

Behaviour for Learning Policy

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Intended Audience

Intended Audience	Intended Method of Distribution
Governors, Staff, Students, Parents/Carers	Shared Google Drive, Website

AMENDMENT TRACKER

Name of reviewer: James Loten

Date of review: September 2019

Summary of all changes being proposed in this policy review:

Head of Learning Community/Assistant Head of Learning Community replaced by Head of Year/Assistant Head of Year

Behaviour for Learning Policy (BfL)

The primary aim of this policy is to ensure that all students are able to work without disruption and all members of the school community are treated with respect.

Expectations

We want students to feel safe, comfortable and confident enough to take responsibility for their learning. This means that we have certain expectations of them during lessons, outside the classroom and in the community.

Student Expectations

Before the lesson

Students should:

- Be dressed in full school uniform, including correct school shoes and any non-uniform items removed.
- Make sure they have all the equipment and other materials they need for the lesson.
- Complete all homework tasks set to the best of their ability and bring them to school before the deadline.

At the start of the lesson

Students should:

- Arrive at the classroom on time.
- Enter the room calmly and sit where the teacher directs.
- Get out all the equipment that they need for the lesson

During the lesson

Students should:

- Get involved and make the most of their learning.
- Follow the instructions given by staff.
- Treat the learning environment and everyone in it with respect.
- Complete the tasks to the best of their ability.
- Make sure they ask the teacher for help, if they are not sure what to do.

At the end of the lesson

Students should:

- Make sure they know what to do for homework
- Return any equipment to its correct location.
- Clear away any rubbish and leave their area tidy
- Reflect on what they have learned during the lesson.
- Leave the lesson when dismissed in an orderly manner.
- Move around the school in a safe and calm manner, following the appropriate directional signage.

Between lessons

Students should:

- Move directly to the next lesson and not use it as a time to meet friends; there is no excuse for lateness.

Around the school

Students should:

- Take responsibility for keeping the school clean, safe and tidy.
- Think carefully about their actions, to avoid accidental damage or injury.
- Be courteous to others.
- Follow instructions given to them by all staff.
- Remove non-uniform items when entering the school building, including coats, scarves, hats and sweatshirts.
- Not swear or use abusive language.
- Remember violent or intimidating behavior will not be tolerated.

In the Community

Students should:

- Remember that whilst they are in uniform they are representing the school.
- Ensure that their actions do not bring the school into disrepute.
- Be courteous and polite to everyone in the community at all times.

Rewards

Teachers can award students VIVO points every day for meeting various criteria, such as:

- Being dedicated to learning and achieving
- Outstanding homework
- Being supportive to others
- Leading by example
- Showing respect
- Working together
- Excellent attendance
- Helping at school events
- Having the correct equipment

..... and much more. Vivo points can be used to 'jump the queue' or buy food in the Lighthouse, to pay for their prom ticket or to buy items in the Vivo-me store.

Attendance Rewards

HDHS aims to provide a caring environment where individuals develop their full potential and their achievement is celebrated. It is our expectation that all students attend every day when the school is open.

- Students with 100% attendance each fortnight are awarded 10 Vivo's.
- Students with 100% attendance each half term will be recognised in rewards assemblies and entered into a Community prize draw.
- Students with 100% attendance at the end of the academic year will receive a special prize and certificate at the School's prize giving.

Subject-based Rewards

In addition, subjects use additional incentives and rewards to encourage hard work and effort.

This is to be read in conjunction with the HDHS Tutor Guide and the HDHS: Roles and Responsibilities for Behaviour Diagram. All sanctions will be reasonably adjusted in light of staff awareness of SEND issues. This will be done in consultation with the Senior Assistant Headteacher, Assistant Headteacher: Executive SENCO, Deputy Headteacher: Behaviour, Welfare and Achievement and/ or Headteacher.

