

## Policy Essential Information

**Title:** Behaviour for Learning Policy

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**Status:** Statutory

**Delegation:** Headteacher

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Date of next review:	May 2021		Name of owner/author:	Headteacher

## **Behaviour for Learning Policy**

### **The aims of the policy are to:**

1. Promote the 'Pinner High School Values' by showing what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Encourage all staff to motivate their students by using a variety of rewards to recognise good behaviour, as individuals and classes, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of poor behaviour.
6. Encourage all students to live the Pinner High School Values themselves and recognise their own efforts, their classmates and their school, and to take responsibility for their choices, so that they grow socially, personally and academically.
7. Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied, whilst taking account of the individual needs (SEN, CiPC, bereaved child, CP, Mental Health) of individual students, e.g. a student on the autistic spectrum may have a different perspective to others and situations may arise that could result in the student needing a different outcome/intervention.

Staff also have responsibility, with the support of the Headteacher, for acting as role models, creating a high quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures other than in exceptional cases and those stated above, particularly with regard to ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Governing Body will monitor and review behaviour incidents annually. In particular, they will review the behaviour of vulnerable groups of students and make comparisons, both nationally and with other groups within the school.

The Headteacher will report annually to the Governing Body on the number of exclusions (fixed term and permanent) and reasons for them, analysed in line with the main equality categories e.g (gender, ethnicity, age (year group), disability, SEN. CiPC). Levels of exclusion will also be reviewed by the Governing Body against borough and/or national figures, if available.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to help maintain high standards of behaviour. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Policy Foundations**

At Pinner High School every student should be taught in an atmosphere that permits them to gain maximum benefit from every lesson.

To achieve this, a Behaviour for Learning Policy has been developed which seeks to give rewards for positive behaviour and sanctions for poor choices of behaviour.

The Pinner High School Behaviour for Learning Policy is built upon:

- Clear expectations of good behaviour
- Quality First Teaching
- Use of praise and rewards
- Consistency throughout the school community □ Clearly defined consequences for poor behaviour.

Parents and carers will be informed of their child's behaviour – good and bad. In the most serious cases, students may be excluded, and parents/carers will be invited into school to discuss the situation.

The Pinner High School Values underpin this policy, and the conduct expected of all students. The Values are grouped in three sections:

- **Myself:** Kindness, compassion, integrity, balance, respect, trust
- **My School:** Creativity, enthusiasm, resilience, flexibility, dedication, perseverance
- **My Community:** Responsibility, collaboration, open-mindedness, confidence, adaptability, courage

Bringing life to these Values means that good behaviour is the responsibility of all in the school community – parents, staff, governors and students.

## **Staff demonstrate these Values by ensuring they:** Abide

by the Home School Agreement

- Provide a safe, ordered and caring environment in which the students are happy
- Value all the students equally
- Foster a belief in all students of their own worth and ability, always encouraging them to achieve the very best that they can, both in and out of the classroom
- Set high standards of work and behaviour
- Regularly set, mark and monitor homework
- Inform parents/carers of student progress on a regular basis, particularly through reports, at Parent Consultation Evenings and other meetings, in order that they can be fully involved in their child's education
- Keep parents/carers informed and involved in school activities. Parents may be informed of activities by phone call, email or letter.

## **Students demonstrate these Values by ensuring they:**

Abide by the Home School Agreement

- Attend the school on time each morning (maintaining an attendance figure of as close to 100% as possible) and be punctual to all lessons.
- Bring the correct equipment each day including as a minimum:
  - 2 black pens
  - 2 pencils
  - A rubber
  - A sharpener
  - A ruler
  - A green highlighter
  - A green pen
  - Colouring pencils
- Take pride in your appearance by wearing your uniform correctly.
- Have high standards of presentation and pride in your work
- Always complete homework to the best of your ability, and by deadlines
- Leave lessons in an orderly manner, only when dismissed by the teacher
- Immediately start learning on arrival to each lesson and participate fully in all learning activities
- Always respect the learning environment and other learners
- Respect your teachers and follow staff instructions first time
- Speak and listen politely to other students, and always aim to encourage others
- Respect other cultures, beliefs and lifestyles, never engage in any sort of bullying, and promote tolerance
- Keep the school clean and tidy, and respect the school's buildings, resources and equipment
- Conduct yourself courteously by holding doors open for each other, and welcoming visitors
- Participate as much as possible in extra-curricular activities, wider house and school events, and undertake the Head's Challenge
- Interact responsibly in the community including on journeys to and from school including when on any public transport

