



The Howard School

BEHAVIOUR FOR LEARNING POLICY

Policy Scope:	The Howard School
Responsibility:	Local Governing Body
Date Adopted:	September 2016 (revised 07/2018, 12/2019, 12/2021)
Review Frequency:	Every two years
Review Date:	December 2023



BEHAVIOUR FOR LEARNING POLICY

Principles of the Howard School Behaviour For Learning Policy

Our aim is to be an outstanding school, providing an outstanding education for our students. We have high expectations for both standards in learning and behaviour.

Our beliefs are:

- 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 behaviour expectations as outlined in the Howard School Behaviour Policy.
- Promoting and rewarding positive behaviour helps build self-esteem and self-discipline; this in turn encourages respect for others.
- Sanctions and boundaries deter students from misbehaving.
- Codes of conduct apply before, during and after the school day. They set behaviour expectations for the classrooms, the corridors, break time and lunchtime as well as the journey to and from school.
- Student behaviour 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:

Meet and greet each other showing interest and respect.

Be in the **right place**, at the **right time** with the **right attitude**.

Roles and Responsibilities

Governors will establish, in consultation with the Headteacher, staff, parents and students, a policy promoting desired behaviours and keep it under review.

The Headteacher will be 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 and fairly. They will model the desired behaviours for students.

The Governing Body, Headteacher and staff will ensure concerns of all students and families are listened to and appropriately addressed.

Parents and carers will be encouraged to take responsibility for their child's behaviour in and out of school. The school will work in partnership with families, supporting them to achieve the desired behaviours.

Students will be made aware of the school behaviour policy and will take responsibility for their own behaviour. They will assist in maintaining the safety of the learning environment by reporting all undesirable behaviour.

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 and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEN review meetings.

Staff can refer to the SEN register for further information. 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.

The best place for students to receive high quality education is to remain in classrooms and engage with our high quality curriculum. Our aim is to always keep children in the classroom and we support them to do this.

HOME/SCHOOL AGREEMENT

The Howard is a popular and well subscribed school. Parents/carers have confidence in our professionalism and the high standards we maintain. We need 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.
- 3a. Provide full uniform and ensure my son wears it daily. If my son arrives at school without correct uniform he may be kept out of lessons or sent home unless prior arrangements have been agreed with the school.
- 3b. Provide full pencil case with all required equipment.
4. Encourage my son to have high standards of behaviour at all times, respect his teachers, associate staff and other students. Support the school's policies and rules on student behaviour.
5. Support the school's system of rewards and sanctions, including same day detentions.
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 independent study 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. Notify the school of any changes in our personal details, so that the school has up to date contact information and can communicate with me/us when necessary.
13. Support the aims and ethos of the school.
14. Ensure my son is aware that no mobile devices or headphones are to be visible on site

HOME/SCHOOL AGREEMENT

STUDENT'S AGREEMENT

This 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.

Only by working with my teachers will I achieve success. I will strive to achieve.

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. Including full pencil case, knowledge organiser and planner.
3. Complete all class and independent study 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 and by my postings on social media.
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 are delivered.
15. Ensure that any mobile phone or electronic etc. are not visible on site.

THE 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.
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. Provide written or verbal feedback on work regularly and make constructive comments.
6. Set independent study regularly and provide a planner to enable your son to record and plan his independent study and any coursework.
7. Have an appropriate member of staff who is 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.
8. Provide a disciplined and positive environment where effective teaching and learning can take place and students are encouraged to respect others' beliefs and differences.
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, firmly and in an appropriate manner.
11. Encourage high standards of work and behaviour and instil 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.
14. Inform you of any major worries or concerns where necessary as soon as possible.
15. Inform you of events involving your son and the school.
16. Inform parents/carers of any unauthorised non-attendance where detected.

Rewards

The use of rewards is to:

1. Raise and sustain levels of achievement.
2. Increase and sustain students' self-esteem.
3. Encourage and sustain appropriate behaviour.
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 for the school community, including outstanding behaviour

Classroom Teacher rewards

- Verbal praise. This should exceed negative comments by a ratio of at least 3:1.
- Positive comments when marking.
- Positive comments in student planners, via Arbor or use department reward structure
- Telephoning parents / carers
- Work displayed in classroom

Department Rewards

The school offers verbal praise and various pastoral and department led reward structures.

Classroom Teacher Roles and Responsibilities

A very good attitude to learning is shown by:

- Students and groups of students being consistently well behaved over time.
- High levels of engagement.
- Students being punctual and positively managing their own behaviour.
- Students being highly supportive of one another and respecting others and opinions and values.
- Students understanding what is safe and unsafe behaviour for themselves and others.
- Students understanding different forms of bullying and help preventing its occurrence.

To support an outstanding attitude to learning, ALL teachers must:

- Be on time at the classroom door at the start of the lesson to meet and greet each student.
- Have a seating plan for all classes to support differentiation and teaching and learning.
- Start the lesson promptly so students can engage with the work immediately.
- Differentiate the lesson so all groups can achieve.
- Maintain a safe positive learning environment by reinforcing, 'Right time, right place and right attitude' with those students interrupting learning.
- Challenge behaviour that falls short of the expectations made explicit within this policy. Record the incident and action taken on Arbor.
- Use Arbor to record both positive and negative behaviour on a daily/lesson basis.
- Follow up positives with praise and use department rewards and pastoral rewards. Follow the Behaviour Policy.

REWARDS

- Rewards are a means of raising levels of attainment, encouraging appropriate behaviour, increasing students' self-esteem and creating a positive learning environment.