Level of action	Actions/ responses	Description of response and triggers
Verbal Warning and/ or short restorative conversation.	All behaviour that disrupts the learning in the classroom should receive a verbal warning in the first instance and a reminder of classroom expectations. There may also be a need to speak to the pupil at the end of the lesson (briefly) to reaffirm the message. This, however, is optional.	<p>Not being ready to learn:</p> <ul style="list-style-type: none"> ● Not having the right equipment (this need not be a sanction but a reminder; use professional judgement to avoid creating an issue which might escalate.) ● Calling out ● Disrupting the learning others - chatting/ turning around/ inappropriate noises ● Incorrect uniform ● Not following classroom procedures ● Not having the correct attitude ● Not seated in the correct place - according to the seating plan on Go4schools ● Homework not handing in (first/rarity) escalated higher if repeated and appropriate ● Chewing gum ● Lateness ● Inappropriate language but not to the level of verbal abuse ● Arguing (low level) with staff ● Phone/earphones out in lesson (first/rarity). If a student hands this into the teacher at first time of asking it can be returned at the end of the lesson. ● Poor conduct in corridors (pushing, shoving, running) <p>This is not an exhaustive list - any behaviour that interrupts learning a student should receive a warning about.</p>
Level 1: C1	During lesson:	Escalation or no improvement of any behaviours above.

	<p>Suggested (but not compulsory): Record C1 on board.</p> <p>Compulsory: Reminder of classroom expectations.</p> <p>After lesson: The incident is recorded on G4S by the teacher under the category C1. Homework/uniform is recorded under C1 homework/uniform as appropriate.</p> <p>Optional: May include student staying behind for up to 5 minutes for a restorative conversation where the student is given time to reflect on the behaviours demonstrated from the list above.</p>	<p>As above except:</p> <ul style="list-style-type: none"> ● Homework not handing in after missing deadline and student not bringing homework to the next lesson/deadline ● set by teacher.. ● Phone/earphones out in lesson again in future lessons. If a student hands this into the teacher at first time of asking it can be returned at the end of the lesson.
<p>Level 2: C2</p>	<p>During lesson: Suggested (but not compulsory): Record C2 on board.</p> <p>Compulsory: Reminder of classroom expectations.</p> <p>Optional: A cooling off period of 2-3 minutes outside the classroom maybe necessary, with classroom door open.</p> <p>After lesson: The incident is recorded on G4S by the teacher under the category C2, comments on the exact behaviour exhibited</p> <p>Teacher intervention (up to 10 minutes at break, lunch or after school) - at a time determined by the teacher in line with their workload (but ideally as soon as practicable).</p> <p>Text facility available for teacher to contact parents. This is not compulsory.</p>	<p>Escalation or no improvement of any behaviours above.</p>
<p>Level 3: C2+ Safe Room or any type of formal removal from lesson.</p>	<p>During lesson: Suggested (but not compulsory): Record C2+ on board. Student is sent to work in a removal room.</p> <p>Run by Head of Year, HOF, TLR holders and any staff that would like to volunteer.</p>	<p>Escalation or no improvement of any behaviours above.</p> <p>HOD/HOF/TLR holder/colleague called to support with removing student if needed. A TA or another student could be sent to ask for another teacher.</p>

	<p>After lesson: C2+ detention is booked by Student Services. This is a 30 minute detention. The teacher attends for R&R conversation.</p> <p>If a student has 2 C2+ in one subject the teacher needs to make a phone call to parent/carer to discuss behaviour and progress.</p> <p>Failure to attend C2+ = C3 for the following day.</p> <p>If a student gets 2 C2+ in a day across the school they will receive an automatic C3 the following day. monitored by SS/Head of Year.</p> <p>If a student has 4 C2+ in a subject a faculty report and meeting with HOF is issued.</p> <p>If there is an issue within the faculty only, a faculty report is given and monitored by faculty Head.</p>	<p>If student defies 2nd member of staff call Patrol. For any students patrol is called for a C3 is set immediately.</p> <p>Other behaviours straight into C2+:</p> <ul style="list-style-type: none"> ● Refusal to hand over mobile phone ● Swearing at peers or extreme inappropriate language. ● Ignoring staff and walking away ● Serious disruption to learning ● Arguing with staff ● Inappropriate sexual comments <p>Community/Out of class:</p> <ul style="list-style-type: none"> ● Repeated incorrect uniform ● Losing report or forging signatures ● Out of bounds ● Truancing - C2+ once and persistent truancing C3 ● Repeatedly late for school ● Poor language being used on the school grounds ● Poor conduct in the canteen ● Poor attitude/behaviour in the canteen ● Dropping litter ● Defiance of canteen or break duty staff ● Any incident deemed inappropriate by the Head of Year
<p>Level 4: C3</p>	<p>Whole school detention (WSD) the next day. (60 minutes after school).</p> <p>Run by Head of Year, HOF, TLR holders and any staff that would like to volunteer</p> <p>Unsuccessfully completed / absence = SLT 90</p> <p>Unsuccessfully completed again = Isolation</p> <p>After 5th C3, the student is automatically put into isolation, and parents/ carers will be invited to a meeting to discuss student's place at the school.</p> <p>If more than one C3 is given in a day, the student is withdrawn and placed with the relevant Head of Year/ Assistant Head of Year/ Assistant Headteacher/</p>	<p>As above except in cases determined by HOF/Head of Year where C2+ is having no impact.</p> <p>Other behaviours straight into C3:</p> <ul style="list-style-type: none"> ● Not turning up to the C2+ ● Harmful or threatening others ● Total defiance to any member of staff in or out of lessons ● Bullying (including cyber-bullying) ● Refusal to attend Safe Room / disrupting class in the Removal Room. <p>If student refuses or defies Safe Room, patrol (as per preplanned rota) will be called to withdraw the pupil and an automatic C3 will be served as designated by the HOF or Head of Year.</p>

