Belong... Believe... Achieve...

Islwyn High School

Behaviour for Learning Policy

Reviewed by:

Ratified by Governors: 29th June 2021

Date to be reviewed: 29th June 2023

Signed: **Mr J Hicks**   **Mr G Bryce**
                    Headteacher   Chair of Governors

Policy Statement

Islwyn High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Aim of the Policy

- To create a culture of excellent behaviour.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships with all stakeholders.

Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- promote a consistent approach to behaviour management across the school
- recognise good and excellent behaviour
- positively reinforces behaviour for learning
- promote self-esteem and self-discipline
- teach appropriate behaviour through positive interventions.

IHS's Behaviour for Learning Policy needs to:

- be a simple, clear and consistent framework
- prevent emotional decision making
- encourage professional judgement
- make praise purposeful and appropriate
- address adult behaviour directly
- allow positive professional relationships to support staff

IHS aims to pursue the goal of high quality education for all of our pupils without barriers.

IHS pupils will be supported and encouraged to aspire to:

- work to the best of their ability
- involve themselves in as much school life as possible
- treat others as they would wish to be treated themselves
- to have mutual respect for ALL staff and pupils

IHS endeavours to equip our pupils with the skills necessary for a happy and productive life, able to work with and for others in an ever changing world.

The fulfilment of personal and academic potential will greatly depend upon:

- a guaranteed high level of attendance
- a commitment to school and homework
- an involvement in a wide range of school activities
- behaviour demonstrating respect for self, other, the school and community

For this to be achieved, pupils, teachers, parents and governors need to work in partnership.

Code of conduct

At Islwyn High School our intention is to produce young people who show mature behaviour towards themselves and others.

The policy is based on a system of **REWARDS and SANCTIONS.**

Pupils will be <u>rewarded</u> for exceptional:

- effort
- work surpassing their potential
- making personal contributions to school life

Rewards will be applied fairly, consistently and purposefully by members of staff.

Pupils will be <u>sanctioned</u> if they fail to reach the standards set out in this document and all will be applied fairly, consistently and purposefully by members of staff.

On entering the school ALL pupils and their parents/carers will be required to study carefully the 'Home School Agreement' which clearly outlines the responsibilities of the pupil, the parent/carer and the role of the school. On signing this document, all parties recognise the part each will play in achieving the goal of a high quality education for all our pupils.

The document can be found in Appendix 1.

Islwyn High School rules:

These apply to everyone

- **Be ready to learn**

  Be punctual, make your way straight to lessons

  Bring the correct equipment

  Wear the correct uniform

- **Be respectful**

  Listen to and follow staff instructions without challenge (e.g. adhere to the seating plan)

  No shouting out, do not talk over others

  Do not disrupt the learning of others

  Remain in the classroom, unless authorised otherwise

  Do not drop litter

  Show mutual respect for all

  Address all staff respectfully i.e. Sir & Miss

- **Be safe**

  Walk on the left
  No pushing / running
  Do not walk away from staff
  Conduct yourself safely and responsibly
  Pupils to all enter classrooms and stand behind chairs quietly
  Do not cause damage to school property

"Where pupils feel treated as valued individuals they respect adults and accept their authority".

Consistency in practice:

- Consistent **language;** consistent response: referring to the agreement made between staff and pupils, simple and clear expectation reflected in all conversations about behaviour.

- Consistent **follow up:** Ensuring 'certainty' at the classroom, Head of Department and Senior Management level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating. Adhere to the '5 non-negotiables'

- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour

- Consistent **consequences**: Defined, agreed and applied across the school as well as established structures for more serious misbehaviours.

- Consistent, simple **rules / agreements / expectations**: Referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

- Consistent **respect from the adults**: Even in the face of disrespectful pupils.

All staff will:

1. refer to the mantra '**Be Ready, Be Respectful, And Be Safe'**.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all pupils.
4. Ensure **praise** outweighs anything negative by at least a 5:1 ratio.
5. **Meet and greet** at the door.
6. Be **calm** and give 'take up time' when going through the steps. Prevent sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
8. **Never ignore** or walk past pupils who are behaving badly.

Middle Leaders

Middle leaders, including Heads of Departments and Progress Leaders, are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency towards pupils.

Middle leaders will:

- meet and greet pupils at the beginning of the day
- be a visible presence within departments to encourage appropriate conduct
- support staff in returning pupils to learning by sitting in on reparation meetings and support staff in conversations with pupils
- regularly celebrate staff and pupils whose efforts go above and beyond expectations
- encourage use of Positive Notes and Positive Phone Calls
- regularly share good practice within the department
- ensure staff training needs are identified and targeted
- use behaviour data to target and assess interventions
- make sure that the 'buck stops here'

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency towards pupils.