SANCTIONS

The use of sanctions is to modify behaviour and allow students to positively re-integrate into lessons. When disruptive behaviour occurs, staff must respond to it quickly and calmly using diffusive tactics to prevent an escalation of the problem. As a rule:

- Sanctions must never be physically or psychologically harmful.
- They must be balanced with positive support to avoid resentment and embarrassment.
- Sanctions do not have to be severe to be effective, they must include repairing relationships.
- Sanctions must be consistently applied whilst reinforcing expectations.

If used effectively this will avert the breakdown in relationships and the repeating of similar negative behaviours.

Included in our sanction structure is the use of same day detentions of 30 minutes. Parents/Carers will be notified of these by school staff.

In addition the school has arrangements for educating students in an Inclusion Room. There are clear expectations of behavior in this room, including handing their mobile devices in to staff on entry to the room.

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

- Model the types of behaviour 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
- Challenge any behaviour that falls short of expectations made explicit within this policy around the school site at all times
- Lead by example in performing duties around the school site

Leadership - Behaviour For Learning

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 falling short of school expectations
- To support the requirements of the On Call Procedure
- During less busy times to visit classrooms and praise classes, students and teachers where there is a positive climate and Attitude for Learning

Leadership - Line up

A member of the leadership will be assigned to a year group to support morning line up. The aims of this are:

- To support and ensure that staff are following the expectations of Morning Line Up
- To ensure that students are meeting the expectations required by the school before going to form and lessons

Form Tutor Roles and Responsibilities

OVERVIEW

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:

- Establishing and maintaining positive relationship with all students
- 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 Arbor on a daily basis for positive and negative referrals and supporting staff to develop a 'working together' culture
- 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 Attitude to Learning
- Using data to identify underperformance and work closely with HoY to implement an agreed student improvement plan
- Liaising with subject teachers, including responding appropriately to information collected from internal reports. When requested by Hoy to track performance of students placed on Form Tutor report to address cross curricular behavioural or academic issues.

ACCESS

To ensure effective communication is maintained between school, staff, students and home through:

- Being the initial point of contact for parents / carers
- Informing parents / carers about lates, absences and other concerns and sharing issues with relevant staff (Under the direction of HOY).
- Checking and signing planners weekly, leaving notes for parents if not signed. Being the link for their form group between the rest of the school including: subject teachers, Head of Year, Heads of Department and Leadership Group.
- Being the regular link between home and school, primarily through monitoring and signing the planners.
- Promoting pastoral and subject evenings.
- Conducting review meetings with parents / carers where students concerns arise.

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 and praising good appearance. Any student who does not have the full uniform must go to Student Services and borrow the missing piece of uniform for the day, including shoes. If a student refuses they may be placed in room 3 or 4 for the day.
- Checking equipment for learning (pen, pencil, ruler, planner etc.) daily. Liaising with parent/carers for persistent issues

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
- Ensuring all messages to students are read/delivered promptly

Procedures

Students can expect to face 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 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 misbehaving 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 discipline 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 punishment 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 1.5 hr detention on Monday, Wednesday or Friday 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 8.25am to 3.30pm and Fri 8.25am - 1.30pm. Although students may acquire additional time for poor behavior.
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 L2 will be Mon - Thurs 8.25am to 5pm and Fri 8.25am - 3pm. Although students may acquire additional time for poor behavior.

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 Out of seat Wearing Uniform incorrectly Disturbing others Unnecessary Noise Shouting Refusal to work Talking out of turn Using Electronic Equipment Insufficient work completed	Example Removal 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 HOD when supporting other colleagues (moving within department) Refusal to comply with HOY Truancy Refusal to comply with staff during break and lunch Refusal to go to designated area in department	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 (LG) 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 in class 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 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 Student sent to designated area in the department</p>	<p>On call requested and taken to On Call room HOY to consider using a School detention or Room 3 or 4 booking for 1 day. Fixed Term Exclusion</p>	<p>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 Arbor and details action taken. On the second level 1 incident teacher must contact home. HOD - checks Arbor daily for persistent level 1 and 2 in the department and supports class teacher in finding a solution and ensures the carrying out of sanctions Form Tutor - Monitor level 1 incidents for their form group and speak to students in support of the student. HOY - Only speak to if the level 1 behaviour have resulted in a removal</p>	<p>Class teacher - records in detail the events leading up the removal and contacts home to arrange for an after school detention HOD - checks Arbor daily and speaks to staff who have had a removal to ensure that they have followed procedure. If a student has been removed internally 3 times contact home and warn about impending report. (HOD/HOY do have the discretion to place students on report earlier). HOY - Speak to student on each occasion and write up on Arbor. On 3rd removal from more than one subject contact home. 4th removal follow report procedure. Liaise with HOD if removals are from the same subject. LG - Monitors HOD tracking of removals during LM meeting.</p>	<p>Staff - Records incident on Arbor as level 2 incident. HOY - Take a statement from named student and when appropriate statements from other students. HOY to consider level 2 actions as a sanction. It's important that if a student has engaged in level 2 behaviour with other stakeholders then HOY must <i>liaise</i> with involved stakeholders to meet with the student and bring about some resolution to prevent it happening in the future. This must then be entered onto Arbor. LG - Monitors level 2 Behaviours daily and follow up/conclusion weekly.</p>	<p>Class Teacher - Records incident on Arbor with full details of incident. HOD - Checks Arbor daily for level 3 incidents and coaches teacher on averting future similar issues when appropriate. HOY - Checks Arbor daily for level 3 incidents and leads on collecting information/contacting parents and formulating actions. LG - Monitors Level 3 Behaviours and ensures HOY follow up with Level 3 sanction. LG - If a student refuses to comply with a member from the LG then they must liaise with the appropriate HOY and Deputy Head to agree a level 3 sanction and that LG member must contact home to explain the incident.</p>