	Deputy Headteacher (or combination thereof) for the remainder of the day. If parents can be contacted, they will also have a same-day C3 SLT 90 minute detention with SLT.	
Level 4+ / C3+	SLT 90 minute detention. Unsuccessfully completed = Isolation; Unsuccessfully completed again = isolation or FTE at the discretion of DH/ HT.	For any pupil receiving 2 C3s in the same day and any other offense deemed to be just short of the isolation. SLT 90 minute detentions are issued in discussion with SLT line managers.
Level 5: C4	Isolation Unsuccessfully completed = repeated the next day Unsuccessfully completed again = fixed term exclusion.	<ul style="list-style-type: none"> ● Second unsuccessful C3 ● Swearing at members of staff ● Racism ● Homophobia ● Aggressively defiant disobedience ● Vandalism ● Theft ● Malicious allegations against staff ● Repeated failure to follow school rules ● Misbehaviour off-site which could disrupt the orderly running of the school, pose a threat to another student or member of the public or adversely affect the reputation of the school (while on a school trip, travelling to and from school, wearing school uniform or in some way identifiable as a student at HDHS) ● Smoking, possessing smoking paraphernalia and/or being the presence of smokers (including vapes or e-cigarettes). <p>Internal isolation will be used at SLT's discretion to manage specific incidents. Admission to isolation is via the Senior Assistant Headteacher.</p>
Level 6: C5	Fixed Term Exclusion	<ul style="list-style-type: none"> ● Failure to complete a successful isolation ● In possession of a potential weapon or an article that has been or is likely to be used to commit an offense, cause personal injury or damage property ● In possession of an item deemed banned by the school (including drugs, alcohol, etc) ● Repeated failure to follow school rules ● Vandalism (criminal) ● Any action deemed to bring the school into disrepute or adversely affect the school's reputation ● Any incident involving the need to call the police.

		<ul style="list-style-type: none"> • <p>OR: any repeated offense judged to be deliberate, pernicious or premeditated in the judgement of the DH/ HT.</p>
Level 6: C5a	Exclusion to another SIGMA School for up to 5 days.	<ul style="list-style-type: none"> • Deliberate setting off of the fire alarm. • Persistent (potentially dangerous) defiance and any behaviour contrary to the health and safety of the school. Via HT only.
Level 7: C6	PSP/ Managed Move/ Referral to NEECA/ permanent exclusion	<ul style="list-style-type: none"> • For a one-off serious offence • Repeated disruptive behaviour • Repeated failure to follow school rules or following involvement of SLT outside agencies.

NB: SLT reserve the right to amend, remove and/or alter the position of an offense with this scale at their discretion.

NB: Staff need only log the highest level action in any given sequence. For example, if C1 and C2 have already been issued then a subsequent C3 would be the only event recorded.

Intermediary actions:

In order to inculcate a culture of restorative justice and to encourage pupils to reflect on their behaviour and its consequences, the following actions will mitigate a level of sanction (at the discretion of the sanctioning member of staff):

- plausible and sincere verbal or written apology within 5 hours or the next morning.
- work completed or redone.
- positive public action (tidying, helping, putting right any damage, etc.)
- stopping escalation through peer influence.
- investigation reveals the behaviour was unintentional or accidental (and thus without malice or intent.)

