND students who have been withdrawn for lessons for Social, Emotional, Mental Health or Behavioural needs.

Students will be referred to Reflections if:

- Failed REMOVE or persistent disruption in the shadow timetable
- 2 x REMOVEs per week
- Support needed for identified behaviour around school
- Support into mainstream after a suspension

Expectations within the withdrawal room, Reflections and the Bridge.

- Mobile phones and Smart Watches must be handed over on entry and will be returned at the end of the day
- Students will be provided with a cold/hot option for lunch (reflections)
- Students will leave at the end of their normal school day
- Failure to meet the expectations will result in an escalation of consequences that may include Internal suspension and fixed term suspension

The school will only move students to these provisions where necessary. The school will ensure that students' health and safety is not compromised during and that any additional requirements, such as SEND needs, are met.

Students will follow the subject standard curriculum. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

11. Fixed Term Suspensions

The headteacher will consider whether the student should be suspended for a fixed term and will determine the length of the suspension. In the headteacher's absence, a Deputy Headteacher is delegated the authority to issue a fixed term suspension.

Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.

Where a student is identified as having SEMH-related difficulties, additional SEND support will be considered and put in place. Where SEND is not identified, but the headteacher determines that support is still required for the student, an Individual Support Plan will be created to outline the necessary provisions in place.

When a student is suspended, parents / social workers and the virtual school (if applicable) will be notified without delay. The local Authority will also be notified as part of the process.

Where further support is needed due to behaviour concerns a period in reflections may be required. This a quiet restorative space where students can reflect on how they intend to improve their behaviour.

12. Permanent Exclusion

A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the schools behaviour policy; and
- Where allowing the student to remain in the school would seriously harm the education or welfare of the students or others in the school. (DfE 'Exclusion from maintained schools, Academies, and student referral units in England 2017).

The Head teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff,
- sexual abuse, or assault,
- supplying an illegal drug,
- possession of an illegal drug,
- possession of an illegal drug with intent to supply,
- possession of drug paraphernalia,
- carrying an offensive weapon,
- making a malicious serious false allegation against a member of staff,
- potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community. The Head teacher will make all decisions about permanent exclusions.

13. Behaviour outside of the school premises

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

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 suspension, then the Headteacher may decide to suspend.

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

14. Managing Inappropriate sexualised behaviours

Howden School is committed to providing a safe and respectful environment where the whole community can learn and thrive free from sexual violence and sexual harassment. The school takes any incidents of sexual violence or sexual harassment very seriously and is committed to handling all reports sensitively, effectively and in a timely manner.

We are clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

This needs to be underpinned by a culture and practice that champion 'zero tolerance' of Inappropriate Sexual Behaviour(s), Harassment and Violence, ensuring that such behaviour is always challenged, not 'normalised', always taken seriously and addressed immediately with support for the victim at the centre and management of any identified need and risk. Timely and appropriate information sharing is key.

We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with this Behaviour Policy on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Contact with parents and carers
- Internal sanction e.g. detention
- withdrawal
- Fixed Term Suspension (length dependent on incident)
- Permanent exclusion

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment.

- **Manage internally**
- **Early Help**
- **Referral to Child Social Care (SaPH)**
- **Police**

15. Support

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.

The SLT and Pastoral teams will quickly identify students who need support. Pastoral teams may use Support Plans, Behaviour Reports, individual support plans (ISPs), 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)

- Mental Health and Well Being Service
- Child and Adolescent Mental Health Service (CAMHS)
- Student Referral Units
- School Nurse Service
- Early Help and Safeguarding and Partnership Hub (SaPH)
- 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.

Appendix 1

In lessons, Howden School employs a system of **Warn, Move, Remove**. All staff are expected to apply this system consistently and fairly.