**Parents demonstrate these Values by ensuring they:**

Abide by the Home School Agreement

Support the school Behaviour for Learning Policy

- Support the school in a constructive and positive manner
- Ensure their child attends school punctually and regularly and to communicate with both the form tutor and/or the attendance team over the reasons for any absence
- If a student is late to school (after 8.25am) they will be placed in a late detention. If a student is late twice in a week they will have a P7 reflection detention on a Friday after school.
- Ensure their child has the correct equipment with them each day
- Ensure their child wears the correct school uniform. Any student without correct uniform, including shoes, will be provided with a school replacement which they will need to wear until they have been able to provide their own replacement.
- Attend Parent Consultation Evenings and other meetings where requested to discuss their child's academic progress or pastoral welfare

- Engage with school events to remain fully involved in their child’s education
- Support and encourage their child when completing homework
- Utilise Sims Learning Gateway to keep appraised of their child’s progress in key areas
- Support all school policies including the behaviour policy which allows their child to be kept for a 15 minute on the day detention.
- Inform the school of any medical or special educational needs and providing the school with any necessary medication or resources needed to support their child.

**Behaviour Ladder**

We feel it is important that all students recognise there are consequences for both positive and negative conduct in school and these are outlined below.

	<p><b>End of Year Prizes</b> Subject, Trustee, Governor and Head Teacher Awards</p>
	<p><b>Half Termly Assembly Awards</b> Attendance and Pinner High Values Awards</p>
	<p><b>Positive Praise Cards and Phone Call Home</b></p>
	<p><b>Outstanding work in lessons</b> Star of the Week</p>
	<p><b>House Points</b></p>
	<p><b>Placed on Praise</b></p>
	<p><b>Every pupil starts every lesson here</b> Full Uniform, Equipment, On Time and Ready to Learn</p>
	<p><b>Teacher Warnings on Concern</b> Two warnings 15 minute break detention</p>
	<p><b>Additional Class Teacher Interventions</b> Removal to Shadow Timetable, Phone Call Home, Change in Seating Plan</p>
	<p><b>Head of Faculty if persistent in subject, HOY monitor across subjects</b> HOF Detention, HOF Report, Form Tutor Report</p>
	<p><b>HOY Restorative Detention on a Friday P7</b> HOY Report</p>
	<p><b>Internal Exclusion</b> Assistant Head Report</p>
	<p><b>External Exclusion</b> PSP Plan in Place</p>

**Rewards and Consequences of Positive Conduct**

Teachers should take every opportunity to celebrate success through praise, being positive, giving rewards when appropriate, publicising positive things on notice boards, assemblies,

school publications, displaying students' work, communicating this to parents via e- mail, or letter and the wider community, if appropriate.

All positive information should be recorded by the person giving the award on SIMS. Students accrue House Points each year, and will be rewarded as follows:

- Bronze Award: 25 House Points.
- Silver Award: 75 House Points
- Gold Award: 150 House Points

The numbers of House Points required for each level will be reviewed from time to time and may be adjusted by the Headteacher.

### **Sanctions and Consequences of Negative Conduct**

The emphasis is on cause and effect. The responsibility for avoiding the consequence lies with the student. All 'warnings and sanctions are logged on SIMS and are available for parents through the SIMS learning gateway.

Students may also be given community service such a litter picking for behaviour which shows a lack of respect to the school community and environment.

Detentions are notified to parents/carers via email, phone call or letter.

	<p><b>Teacher Warnings</b> Two warnings, SIMs recorded, 15 minute break detention</p>
	<p><b>Additional Class Teacher Interventions</b> Removal to Shadow Timetable, Phone Call Home, Change in Seating Plan</p>
	<p><b>Persistent Misconduct (In three or more lessons in a row, and three or more subjects)</b> HOF Detention, HOF Report, Form Tutor Report</p>
	<p><b>SLT/ HOY Restorative Detention on a Friday P7.</b> Class Teacher to have restorative conversation with pupil. HOY Report.</p>
	<p><b>Internal Exclusion</b></p>
	<p><b>External Exclusion</b></p>

Some conduct will result in a day of Internal Exclusion without the need to progress through the lower consequences. These behaviours may also result in Exclusion depending on their severity, as judged by the Headteacher. The list is not exhaustive. Some examples are:

- Truancy
- Dangerous or abusive behaviour
- Disturbing examinations or detentions
- Bullying
- Verbal or physical aggression
- Misuse of the internet
- Racist, sexist or homophobic behaviour

Exclusions may only be given by the Headteacher or the Acting Headteacher in their absence. Exclusions are given for serious misdemeanours, either for a one-off serious offence or for prolonged serious misbehaviour. Exclusions may be fixed term, or in extreme cases, permanent. Some behaviour will result in a fixed-term Exclusion without the need to progress through the lower consequences. In some cases where it is deemed appropriate, students will be Managed Moved to another school, usually in Harrow, for a fresh start.