In such cases, a sanction can be taken down a level. If unsure discuss with your line manager.

At levels 2-3 a time for change sheet (attached) must be completed and handed to the relevant Head of Year for review and filing.

At level 4 a reflection sheet will be completed (same as existing C3 sheet).

J. W. Loten

Harwich and Dovercourt High School
Time for Change Sheet:

To be used for behaviour levels 2 and 3 (i.e. C2 and C2+). Please complete and return to the relevant Head of Year/ Assistant Head of Year.

Pupil name:

Date of incident:

Subject:

Period:

Teacher:

C2/ C2+ (circle one)

What went wrong. What I did wrong.

What I will do differently next time. What I have learned from this event. What I could do instead.

Pupil signature:

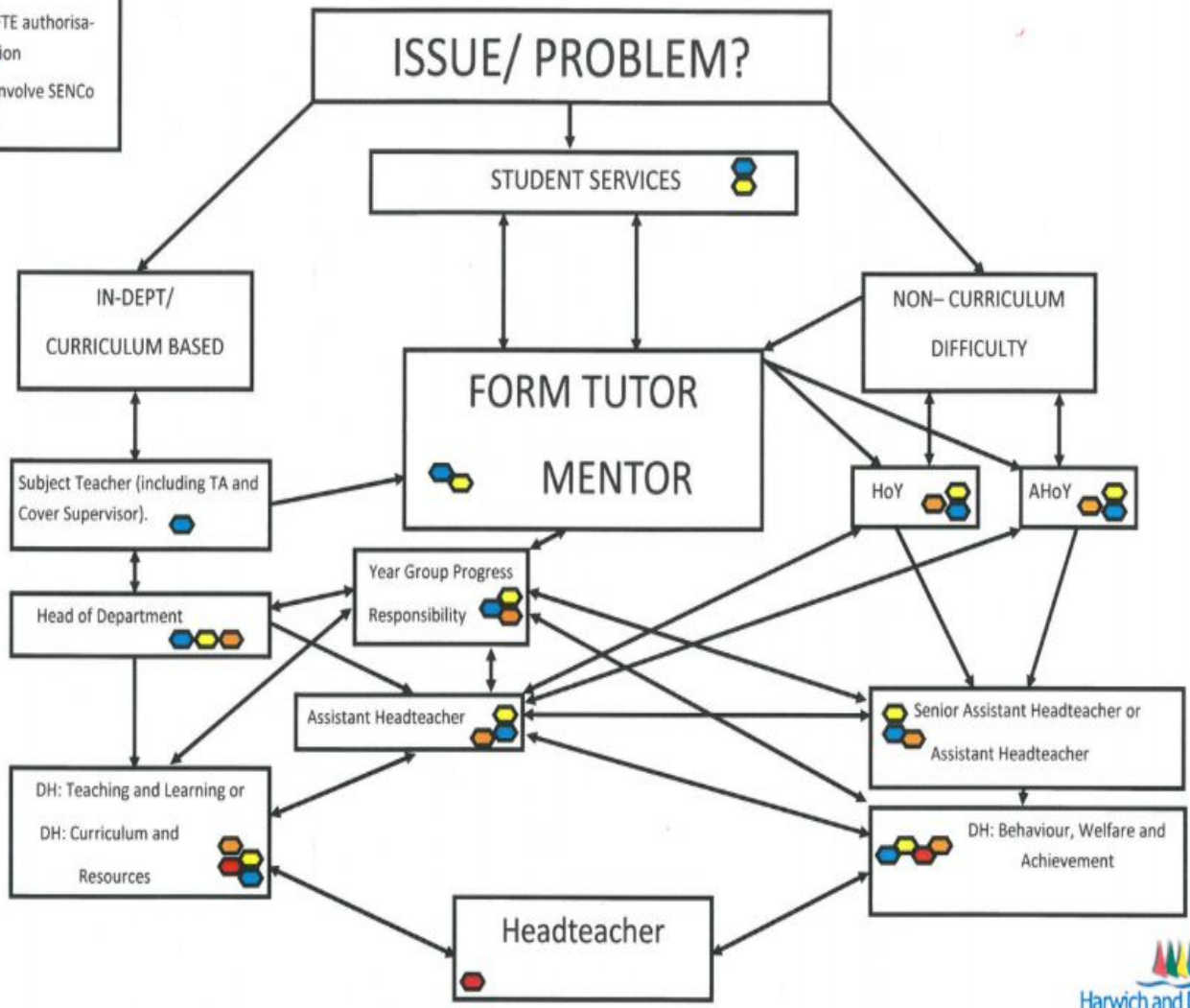
Date:

