



The Howard School

BEHAVIOUR FOR LEARNING POLICY

| | |
|--------------------------|--|
| Policy Scope: | The Howard School |
| Responsibility: | Local Governing Body |
| Date Adopted: | September 2016 (revised July 2018, December 2019 & September 2021) |
| Review Frequency: | Every two years |
| Review Date: | December 2021 |



BEHAVIOUR FOR LEARNING POLICY

Principles of the Howard School Behaviour For Learning Policy

Our aim is to provide an excellent education for all our students. To achieve this we have created a school where every child can learn. We have high expectations of our students because:

- All students benefit when behaviour is good as they feel safe and this makes learning more effective. Parents/Carers play a role in reinforcing desired expectations as outlined in the Howard School Behaviour for Learning Policy.
- Promoting and rewarding positive behaviour helps build self-esteem and self-discipline; this in turn encourages respect for others.
- Sanctions and boundaries support students to thrive and achieve their potential.
- Codes of conduct apply before, during and after the school day. They set expectations for the classrooms, the corridors, break time and lunchtime as well as the journey to and from school.
- Student conduct is a product of a variety of influences including their relationship with themselves, their relationship with others and their relationship with the curriculum.
- To create an orderly climate for learning and to maintain positive relationships, everyone must:
Be Ready, Be Respectful and Be Safe

Roles and Responsibilities

The Local Academy Board establish, in consultation with the Headteacher, staff, parents and students, a policy promoting desired conduct and keep it under review.

The Headteacher is responsible for ensuring the implementation of the policy.

The **Deputy Headteachers** and **Assistant Headteachers** will, on behalf of **The Headteacher**, be responsible for the day to day management of the policy.

Staff will be responsible for ensuring the policy is followed consistently.

The Local Academy Board, Headteacher and staff will ensure the concerns of all students and families are listened to and appropriately addressed.

Students will be made aware of the school Behaviour For Learning policy and will take responsibility for their own conduct.

Students who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behavior policy.

However, reasonable adjustments will be made for some individuals. Advice from our SEN Department and from external agencies when appropriate will be taken. Alternative strategies will be employed as agreed with all stakeholders at regular SEN review meetings.

Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SENCO if required.

HOME/SCHOOL CHARTER

The Howard is a popular and well subscribed school. We ask our parents/carers to provide their full support to the school and for them to take an active part in their son's education. We believe that our shared high expectations will lead to your son's success.

We are a UNICEF rights respecting school.

PARENT/CARER'S AGREEMENT

As a Howard School Parent/Carer* I/we will:-

(*This status also includes foster parents, and partners of parents/carers)

1. Ensure that my son attends school regularly, on time and properly equipped for all lessons.
2. Telephone the school at the start of my son's absence from school through illness and provide an absence note which will be sent to school on the day of his return.
3. Provide full uniform and ensure my son wears it daily. Provide full equipment and ensure my son has this daily. If my son arrives at school without correct uniform and /or equipment, he may be learning outside of his normal lessons or be sent home to collect uniform, unless prior arrangements have been made with the school.
4. Encourage my son to have high standards of conduct at all times, respect his teachers, support staff and other students. Support the school's policies and rules on student conduct.
5. Support the school's system of rewards and sanctions.
6. Encourage my son to do his best at all times, be well organised, and praise him for his achievements.
7. Support my son with homework and other opportunities for extended and home learning.
8. Check and sign his Planner weekly and encourage my son to read regularly at home.
9. Whenever possible attend all Parents/Carers' Evenings with my son and support relevant school events.
10. Encourage my son to join in sports teams and after school activities which interest him.
11. Let the school know of any changes of circumstance or problems that may affect my son's work or behaviour.
12. Support the aims and ethos of the school.

HOME/SCHOOL CHARTER

STUDENT'S AGREEMENT

The Howard School is a very popular and well-subscribed school with high standards of behaviour. For this to continue I must, at all times, be a credit to myself and to my school.

We are a UNICEF rights respecting school.

As a Howard School Student, I will:

1. Arrive punctually in full school uniform, looking presentable and taking a pride in my appearance.
2. Attend school each day with all the equipment I need to complete my studies successfully.
3. Complete all class and homework on time and always strive to work to the best of my ability.
4. Arrive at lessons punctually, listen to my teachers and follow their instructions.
5. Politely ask for help if I do not understand what I have been asked to do.
6. Listen to and respect other students' opinions, ideas and beliefs.
7. Be polite and helpful to everyone, act responsibly and conduct myself at all times in a manner which will engender respect from others.
8. Always behave in a way that enables other students to work and play without interference or harm.
9. Respect both the school's and other people's property.
10. Contribute to the excellent reputation of the school in the community by ensuring that the public gain a positive image of me as I travel between home and school.
11. Respect all sanctions and avoid repeating mistakes.
12. Find out what opportunities are open to me to develop my interests and sporting skills.
13. Help ensure that the school is a pleasant environment in which to work and play by keeping it clean, tidy and free from litter.
14. Ensure all written/verbal communications from teachers to my parents/carers is delivered.

