



Howden School

Positive Behaviour for Learning Policy

Effective Date: 20 October 2020

Date of Minuted Approval by the Local Governing Board: 20 October 2020

Review Committee: Local Governing Body

Review Date: Autumn Term 2021

Owner: Assistant Headteacher (Behaviour and Rewards)

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. 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 Headteacher 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 Headteacher (AHT) – Behaviour and Pastoral Care 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 KS3 and KS4 Pastoral Managers

Pastoral Managers (PMs) 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 Inclusion Hub.
- Make full use of Positive Discipline data to enable needs to be met.
- Work collaboratively and liaise with the AHT – Behaviour and Pastoral Care, monitoring and upholding the highest standards of behaviour to secure a positive impact on achievement.
- Work collaboratively with class teachers and Faculty leaders to ensure a cohesive understanding and effective collaboration with the pastoral team meets students' needs.

1.4 Middle Leaders

Subject Leaders (SLs) 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 Isolation Room/Inclusion Hub

1.5 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
- Strive to create a positive climate for learning by ensuring: Lessons are well planned, prepared and resourced.
- Where possible 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 take into account the needs of all students.
- Provide a personalised approach to the specific behavioural needs of particular students.
- Attempt to de-escalate a situation wherever possible.
- Record behaviour issues, which do not meet the positive Behaviour for Learning standards on SIMS.
- Positive parting- end the lesson on a positive. 'First Attention for Best Conduct'.
- Release students swiftly on the bell, not before, to enable the next lesson to begin well.

Teaching Assistants and Support Staff are expected to:

- Model positive behaviour.
- Support Positive Discipline consistently.

1.6 Parents/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
- 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. Classroom Expectations

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

- Water only to be consumed in class

4. Whole School Expectations

- Be Ready to Learn
- Be in tutor rooms by 8.40am
- Be polite and show respect for other people
- Do as you are told by all staff – first time, every time
- Wear your school uniform correctly at all times
- 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 and arrive to lessons on time
- 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
- Recognition Friday
- Legend Boards
- 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

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

- Stage 4 Remove from Lesson followed by after school detention or isolation (depending on the severity of the behaviour)
- Stage 5 Isolation
- Stage 6 Seclusion / 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. Classroom Sanctions

Stage 1- Verbal Warning

It is anticipated that many students will receive the occasional verbal warning. The expectation is that, as students mature and become more self-disciplined, the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the school's rules. Those who fail to do so can expect a verbal warning.

Typical Behaviours that result in a verbal warning

Purpose	Action
1. To highlight any low level behaviour that is unacceptable.	Students will be given a chance in every lesson to modify their behaviour to display what is expected of them. Staff to remind student of school expectations- are you ready to learn?

10. Stage 2- Second Warning (Logged on SIMS)

Typical Behaviours that result in a second warning

Purpose	Action
1. To highlight further unacceptable behaviour and formally communicate expectations are not being met. 2. To allow a clear choice to be made and behaviour modified to avoid further sanctions	Reminder of school expectations and the further warning given to redirect behaviour. Staff to Log on SIMS which will automatically text parents/carers

- Persistent Stage 1 behaviour
- Uncooperative behaviour
- Insufficient work completed
- Persistent lack of equipment
- Inappropriate language in general student conversation
- Eating/chewing in class or around building
- Littering
- Being in out of bounds areas

11. Stage 3- Detention

Purpose	Action
1. To highlight further unacceptable behaviour and formally communicate expectations are not being met. 2. To allow a clear choice to be made and behaviour modified to avoid further sanctions	Reminder of school expectations and aim to de-escalate behaviour. Staff to log on SIMS and link to next available lunchtime detention.

Typical behaviours, which result in fast tracking straight to detention

- Persistent Stage 2 behaviours
- Repeated warnings on SIMS in a week
- Fighting, if equal blame on both sides
- Smoking/E-Cigarettes (First offence)
- Bullying/abuse of other students
- Bringing the school under disrepute

12. Stage 4- Removal from lesson

Typical Behaviours, which result in after school detention or isolation

- Persistent Stage 3 behaviours/Accumulation of stages over the week
- Verbal abuse of staff
- Persistent bullying/abuse of other students
- Smoking/E-Cigarettes (second offence)
- Fighting
- Vandalism of property (school or others)

13. Stage 5- Isolation

Typical behaviours, which result in fast tracking straight to isolation

- Verbal abuse of staff
- Persistent bullying/abuse of other students
- Fighting, if the aggressor

14. Stage 6- Seclusion/Exclusion

Typical behaviours, which result in fast tracking straight to seclusion/exclusion

(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

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

14.2 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.

15. Behaviour outside school

15.1 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.

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

15.3 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.

15.4 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”.

16. Support

16.1 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.

16.2 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)
- 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.