Teacher signature:

Date:



Harwich and Dovercourt High School: Roles and Responsibilities for Behaviour
from September 2019



Harwich and Dovercourt High School - Tutor Guide 2018

The aim of this document is to provide tutors at HDHS a guide which they can refer to as a means of assisting them in providing quality Pastoral Leadership.

1. The Role of the Tutor:

“There are two educations. One should teach us how to make a living and the other how to live.” - James Truslow Adams.

The key to doing this is connecting with young people. As professionals we all have different methods of doing this.

What follows are key tasks and expectations that must be fulfilled and also models of good practice that will raise the consistency and quality of the pastoral care we provide to the students we come into daily contact with.

1. Registration:

Registration in many respects is the most important part of a student's day. It is the time to reflect on the previous day and prepare for the coming day. There is a great deal to fit into a short period of time. Good organisation and pace are essential. Clear routines which are consistently followed are critical. Tutoring is a highly skilled and rewarding job that needs as much preparation as any other part of teaching.

- Before briefing – tutors check email for messages relevant to tutor group. Notices tutors are requested to give out should be done on the same day.
- Tutor to be in tutor room to greet students at 8:35am.
- Orderly entrance by students.
- Register done by 8:50am.
- Uniform check – daily.
- Equipment check – equipment to be on desk, daily.
- Diary/ planner checks – planners to be on desk, daily.
- Report card monitoring.
- Tutor activity – as per timetable.
- Tutors to refer to the day ahead and oversee orderly exit.
- Rewards and sanctions applied during this time must be recorded on G4S/ Vivos.

1. Uniform

- As per list in student rules, please check, particularly footwear, correct trousers, ties on and top buttons done up and correct jewellery. Check for facial piercings.
- Use your tutor pack to help.

1. Student Learning Journals

- Learning Journals to be checked and signed on a weekly basis.
- Learning Journals can be used as a communication tool between staff and parents/ carers.

1. Punctuality

- Students to be in school by 8:35am.
- Students to be marked late if they are not ready to start tutor time by 8:35am.
- Students to receive a short (10 minute) break time detention from their tutor if they are late.

1. Attendance

- Tutors are to monitor attendance in the first instance. Notes/ phone calls with reasons for absence are to be passed on to Attendance Office. If no note is brought in on the student's return, the Attendance Office will request an explanation of absence from the parent/ carer.
- Any concerns regarding length of absence or regularity or reasons for absence should be referred to the Head of Year/ Assistant Head of Year or Attendance Office.

1. Go 4 School (G4S)

- All events are to be logged on G4S.
- Tutors are to monitor and refer to the weekly attendance updates regularly.
- Positive achievements must be recognised, rewarded and displayed in the tutor room.
- Tutors to put in place and monitor report cards for students who receive repeat negative events.

1. Referral to Head of Year and Student Services

There are a number of referral routes which need to be used in your contact with your tutees.

Your Head of Year/ Assistant Head of Year are your first and most obvious referral point. The Head of Year/ Assistant Head of Year should be notified in the following instances:

Punctuality – the child has failed to respond to the interventions you have put in place, i.e. detentions, phone call home, parental meeting.

Attendance – the child continues to have a poor pattern of attendance and the intervention strategies you have put in place do not appear to be working.

Behaviour – you have noticed a large number of negative events on G4S or you are receiving incident reports from a number of curriculum areas.

Report Cards – the child has failed to meet the targets on their tutor report cards.

The school also has a number of other support services: counselling, behaviour support, academic mentoring. If you feel one of your tutees would benefit from any of these services, please consult with your Head of Year/ Assistant Head of Year, who will then make a referral.

1. Report Cards

- Report cards are to be used for modifying poor behaviour, poor homework submission, attendance (truanting/ lateness to lessons) or other organisational problems that students have.
- Tutors are to use their discretion on the use of report cards and discuss putting pupils on report with the Head of Year.
- Targets should be set that are realistic and to be achieved within a reasonable time frame. Sanctions and rewards are to be considered.
- All reports are to be logged on G4S and given to student services for filing.
- Failure to respond to reports by students is to be discussed with Assistant Head of Year/ Head of Year.
- Copies of all reports are available from the relevant Head of Year.