HOME/SCHOOL CHARTER

SCHOOL'S AGREEMENT

The school is aware of its professional duty to provide a safe, happy and positive environment in which its students can learn and succeed.

We are a UNICEF rights respecting school.

The Howard School will:

1. Provide a safe, well-ordered and caring environment to promote your son's happiness and confidence, where students are encouraged to respect others' beliefs and differences.
2. Provide opportunities for your son's academic, physical and emotional development and enable him to become a rounded citizen.
3. Report regularly on your son's progress and attainment and schedule at least one Parents/Carers' consultation evening per year.
4. Offer a broad range of public examination courses at KS4 and KS5 and invite your son to participate in a wide range of extra-curricular opportunities.
5. Offer independent study and provide a planner to enable your son to record and plan his studies and coursework.
6. Be prepared to meet with individual parents/carers, providing at least twenty-four hours' notice is given, and where a mutually convenient time can be arranged.
9. Offer opportunities for your son to develop and mature by offering positions of student responsibility within the school.
10. Deal with any cases of bullying or harassment promptly and in an appropriate manner.
11. Encourage high standards of work and behaviour and instill a sense of responsibility and belonging within the school community.
12. Encourage and reward effort and good attendance and punctuality.
13. Insist on full school uniform and full equipment because this supports students to learn.
14. Inform you of any major worries or concerns as soon as possible.
15. Inform you of events involving your son and the school.
16. Inform parents/carers of any unauthorised non-attendance that the school is aware of.

The Howard School Home/School Charter (School Agreement)

Signed by the Headteacher: _____ Date: _____

Classroom Teacher Roles and Responsibilities

A good attitude to learning is shown by:

- Students and groups of students having consistently good conduct and following the school rules over time.
- High levels of engagement.
- Students being punctual and ensuring that their conduct supports them to learn.
- Students being supportive of one another and respecting others' opinions and values.
- Students understanding what is safe and unsafe for themselves and others.
- Students understanding different forms of bullying and preventing its occurrence.

To support an outstanding attitude to learning teachers should:

- Plan and deliver high quality learning opportunities.
- Meet students at the door when possible.
- Have a seating plan for all classes to support differentiation and excellent teaching and learning.
- Follow whole school entrance and exit routines
- Start the lesson promptly so students can engage with the work immediately.
- Differentiate the lesson so all groups can achieve.
- Address conduct that falls short of the expectations within this policy. Record the incident and follow up on Arbor.
- Follow up positives with praise and use department rewards and pastoral rewards, as appropriate.
- Follow the schools Behaviour Policy.

REWARDS

Rewards are used to:

1. Raise and sustain student levels of achievement.
2. Increase and sustain students' self-esteem.
3. Encourage and sustain appropriate student conduct.
4. Create and sustain a positive learning environment.

Situations where rewards are used:

- Outstanding Work.
- Making Outstanding Progress.
- Excellent Effort, including attendance and punctuality.
- Service to the school community.

Classroom Teacher rewards can include:

- Verbal praise.
- Positive comments in feedback to students.
- Positive comments in student planners, via SIMS or by using the department reward structure as appropriate.
- Contact parents/carers where appropriate.
- Work displayed in classroom or communal area.

Department and Pastoral Rewards:

The school offers verbal praise and pastoral and department led rewards.

SANCTIONS

The use of sanctions is to modify conduct and to allow students to positively re-integrate in lessons. When disruptive behaviour occurs, staff should try to prevent an escalation of the behaviour and follow the school Behaviour For Learning policy.

Included in our sanction structure is the use of Same Day detentions of 30 to 60 minutes. Parents/Carers will be notified of these by school staff.

In addition, the school has arrangements for educating students in the Internal Exclusion Unit (IEU). This can be used as a school based alternative to fixed term exclusion. There are clear expectations of conduct in IEU, including students giving their mobile devices to staff on entry to the room.

Leadership Role and Responsibilities - Developing and Supporting a positive climate for learning

- Model the types of conduct that we want staff and students to follow such as:
 - Picking up litter when appropriate.
 - Opening doors and letting others through/pass first.
 - Use praise generously to highlight students wearing uniform well, conducting themselves responsibly.
- Address conduct that falls short of expectations made explicit within this policy around the school site at all times.
- Lead by example in performing duties.