17. Training

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

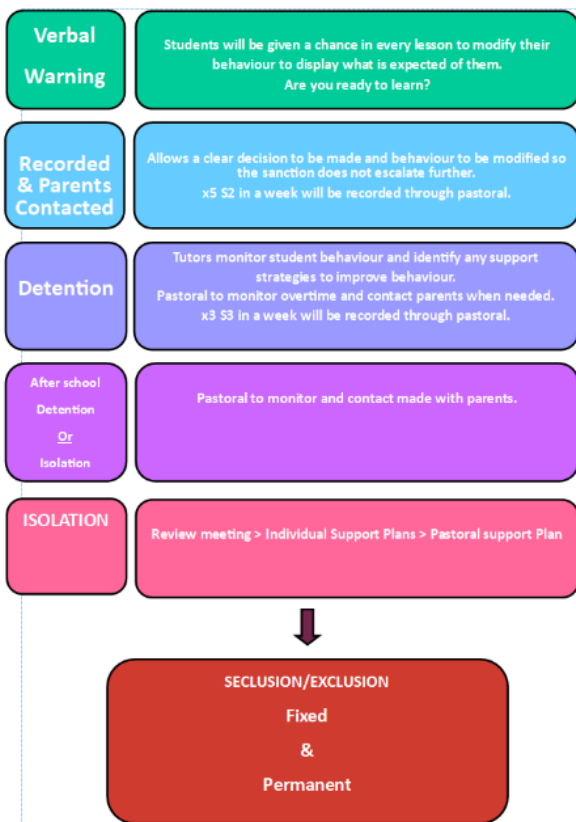
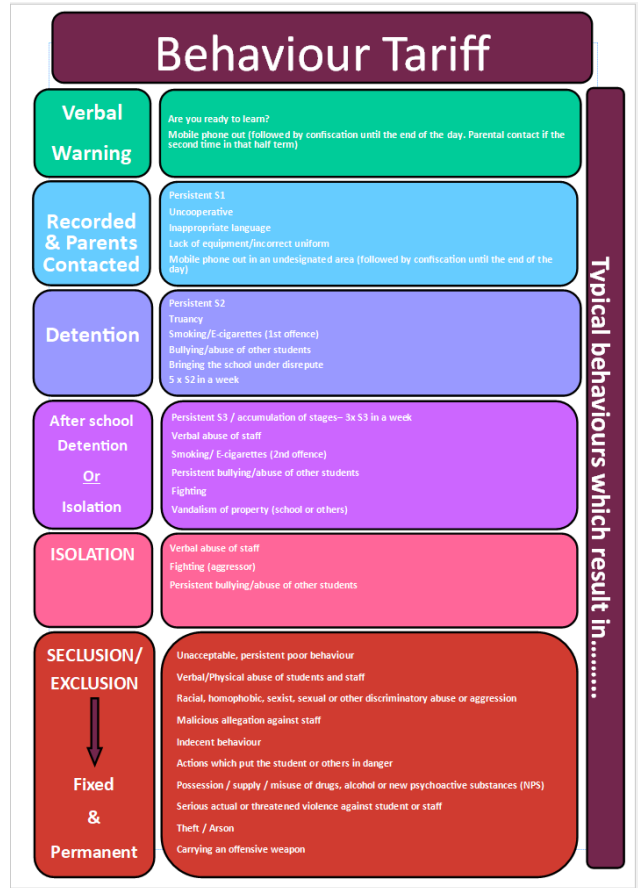
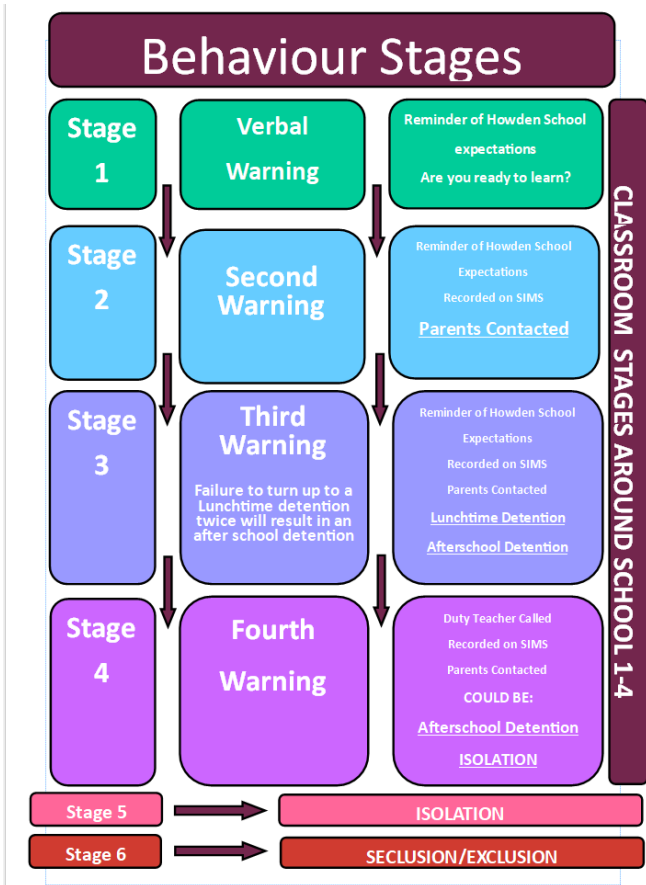
18. Monitoring

- 18.1 For the PBFL 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.
- 18.2 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 SLT must also look to operate within the framework at all times. To ensure that implementation of the school's Positive 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.

19. Review

- 19.1 The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct a regular review of the PBFL 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.
- 19.2 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.

Behaviour Stage Displays





the HOWDEN way



THIS IS HOW WE DO IT HERE

Our foundation of excellent behaviour

OUR VALUES

Right **TIME**
Right **TONE**
Right **PLACE**

FIRST attention
for
BEST CONDUCT

Excellence
Respect
Resilience
Equality
Inspiration

Our Phrases

- I need you to ...
- Thank you for ...
- I noticed you are ...
- You have chosen to do ...

Our Recognition

- Recognition Friday
- Legend Board
- House Points
- Rewards
- Text message
- Post cards
- Star of the week

Our Routines

- Meet and Great
- Positive Parting
- Round in 3

Our Repair

- What happened?
- What were you thinking?
- What will you do different next time?