1. Tutor room and tutor room notice board

Organise a seating plan for students, which can be adapted and adjusted as necessary as you go throughout the academic year. Let your Head of Year have a copy of the seating plan (or share it via Go4Schools).

If you are absent for any reason, students should know where the tutor time resources are kept and be able to access these so they can continue with the appropriate daily activity.

Every tutor room should have a personalised tutor group display which should incorporate the following:

- Notices
- Timetable of activities
- Rewards
- Vivos updates and league tables
- Attendance and punctuality data updated weekly
- Student work/ individual displays

It is recommended that a couple of your tutees are placed in charge of updating/ maintaining the notice board, sticking up new print outs, etc.

1. Parental meetings

The tutor is the first port of call for any parent and a good tutor will have an excellent working relationship with the families of their tutees. For this to occur, regular contact must be made. This does not mean a daily diet of phone calls and meetings, but effective use of a range of communication tools to maintain contact (planner notes, letter, email, postcards, etc).

Details of all meetings should be written up (succinctly), including all action points and shared via email with relevant staff.

Positive contact is a strategy which will reduce your workload in the long term. Assistant Head of Years will have a range of positive letters, cards and so on. Regular use of these will motivate the students and convince the family that the child is being fairly treated.

If you feel you are unable to resolve the issues which have been raised in a parental meeting, consult either your Head of Year or a member of the Senior Leadership Team.

1. Record keeping

- Tutors are to record all positive and negative events on G4S and Vivo respectively.
- All contact home by letter/ phone must be documented on the relevant record sheet and sent to student services for filing (cc'ing the Head of Year). See attached form.

1. Child Protection

Child protection is the responsibility of every member staff. We must ensure that suspected cases of child abuse (neglect, physical injury, sexual or emotional abuse) are recognised and dealt with as quickly as possible. Mr Loten is the Lead Designated Safeguarding Officer to whom all suspected cases should be reported. Mrs Prior is the Deputy Designated Safeguarding Officer. Mr Garnham, Mrs Finch, Ms Gettings, Mrs McCullough and Mrs Elmer-May are also Designated Safeguarding Officers. They will take further action if required. Every referral is treated with the strictest confidence. The school follows the guidelines of sections 27 and 47 of the Children Act (1989) which states that every school has a duty to assist local authorities and social services in matters of child protection. (Please also see CP Policy.)

1. Tutor Rewards

- The school is keen to reward its students who consistently maintain and adhere to the school's Code of Conduct.
- Rewards are normally given in the following areas: attendance, punctuality, academic progress and acts of community/ good citizenship.
- The tutor can reward students by giving Vivos, positive postcards and letters home, positive phone calls home, certificates and praise cards.

1. Social and Moral Development

Form tutors have a central role in enabling the social and moral development of their tutees.

Social and moral development refers to students' knowledge, understanding, intentions, attitude and behaviour towards others and in relation to what is right and wrong. The word "moral" is concerned with fundamental judgements and precepts about how we should behave and act as well as the reasons for such behaviour. As they develop a sense of morality, students should become more able to explore the place of reason in ethical matters and acquire value systems which are their own rather than simply received uncritically from others.

1. Assemblies

- Students line up outside of the hall in silence.
- Staff arrive promptly with students to supervise and lead them into the hall as directed by their Head of Year.
- All uniform is checked and coats, gloves and hats are removed.
- Do not given out letters and notices at the start of assembly; remain focused on the students to minimise any possible disruptive behaviour.
- At the end of assembly, keep students in silence until they are to be dismissed and ensure an orderly exit from the hall.

Additional Notes:

The Tutor Pack will contain:

- The B4L Policy.
- The Uniform Policy.
- Make up remover.
- Nail polish remover.
- 1 spare tie.
- Baby wipes.
- Tissues.
- Spare pens.
- Report cards.



Harwich and Dovercourt High School
Phone/ letter home recording sheet:

Pupil:

Teacher:

Date:

Time:

Purpose of call:

Brief notes on call:

Action required? By whom? When?

Notes for Head of Year/ Assistant Head of Year/ Year Group Progress Responsibility:

Notes for SLT: