



LONGBENTON HIGH SCHOOL

Behaviour for Learning

RESPONSIBILITY:	Assistant Headteacher Pastoral
IMPACT ASSESSMENT:	Internal
GOVERNING COMMITTEE:	Staffing Sub-Committee
REVIEWED:	2014
RATIFIED:	2014
WEBSITE:	Yes

Rationale

The staff of the School are committed to ensuring that their classrooms are places in which students want and are able to learn. Likewise, we expect students everywhere across the school to show respect to others and their environment.

In order to achieve this we shall promote behaviour for learning. This involves praising and rewarding students for making a positive contribution to lessons and school life in general. It also involves students accepting the consequences of any wrong behaviour. Consequences will be set at a level appropriate to the misdemeanour committed by the students.

Students will be aware of what is expected of them and how the system of praise and consequences will be administered.

Purpose

1. To promote an environment where students will desire and be able to learn.
2. To encourage a high level of mutual respect between staff and students.
3. To encourage a high level of respect by individual students for other students and their property, other users of the school and school property.
4. To teach students the consequences of wrong behaviour.
5. To teach students to be well organised by ensuring that homework is submitted on time and the correct equipment is brought to school.
6. To reinforce our success culture whereby we proclaim the success of individual students and the school as a whole.

Guidelines

1. Students will be made aware of how to achieve praise points and the consequences of wrong behaviour.
2. All staff will consistently apply the system of consequences for wrong behaviour and give praise points for good contributions to lessons and school life in general.
3. All staff will record electronically the names of students who receive praise or reach a level of consequences that result in detention or isolation.
4. The Year Leader with oversight for success culture will be responsible for ensuring that students are rewarded appropriately for achieving a significant number of praise points.
5. The pastoral leadership team will be responsible for monitoring the progress of students in obtaining praise points or consequences. They, and the Behaviour Supervisor, will work with students who receive an excessive number of detentions or days in isolation.
6. This is an open, centralised system. Staff will not give out their own punishments outside the Behaviour for Learning framework.

7. Students who exhibit particularly challenging behaviour and thus receive a C5 will be placed in Internal Exclusion in consultation with the Deputy Headteacher.
8. Curriculum Leaders will put students on subject report if they receive an excessive number of C1s and C2s and parents will be notified.
9. Year Leaders will notify the parents of students who receive an excessive number of C3s, and parents and students will be interviewed.
10. Staff, parents and students were involved in the introduction of the system. They will be involved in the on-going monitoring and evaluation of the system.

A detailed description of how the policy will operate is given in the following pages.

Conclusion

Behaviour for Learning will result in positive classroom environments where students can learn and achieve high standards. It will also result in a whole school environment where there is respect for each other and for property.

CONSEQUENCES

There are five levels of consequences (abbreviated to C).

- C1 - first verbal warning
- C2 - second verbal warning
- C3 - results in detention for 1 hour in Main Hall
- C4 - results in a day in isolation
- C5 - internal exclusion

Offences leading to C1 or C2

These will be misbehaviours in the classroom. This list is not exhaustive, but will include:

- A student who is rude
- A student who shouts out
- A student who is talking while the teacher is talking
- A student who deliberately fails to follow instructions
- A student who behaves inappropriately
- A student who leaves their seat without permission
- A student who is not wearing their uniform properly
- A student who is repeatedly chewing gum

Offences leading to C3

A third offence in the classroom

Lateness to registration (2 in one week) – to be recorded by Senior Family Support and Welfare Officer

Unpleasant behaviour towards a fellow student

Using bad language towards other students

Being out of bounds

Inappropriate behaviour in the canteen

Not doing homework by the deadline (but see note (2) at end)

Not having PE kit

Eating or drinking except in allocated areas

Inappropriate use of mobile phones, computers and audio equipment

Offences leading to C4

A fourth offence in the classroom to be determined by the on call teacher

Leaving the school site without permission

Stealing

Graffiti on school property (buildings, textbooks, desks, etc)

Refusing to give the correct name

Abuse of other students' property

Violence (depending on the severity of it this may be C5)