Leadership - Behaviour For Learning

A member of the leadership Team will be assigned to a year group for morning and afternoon line up. A member of leadership will be assigned a BFL duty for every period of the school week.

The aims of BFL duties are:

- To be proactive in going to locations where students Attitude to Learning has been identified as needing intervention.
- To support the requirements of the On Call Procedure.
- During less busy times to visit classrooms and praise classes and students, where there is a positive Attitude to Learning.

Form Tutor Roles and Responsibilities

Our three aims are to promote:

1. Student Academic Progress
2. A Positive Attitude to Learning
3. Responsibility and Leadership

AWARENESS

To be aware of the emotional, academic, behavioural and physical needs of the students in their care through:

- Talking to and observing students to gauge their well-being and based on relevant systems, taking appropriate action where necessary.

- Guiding, coaching and supporting students on how to address situations they may find challenging.
- Checking SIMS on a daily basis.
- Informing the Child Protection Officer of any potential CP concerns about any students in their care.

ACADEMIC PROGRESS

To ensure that every student realises or exceeds their potential through:

- Using data from the assessment cycles to praise success and provide support to improve Attitudes to Learning.
- Using data to identify underperformance and work closely with Heads of Year to implement an agreed student improvement plan.
- Liaising with subject teachers, including responding appropriately to information collected from internal reports. When requested by the Head of Year, to track performance of students placed on Form Tutor report to support students to achieve their best learning.

ACCESS

To promote effective communication between school, staff, students and home by:

- Being the initial point of contact for parents / carers as appropriate.
- Where appropriate, Informing parents / carers about lates, absences and other concerns and sharing issues with relevant staff (Under the direction of the Head of Year).
- Checking and signing planners and leaving notes for parents when appropriate. Being the link for their form group between the rest of the school including subject teachers, Head of Year, Heads of Department and the Leadership Group.
- Promoting Pastoral and Subject evenings.
- Conducting review meetings with parents/carers where appropriate.

ATTITUDE

To ensure students are equipped for learning through:

- Ensuring that all students are wearing their uniform appropriately by the second whistle during line up. Any student who does not have the full uniform should be asked to go Student Services and borrow the missing piece of uniform for the day, including shoes. If a student refuses to follow the school uniform rules, they may be placed in the Internal Exclusion Room or sent home to change. Where there are financial difficulties, the school can financially support parents to acquire expected school uniform and equipment.
- Checking equipment for learning (pen, pencil, ruler, planner etc.) Liaising with parent/carers for persistent issues if appropriate. Students need full and correct equipment in order to access learning in lessons.

ATTENDANCE

To promote outstanding attendance and punctuality through:

- The accurate completion of registers.
- Collecting of absence notes, including engaging students with discussions regarding their absence if appropriate.
- Ensuring all messages to students are read/delivered promptly.

Procedures

Students can expect sanctions for involvement in violence in all its forms, the use and/or possession of a weapon, involvement in the possession, use and/or selling of illegal substances and for age- restricted legal substances (alcohol, cigarettes and tobacco), acts of racism and behaviour deemed racist, bullying in all its forms, persistent misconduct, disruption of the learning of others, the use of abusive inappropriate sexual activity and unacceptable language, damaging the reputation of the school and bringing it into disrepute, misuse of new technologies, damage to public and personal property, non-compliance with school sanctions, theft, arson, inappropriate behaviour, malicious complaint, dishonesty or any act impacting negatively on the health, wellbeing and welfare of others. This is not an exhaustive list. Final decisions regarding sanctions for any form of behaviour deemed unacceptable are made by the Headteacher. Reasonable adjustments are considered before a Child in Care or a child with an EHCP/identified additional need(s) receives an exclusion. The DSL/Designated Teacher are consulted and their advice sought before a decision is taken.

Out of School Behaviour

Rationale

We have a statutory power to discipline students for misbehaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives us a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The misbehaviour could be witnessed by a staff member or reported to the school.

We therefore reserve the right to sanction a student for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to themselves or another pupil or member of the public or
 - could adversely affect the reputation of the school.

The sanction will be proportionate to the misbehaviour and could be up to and including a fixed term or permanent exclusion.

Appendix 1

| The Howard School Internal Sanctions | |
|--------------------------------------|--|
| Sanction Type | Sanction Description |
| Same Day Detention | <ul style="list-style-type: none"> Students will receive a 30 minute same day detention for failing to meet school expectations Students will receive 30 minute same day detention should they arrive late to school without a genuine or justifiable reason. Students who receive two same day detentions will receive a 60 minute same day detention. Parents/carers will be notified by member of staff before the end of the school day. |
| School Detention | <ul style="list-style-type: none"> Students will receive a 2 hour Friday school detention for: <ul style="list-style-type: none"> Failing to attend teacher detention. Level 1 incident. Damaging The Howard School community. Students will be encouraged to complete community support within this time which will reduce the time to 1 hour. |
| Internal Exclusion Level 1 | <ul style="list-style-type: none"> Students may receive an IEU Level 1 sanction for: <ul style="list-style-type: none"> Refusal to complete a detention or detentions. Level 2 incidents. Timings for IEU L1 will be Mon - Thurs: 8.30am - 15.30pm and Fri 8.30am - 13.30pm. Although students may acquire additional time for poor behaviour. |
| Internal Exclusion Level 2 | <ul style="list-style-type: none"> Students may receive an IEU Level 2 sanction for: <ul style="list-style-type: none"> Level 2 or Level 3 incidents Timings for IEU L1 will be Mon - Thurs: 11.00am - 17.00pm and Fri: 10.00am - 15.00pm. Although students may be acquire additional time for poor behaviour. |

Appendix 2

Recording and Monitoring incidents recorded in Arbor

| Class Teacher/HOD | Class Teacher | Class Teacher/HOD/HOY | Class TEACHER/HOD/HOY/LG |
|---|---|--|---|
| Examples of Level 1 Behaviours Wearing Uniform incorrectly Disturbing others Unnecessary Noise Shouting Refusal to work Talking out of turn Using Electronic Equipment A student does not work to in the lesson Insufficient work completed | Example Removal to somewhere else to learn, if a student persistently exhibits level 1 behaviours that is impeding the learning of the class. | Examples of Level 2 Behaviours Verbal Aggression and Threatening behaviour towards Peer Verbally abusive towards peer Refusal to comply with a Head of Department (HOD) when supporting other colleagues (moving within department) Refusal to comply with a Head of Year (HOY) Truancy Refusal to comply with staff during break and lunch | Examples of Level 3 Behaviours Damage to Property Verbal Aggression towards staff Physical Aggression to Peer Physical Aggression to staff Drugs/illegal Substances Weapons Theft Compromise the Health & Safety of themselves and others Refusal to comply with Senior Staff Repeated Level 2 behaviours Malicious Allegations Bringing the name of the school into disrepute |

| Examples of Level 1 Actions | | Examples of Level 2 Actions | Examples of Level 3 Actions |
|--|--|---|--|
| <p>Moved within the classroom Verbal Reprimand Catch Up Note in planner Discussion with student Break Detention (Teacher) Lunchtime Detention After School Detention (Teacher) Relocated within the department (Departmental removal plan) Contact the Parent/Carer Liaise with Tutor Liaise with HOD Liaise with HOY Community Service within the school No further action required</p> | <p>Send for On Call/BFL to support Ask student to go to designated area in the department</p> | <p>On call requested and the student goes to the On Call room Internal Exclusion Level 2 HOY to consider using a School detention or Room 3 or 4 booking for 1 day. Fixed Term Exclusion</p> | <p>Internal Exclusion Level 2 Fixed Term Exclusion Permanent Exclusion</p> |
| Procedure for Staff responsible for dealing with and monitoring level 1 behaviour | Procedure for Staff responsible for dealing with and monitoring removal | Procedure for Staff responsible for dealing with and monitoring level 2 behaviour incidents | Procedure for staff dealing with and monitoring level 3 behaviour incidents |
| <p>Class Teacher - records incident on SIMS and details action taken. HOD - checks SIMS daily for persistent level 1 and 2 in the department and supports class teacher in finding a solution and supports the carrying out of sanctions Form Tutor - Monitor level 1 incidents for their form group and speak to students and try to resolve any incidents.</p> | <p>Class teacher - records the events leading up to the removal and makes an effort to contact home to arrange for an after school detention. HOD - checks SIMS daily and speaks with staff. If a student has been removed internally 3 times contact home and make parents/carers aware of next steps.</p> | <p>Staff - Records incident on SIMS as level 2 incident. HOY - Take a statement from named student and when appropriate statements from other students. HOY to consider level 2 sanction. It is important that if a student has engaged in level 2 behaviour the HOY will liaise with involved stakeholders to meet with the student and bring resolution where appropriate.</p> | <p>Class Teacher - Records incident on SIMS with full details of incident. HOD - Checks SIMS daily for level 3 incidents. HOY - Checks SIMS daily for level 3 incidents and leads on collecting information/contacting parents and formulating actions. LG - Monitors Level 3 Behaviours.</p> |