PRE-WARN	Any reasonable adjustments will be made to the sanction in response to any need the student may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.
WARN	<p>Students will be given a chance in every lesson to modify their behaviour to display what is expected of them.</p> <p>A positively framed, professional warning in which the member of staff clearly explains the reason for the warning and the need for the student to change their behaviour.</p> <p>The member of staff must record the warning in Class Charts promptly</p>
MOVE	<p>Students will be given a clear choice for their behaviour to be modified to avoid further sanctions</p> <p>If a student continues to disrupt their own learning or that of others after a warning, then they must be <i>moved</i> elsewhere within the lesson and, again, provided with a clear and positively framed explanation for them being <i>moved</i>. Reminder of school expectations and impact of behaviour.</p> <p><u>It is not acceptable to jump straight from a warning to a move without reasonable time for correction being given.</u></p> <p>If there is no space to move a student within the classroom they will be informed, and the sanction will still be logged</p>
REMOVE	<p>If after being moved a student continues to disrupt their own learning or that of others, then they must be <i>removed</i> from the lesson and placed within another classroom. The member of staff must record the <i>Remove</i> in Class Charts at their earliest opportunity. When a <i>Remove</i> is recorded in Class Charts, the member of teaching staff will ask the student to go to the shadow timetable (which will usually be next door with a member of staff from the same faculty)</p> <p>If the student refuses or disrupts the remove shadow timetable lesson the member of staff on E-call will receive an alert and will place the student in <i>Reflections</i> or <i>The Bridge</i>.</p> <p>The member of staff removing the student from the lesson is expected to provide adequate work for the student to complete whilst on Remove.</p>

Withdrawal	<p>The school may decide to move students to the withdrawal room away from other students for a limited period. The withdrawal room is an area where students will be placed for defiance across the school day.</p> <p>Students will be withdrawn from circulation if:</p> <ul style="list-style-type: none"> • Serious incident within the school day where the school needs to investigate their behaviour • Failure to behave during social times • Failure to attend REMOVE detention • Uniform correction • Truancy 		
Reflections	<p>The Reflection Room is a quiet restorative working space where students can reflect on how they intend to improve their behaviour. They will work for a full day (or number of days) independently on activities aligned to their standard curriculum. Further support in behaviour choices will be discussed.</p> <p>Students will be referred to Reflections if:</p> <ul style="list-style-type: none"> • Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend 5 full periods in Reflections • Support needed for identified behaviour around school • Support into mainstream after a suspension 	The Bridge	<p>The Bridge is an alternative provision for SEND students who have been withdrawn from lessons for Social, Emotional, Mental Health or behavioural needs. Students will follow the standard curriculum with guidance from staff in a supportive environment. Students will also be taught strategies to overcome barriers to learning and how to make appropriate behaviour choices.</p> <p>Students will attend The Bridge if:</p> <ul style="list-style-type: none"> • Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend 5 full periods in The Bridge • Recovery time following dysregulation • Serious incident which needs to be investigated • Failure to behave during social times • Support into mainstream after a suspension • Failure to attend REMOVE detention • Uniform Correction • Truancy