Smoking

Truancy

Recording Consequences

1. C1 and C2 cards will be made visible to students so that the student knows that they have received a verbal warning.
2. C3 will be recorded in SIMS using the set of codes provided to explain the reason for the detention and a comment made in the comment section. A C3 cannot be cancelled unless it was a mistake.
3. In the case of a misdemeanour requiring a C4, the member of staff will call the office (ext 222 or 223). The senior member of staff who is on-call at that time will investigate the situation and will record C4 in SIMS with the appropriate codes and ask office staff to send a letter home. The student should be kept in the classroom until a senior member of staff comes, except in extreme circumstances.

Behaviour Support Centre

The Behaviour Support Centre in SP01 will be used for a variety of strategies to provide support and sanctions to students with behaviour issues. Part of the centre will be used for C4 isolation punishments, part for C5 internal exclusions and part to do very short term work with students with behaviour difficulties.

Notes

1. A student who is temporarily out of uniform will be spoken to by their form tutor. (See tutor handbook).
2. If a student fails to hand in their homework at the correct time, they will be allowed until 8.30 a.m. the following morning to hand it to the teacher concerned. If the member of staff does not receive it by then, they should record that as a C3 immediately. If a student repeatedly hands homework in late, the class teacher or Curriculum Leader should contact the student's parents.
If there has been a problem at home which has prevented the student from doing the homework, the parent should provide an explanatory note.
3. Swearing at any adult will result in a C5.

DETENTION PROCEDURES

Sequence of events

- Day 1: Offence is committed.
C3 details are recorded in SIMS.
A letter to parents is generated by the Behaviour Supervisor and placed in the appropriate form tutor's pigeonhole.
- Day 2: Form tutor (or cover supervisor / teacher) collects the letter to give to the student.
The student signs their planner to say that they have received it.
- Day 3: Detention takes place.

Behaviour Detention Arrangements

1. Detention for behaviour will take place in the Main Hall.
2. Students will be sent into the hall in silence and they will be well spread out.
3. They are required to sit in silence from 3.20 p.m. to 4.20 p.m., without doing any work, apart from Years 10 and 11 who will be allowed to do homework
4. The register will be taken once the students are seated. The register is then taken to the isolation room by 3.30 p.m. if possible and then returned to the School Office by one of the cover supervisors.
5. Any misbehaviour will be given C1, and no other warnings will be given. Further misbehaviour will result in the student being sent home from 4 p.m. onwards and being placed into isolation the next day. The member of staff placing the student into isolation should contact home to inform parents of this.
6. Students who are late for detention will be kept behind to serve the full hour regardless of the reason for the lateness.

Punctuality Detention Arrangements

1. Punctuality detention will take place in the EX09 on a Tuesday from 1.55 p.m. for a period of an hour.
2. Students are required to sit in silence from 1.55 p.m. until 2.55 p.m., apart from Years 10 and 11 students who will be allowed to complete homework.
3. The register will be taken once the students are seated. The register is then taken to the Behaviour Support Centre by 3.30 p.m. if possible and then returned to the School Office by one of the cover supervisors.
4. Any misbehaviour will be given C1, and no other warnings will be given. Further misbehaviour will result in the student being sent home from 2.30 p.m. onwards and a behaviour detention being done the following day.
5. Students who are late for detention will be kept behind to serve the full hour regardless of the reason for the lateness.

Homework Detention Arrangements

1. Homework detention is held in CM14.
2. Individual subject staff provide homework for the student they have placed in detention for lack of homework submitted. The work is either the homework they have missed (or suitable work if the homework has since been completed).
3. The length of detention is 1 hour for all year groups.
4. Homework is collected in and given back to the subject teacher.

Staffing Arrangements

1. All members of the teaching staff and cover supervisors will be part of a rota for behaviour or homework detention or pastoral interviews with students in isolation. Punctuality detentions will be supervised by members of SLT and Year Leaders.

ISOLATION PROCEDURES

Sequence of Events

1. If a student commits a C4 offence, the member of staff concerned should contact the office (extension 222 or 223) for the senior member of staff who is on-call. The student should remain in the classroom until the senior member of staff arrives (except in extreme circumstances).
2. The senior member of staff will confirm that a C4 offence has taken place and will enter the details into SIMS.
3. Arrangements will be made for the student to go into isolation the following day (or a subsequent day if there is no room).
4. The senior member of staff makes a judgement as to whether the student should stay in normal lessons, go straight to isolation or spend time in the progress area of the Behaviour Support Centre. The student should not go home.
5. The senior member of staff will contact home to notify the parents of the isolation arrangements. The office will also send a letter home.

Within Isolation

1. Students will be in the isolation from 8.35 a.m. to 4.20 p.m.
2. They will have a staggered toilet break between 10.00 a.m. and 10.30 a.m.
3. Lunch will be brought to the room for the students to have together.
4. Students will do the work provided for them.
5. The students will be expected to work in silence in the room. Any disruption beyond a first verbal warning will result in exclusion.
6. Between 3.15 p.m. and 4.20 p.m. each student will have an interview with the member of the senior or pastoral leadership team who is on duty that evening.
7. The senior member of staff who is on-call will check on the room at least once during their on-call period.

INTERNAL EXCLUSION PROCEDURES

The following procedures will apply for those students who receive a C5 consequence.

1. The gatekeeper for referrals to Internal Exclusion will be the Assistant Headteacher. Referrals for Internal Exclusion can be made by SLT, Year Leaders and On-call staff.
2. Prior to a student commencing their placement, contact with parents/carers will be made, via telephone and letter; expectations will be discussed during this contact.
3. Students will attend Internal Exclusion from 8.35am to 3.20pm daily. They will arrive at Reception at 8.35am.
4. Students will be required to wear full school uniform and will be required to hand in mobile phones on arrival.
5. Students will be required to bring a packed lunch, or arrange for a sandwich to be collected from the canteen.
6. Work for both Key Stage 3 and Key Stage 4 students is to be provided by all subject teachers for each lesson. This should be placed into the Internal Exclusion file in Staff Resources on the network; within this is a folder called Student Work, where a file for each student will be activated by their name. This will enable teachers of that student to paste the work that the student would be doing directly into the required area. All work will be returned for marking.
7. The Behaviour Supervisor will facilitate reparation whilst a student is in internal exclusion.

Reintegration Procedures

An Exit report will be completed at the end of each student placement and will help inform the re-integration meeting which takes place at the end of this period of exclusion.

The first re-integration meeting should be with the Year Leader.

The second re-integration meeting should be with the Year Leader and Assistant Headteacher with responsibility for Student Welfare.

The third re-integration meeting should be with the Assistant Headteacher with responsibility for Student Welfare and Deputy Headteacher.

The fourth re-integration meeting should be with the Assistant Headteacher with responsibility for Student Welfare and the Headteacher.

If a fifth re-integration meeting is required, this should be with a Governors' disciplinary panel.

Please refer also to Internal Exclusion procedures in Protocols folder.

Notes

Any student exhibiting challenging or unacceptable behaviour whilst in the Behaviour Support Centre will be dealt with by the member of staff on-call.

The Assistant Headteacher with responsibility for Student Welfare should organise a meeting with parents to discuss this unacceptable behaviour and agree further sanctions and next steps.

PRAISE POINTS PROCEDURES

1. Curriculum Leaders will be responsible for the development of strategies and monitoring to ensure that appropriate learning is rewarded, e.g. stickers / stamps / letters home.
2. Praise points will be awarded for:
 - Good effort to produce quality classwork and homework
 - Contribution to lesson
 - Wider contributions to the school
3. It should be made clear to students when they have been given a praise point. They should be encouraged to record their praise points in their planners.
4. Staff should record praise points given in SIMS. This should be done preferably on a daily basis, but certainly within a week.
5. Students will be recognised for their hard work and achievements on a termly basis.
6. The total number of praise points will be used to identify students who are eligible for success visits and those qualifying for student of the term/year.

This policy has been assessed in terms of Equality Impact.