

PINNER

HIGH SCHOOL

Policy	Behaviour For Learning Policy
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Reviewed By	Deputy Headteacher Pastoral
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Statutory/Non Statutory	Statutory
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Behaviour for Learning Policy

Aims of the Policy

The aims of this policy are to:

- Promote the 'Pinner High School Values' by showing what is meant by 'good behaviour' to all members of the school community.
- 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.
- 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.
- Ensure that all staff have an important role to play in encouraging good behaviour.
- Ensure that students, staff and parents have a clear understanding of the consequences of poor behaviour.
- 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.
- 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 (SEND, CiPC, bereaved, 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.

They 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 at least 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, the Behaviour for Learning Policy 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 that they:

- 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.

Students demonstrate these Values by ensuring that 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;
- take pride in their appearance by wearing their uniform correctly;
- have high standards of presentation and pride in their work;
- always complete homework to the best of their ability, and by agreed 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 their 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 all the academy's buildings, resources and equipment;
- conduct themselves 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.

Parents demonstrate these Values by confirming that they will:

- abide by the Home School Agreement;
- support the school Behaviour for Learning Policy;
- support the school in a constructive and positive manner;
- ensure that 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;
- ensure that their child has the correct equipment with them each day;
- ensure that their child wears the correct school uniform;
- 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 apprised of their child's progress in key areas;
- support all school policies.

Rewards

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 to 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.

Staff will be encouraged to award achievement points and record them on SIMS.

Staff will also award a 'star of the lesson' and record this on SIMS.

HOY's will celebrate these successes in weekly assemblies and will award 'fast-track' passes and certificates for those with the highest number of achievement points.

Consequences

At the heart of the Behaviour for Learning Policy is a series of 'consequences'. The word is carefully chosen – if students break the rules there will be a consequence. The emphasis is on cause and effect. The responsibility for avoiding the consequence lies with the student. The C plus a number, refers to the level of intervention. All 'Events' and 'Outcomes' are logged on SIMS and are available for parents through the SIMS learning gateway. Detentions are notified to parents/carers via text message.

C1 = First formal warning; uniform infringement

C2 = Class teacher intervention.

C3 = Lunchtime Detention for behaviour, (usually only when C1 and C2 have already been issued), and for Lates. Lunchtime Detention may also be given to students who breach the school's behaviour rules outside of the classroom. The list is not exhaustive. Some examples are:

- Persistent poor behaviour around the school
- Being out of class without permission
- Persistent uniform infringement

C4 = Removal from lesson if student is preventing the learning of others from taking place, or for a one off serious incident in the lesson. This will also involve the Head of Department and Head of Year.

C5 = Isolation. Isolation will be given by the Headteacher for serious breaches of school rules. This will mean spending a full school day in the Isolation Room with supervised break and lunch times. Work will be provided. Some behaviour will result in a day of Isolation 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

C6 = Exclusion. Exclusions may only be given by the Headteacher or the Acting Headteacher in his 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 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 including upskirting
- 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
- Working with a learning mentor
- 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, Isolation, Restorative Justice, Fixed Term Exclusion, Permanent Exclusion.

School procedures

The school day:

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 Welfare Support Officer and after a parent or carer has been contacted.

Students needing to leave the school premises for any other reason should sign out at Reception and sign in on their return. Students in Years 7-9 must be collected from school if they need to attend an appointment.

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.

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

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.

Infringement of this rule will mean that the phone or other device will be confiscated and parents will be asked to come into 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, e-cigarettes, fireworks, weapons, alcohol, drugs and narcotics etc. will be confiscated on sight, whether being used or not, and returned only to a parent or guardian.

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.

This policy shall be monitored and shall be reviewed not less than every 2 years.

Deputy Head Pastoral

March 2021