The following offences are regarded as serious enough to merit automatic exclusion (which may be permanent or fixed term) from school. The list is not exhaustive. Some examples are:

- Endangering others
- Physical assault upon another student
- Physical assault upon any member of the school staff
- Threatening behaviour
- Any behaviour that endangers others
- Persistent bullying
- Possession of an offensive weapon
- Persistent sexual harassment
- Persistent racial harassment
- Persistent smoking
- Use of alcohol and/or solvents
- Possession, distribution, or use of illegal drugs
- Deliberate damage of college property
- Deliberately setting off the fire alarm
- Theft
- Swearing or offensive language directed at any member of staff.

Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

### **Intervention**

This is the key to the Behaviour for Learning Policy and is put in place to suit the needs of the individual student at the discretion of the member of staff involved. More serious issues are dealt with by senior staff.

Examples of possible intervention:

- Monitoring a student,
- Contacting parent/carer,
- Meeting with parent/carer,
- Liaising between the student and teacher,
- Putting the student on Report ,

- Moving the student's class,
- Referral to Inclusion,
- Referral to SEN,
- Referral to Headteacher,
- Referral to other agencies: EP, HTS, Careers Advisor, Transition Team, Managed Moves Panel, The Jubilee Academy, Counsellors, Alternative curriculum,
- PSP,
- Restorative Justice,
- Fixed Term Exclusion,
- Permanent Exclusion **School procedures**

### **The school day:**

Students are expected to be in school by 8.25am each day. Any student arriving after 8.25am will be marked as late and will attend a break detention. Any student who is late twice or more in a one-week period will have a 45-minute detention on a Friday afterschool.

Students may not leave the school premises at any time during the working day. Students may not use the school premises during the evenings, weekends or holidays, except for official supervised activities.

### **Absence:**

Holidays during term time will not be authorised. Absences should be notified to the school on the first day. Absences known in advance should be requested by letter beforehand. After any absence a note is required from the parent giving the reason.

Students attending dental appointments etc. must show a card or letter to the form tutor.

Students taken ill in school will only be sent home at the discretion of the Student Support Officer and after a parent or carer has been contacted.

Students needing to leave the school premises for any other reason should be collected by an adult and signed out at Reception. They must sign in on their return.

### **Personal Property:**

Students are expected to provide their own writing and drawing instruments and equipment for practical lessons. The correct equipment in working order must be brought to every lesson. Please see the equipment list to ensure your child has the correct equipment for school.

Students are not to bring items of value into school and any money must be kept on the person at all times.

Students are not to bring chewing gum or energy drinks into school. If students are found with these items they will be confiscated and not returned. Students found chewing gum in school will be given a 30-minute community service duty.

The school accepts no responsibility for valuables, mobile telephones, personal listening devices or any electronic equipment brought onto the premises. Valuables lost or stolen on the premises will not be investigated.

Mobile phones and other handheld devices should be kept at the bottom of bags, at the owner's risk, and should not be seen or heard on school premises at any time, in corridors, lessons, playgrounds or anywhere on the school grounds.

If mobile phones or handheld devices are seen or hear they will be confiscated and parents will be asked to come in to school to collect them at the end of the following day. If they are unable to do so, the item will be returned after school on the soonest Friday.

Students must not bring into school anything which may be a risk to health or safety.

Items such as matches, lighters, cigarettes, fireworks, weapons, alcohol, narcotics etc. will be confiscated on sight, whether being used or not, and returned only to a parent or guardian.

Bringing a controlled or illegal substance onto the school premises can result in an exclusion.

All personal property is brought at the owner's risk and should be clearly labelled. Lost property should be handed to, or retrieved from, the Welfare Assistant.

**ICT:**

All students must comply with the school's ICT Acceptable Use Student Contract.

This Policy takes account of other relevant policies and applies at all times when students are on school premises or engaged in school activities, including: the school day, morning and lunchtime breaks, the journey to and from school, off-site activities, out-of-hours activities and any other school related activity.