Expectations to achieve outstanding behaviour

Staff are expected to:	Students are expected to:
Before school	
<ul style="list-style-type: none"> Greet students warmly upon their arrival into school- Model courteous behaviour Be at allocated duty points, reminding students of uniform and punctuality expectations Have all lesson material planned, prepared, and resourced e.g., printing, 'Hook' Tasks, lesson content materials Check all staff communication/updates 	<ul style="list-style-type: none"> Arrive to school on time Greet teachers upon your arrival to school Be on site by 8.30am latest - if late, report to reception and make your way to ACE period 1 promptly You must be wearing the correct uniform Ensure you have all your expected equipment in a bag Ensure mobile phones and air Pods/earphones are put away before entering the school grounds
Morning line-up	
<ul style="list-style-type: none"> SLT lead and Pastoral Lead – be at line-up for the pre bell at 8.35am Support SLT lead by using hand signals, ushering, and saying thank you to students as they move into their lines- courteous behaviour displayed Ensure students are facing forward, in silence, staff walk the line to check students have the right uniform. Issue sanctions accordingly and highlight to pastoral year group lead who will take the student to get the correct uniform Form tutors - Be at line up for the second bell at 8.40am ready to lead your class to their tutor base Assembly- students should leave their bags in their tutor base and classroom locked on exit. Staff should escort students to the assembly hall Assembly- ensure your tutor is silent and in their designated assembly area. The form tutor should position themselves next to their form 	<ul style="list-style-type: none"> Be at line up for the pre bell 8.35am and form a line within your tutor groups in alphabetical order Check your uniform is correct ready for inspection Respond immediately to hand signal/countdown – remain silent and await instructions Walk sensibly in line with your form tutor in single file to ACE period Listen to announcements made and take a mental note Assembly- leave your bag in your form tutor base and walk sensibly to the assembly line up led by your tutor Ensure your entry to the assembly is quiet, in alphabetical order and in single file Sit in your tutor designated area in the assembly hall Stand silently until the member of staff leading the assembly tells you to sit down
ACE Period	
<ul style="list-style-type: none"> Follow the tutor programme and understand the topics prior to teaching Display and work through the tutor programme topics each week Constantly display high expectations Encourage discussion 	<p>ACE Period is a structured tutoring programme that supports you in learning prevalent topics for your age group and school community.</p> <ul style="list-style-type: none"> Enter the classroom in a quiet and calm manner Stand behind your chairs, in silence and wait to be seated. (Compulsory year groups should be wearing their blazer) Follow instructions from the teacher first time, every time. Be proactive in taking notes/answering questions Always ensure active listening and only one voice Show courteous behaviour to other students when discussing the tutoring topics Listen to information and opinions and take part in positive discussions

In lessons	
<ul style="list-style-type: none"> • Meet and Greet students on the door and corridor space and check uniform when entering the classroom using the names where possible • Courteous behaviour displayed and model positive behaviour • Constantly reinforce high expectations • Know students as individuals, know their needs, paying particular attention to identified special educational needs • 'Hook' task is displayed on the Smart board • Take the register and record any lates on ARBOR • Remind students of coats off, phone unseen, equipment out and ready to learn. • Praise students publicly- Excellent behaviour 'First Attention for best Conduct' • Apply the behaviour policy when necessary- Pre-Warn (SEND students) Warn, Move, Remove. Sanction privately (where possible). Allow students take up time to allow them time for correction and to reset their behaviours before moving to the next stage • Logs behaviour sanctions on class charts with verbal explanation. This includes any misdemeanours eg lateness, homework, equipment • Use hand signals with countdown (5,4,3,2,1) when silence/attention is required • Use 'E Call' to remove a student for a failed REMOVE or persistent disruption. • At the end of the lesson check class charts to support student reminder of lunchtime detentions • Positive Parting- Ask students to stand behind their seats in silence and wait to be dismissed by the classroom teacher. Compulsory year groups will need to wear their blazer on entry and exit to the classroom • Reminder of the end of lesson expectations eg behaviour curriculum- corridor conduct, punctuality to next lesson and expectations across break/lunch • Staff request emergency first aid only if required. In non-emergency situations students should be sent to first aid at breaks and lunchtimes 	<ul style="list-style-type: none"> • Arrive on time • Enter the classroom in a quiet and calm manner • Stand behind your chairs, in silence and wait to be seated (Compulsory year groups should be wearing their blazer) • Coats off, phones unseen, equipment out and ready to learn • Listen for your name in the register and respond to your name followed by 'present' Miss or Sir • Respond immediately to hand signal/countdown– remain silent and await instructions • Follow instructions from the teacher first time, every time. • Is it the right time to question behaviour sanctions, Warn, Move, Remove • Use take up time for correction and reset of behaviours • Be proactive in taking notes/answering questions • Always ensure active listening and only one voice • We do not use lesson time to go to the toilet when possible- if you do need the toilet ask your classroom teacher who will give you a specialised pass. Mobile Phones should be left on the teachers desk or in your bag out of site
During break and lunch	
<ul style="list-style-type: none"> • Arrive promptly to duty • Engage with students, actively scanning other students and praising/sanctioning and adjusting your position where appropriate • Use class charts to reward or sanction students • If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school- 'one foot in one foot out' • Ensure no students are in undesignated areas • Encourage students to walk with purpose at movement time 	<ul style="list-style-type: none"> • Interact positively with staff and peers- courteous behaviours displayed eg manners, no pushing, not jumping the queue- wait your turn and being respectful • Walk sensible along the corridors and to the KS3 and KS4 canteen or social areas • Report to a member of staff any negative behaviour or bullying • Use your designated toilets- KS4 main corridor, KS3 art corridor • Do not enter the out of bounds areas • Remain inside the canteen or designated seating area to eat food- no eating is permitted in corridors

	<ul style="list-style-type: none"> • Ensure you are seated when eating in designated areas • Ensure all litter is placed in the bin • Remain outside of the school building during break/lunch. • Be mindful and respectful of others • Remember the corridor conduct • Be on time to lessons- Move at the warning bell- walking with purpose
During transition	
<ul style="list-style-type: none"> • If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school- 'one foot in, one foot out' • Praise students who are following transition expectations • Challenge any student not in lessons asking for teacher note, escort back to class if no note/sticker • Encourage students to walk with purpose at movement time 	<ul style="list-style-type: none"> • Movement – walking with purpose and sensibly in your specified direction without pushing, running, or shouting • No eating in the corridor • Respect the environment • Respect each other's personal space • Report any concerns to members of staff • Keep conversational noise levels to a minimum • Follow the corridor conduct
After school	
<ul style="list-style-type: none"> • Always be on corridors/stairwells to ensure smooth dismissal • At the end of the last period check your current checks for after school sanctions and escort the student where applicable • Escort class to detentions/interventions if applicable • Be on time to transport duties 	<ul style="list-style-type: none"> • Leave the school immediately unless involved in a sanction or after school activity • Report to after school detentions otherwise, go straight home and change out of uniform • Respect the neighbourhood and wear Howden uniform with pride • Cross the roads where safe to do so • Ensure you use the paths to walk to school buses. Do not cross the bus turning circle
Technology and social media	
<ul style="list-style-type: none"> • Ensure phones are away when in the presence of students • No photographs or messages about work should be placed onto any social media platform • Be aware of your social media presence (staff code of conduct) 	<ul style="list-style-type: none"> • Ensure that mobile phones/headphones should be not used from entering the school grounds to leaving the school grounds, unless permission is given by a member of staff • Do not use smart watches for anything other than telling the time whilst on school grounds • At no time in or out of school should you post or message anything inappropriate about a member of the school community (student or staff) • Report to any member of staff any inappropriate posts you have seen

Toilets	
<ul style="list-style-type: none"> Remind students to use the toilets at break and lunchtimes where possible If a student goes to the toilet during lesson time, they must be given a toilet sticker and mobile phone left with the classroom teacher/or left in their bag Check toilets in your corridor/department area and sanction in line with the policy Record on class charts inappropriate toilet behaviour 	<ul style="list-style-type: none"> Toilets are available before school, breaktimes, lunchtimes and the end of the day unless issued with a medical pass. Lesson times are not the appropriate time to use the toilet where applicable You should not be using the toilet during break/lunch movement times School sanctions will be applied if behaviour expectations are not met Ensure only one student per cubicle Leave the toilet area straight away after use Ensure no eating, congregating, or vaping happens in the toilet area
In the community	
<ul style="list-style-type: none"> Report any student behaviour concerns to senior member of staff Any safeguarding concerns should be reported to the Designated Safeguarding Lead 	<ul style="list-style-type: none"> Once you have left school, go straight home Be respectful, considerate, and polite to all members of the community in person and online- display courteous behaviour Know that school transport to and from school is an extension of the school, therefore school expectations apply Respect the neighbourhood and wear the Howden uniform with pride Know that any inappropriate behaviour outside the school may still be sanctioned in line with the behaviour policy
Parents are expected to:	
<ul style="list-style-type: none"> Provide support to the school you have chosen for your child and reinforce school expectations Show respect for all school staff and students Understand if you use inappropriate behaviour this may lead to a ban from the school site Do not post negative comments about the school on social media Prearrange meetings with staff Follow the Trust complaints policy if a concern is not resolved 	