Senior learners will:

- meet and greet pupils at the beginning of the day
- be a visible presence around the site and especially at changeover time
- celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- regularly share good practice
- support middle leaders in managing pupils with more complex or entrenched negative behaviours
- use behaviour data to target and assess whole school behaviour policy and practice
- regularly review provision for pupils who fall beyond the range of written policies
- be a daily visible presence around their corridor and the site, particularly at times of mass movement
- take time to welcome pupils at the start of the day

Practical steps in managing and modifying poor behaviour:

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps	Actions
Step 1: Caution	● Gentle approach, private, non- threatening, side on, eye level or lower. ● Remind pupils of the expectations for Ready, Respectful, Safe ● State the behaviour that was observed and which rule/expectation/routine it contravenes. ● Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. ● Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.
Step 2: S1	● The learner is asked to speak to the teacher away from the other pupils. ● Boundaries are reset. ● Learners are asked to reflect on their next step, (they are reminded of previous conduct/attitude/learning). ● Learner is given a final opportunity to re-engage with the learning/follow instructions. ● Issue an S1. Record in SIMS / Class Charts.
Step 3: S2	At this point the learner will be referred internally, with work, to another room in the department for the remainder of the lesson. During Covid-19 restrictions the pupil will be supervised by inclusion staff on corridors. A short **Restorative Conversation** should take place as soon as possible afterwards (before the next lesson at the latest). If the incident finishes here, Issue an S2. Record the incident in SIMS/ Class Charts (removing any S1s issued for this incident)

Reconciliation/Restorative Meetings – Scripted Conversation

1. What's happened?

2. What were your choices at the time?

3. Who else was affected by your behaviour?

4. What have you thought since?

5. How can we make this right now?

Rewards:

The **positive** approach to discipline is preferable to the negative approach: encouragement and praise is more desirable and effective than criticism and punishment. Criticism, when necessary, always includes advice on how to improve and is constructive in approach.

Examples of approaches:

- a quiet word with an individual or group of pupils.
- an exercise book comment picking out specific points or ideas that impressed using the format What Went Well (WWW).
- a visit to a Form Tutor, Progress Manager, Head of Department or SLT for commendation, including the Headteacher.
- use of school reports and pupil planners to comment favourably on good work, academic achievement, behaviour, involvement in school or general attitudes.
- recognition boards. (Reflects effort – use the boards to persistently catch learners demonstrating the right attitude to learning)
- positive notes, Phone call home, R1 and R2 on Class Charts.

Sanctions:

In all behavioural actions, it is essential that pupils understand fully that it is their behaviour which is unacceptable, not them as persons. **Restorative** Justice Strategies should be used to ensure that the pupils understand the impact their behaviour has upon others. Sanctions have a learning focus, build relationships and show learners how to take responsibility.

Colleagues may be assured that they will always have the support of senior staff as necessary.

Examples of approaches that should be used in line with the agreed behavioural flowchart:

- S1 and S2 (staff take responsibility for any behavioural issues they witness and implement the appropriate Sanction and record incident).
- restorative/reconciliation approaches to be encouraged and supported by all staff - Classroom teacher, Head of Department, Progress Manager and SLT.
- lunchtime detention
- lesson monitoring sheets
- after school detention
- Inclusion room

Routines for starting and finishing a classroom lesson:

One of the school's agreed "5 Non-Negotiables" for successful Learning and Teaching (as written in the "Learning and Teaching Policy, 2018-19") is:

"Clear routines to start and finish lessons"

- <u>To start</u> – pupils stand behind chairs and equipment is ready for lesson*

- <u>To end</u> – pupils stand behind chairs and are dismissed in an orderly way

*Bell-Work = an immediate starter should engage pupils on entry to classroom

***STARTING** – Meet and Greet*
- The teacher will stand at the door.
  (Able to monitor corridor movement and orderly entry)

- Pupils will enter the classroom   ***No: -coats/hats etc., chewing gum, jewellery, mobile phones***

- Pupils will stand quietly behind seats, with their class equipment ready, and wait for instructions from the teacher.

***FINISHING** - End and Send*

- When given the instruction from the teacher, pupils will stand behind seats, which will be placed under the desk.

- The teacher will stand at the door.
  (Able to monitor orderly exit and corridor movement)

- Pupils will leave the classroom when instructed.

Equipment:

- Every pupil will require a strong bag to carry equipment, sports kit or any other items.

- All personal property should be marked with the owner's name. Valuables should never be brought to school.

- Exercise books and textbooks are provided by the school. These are the property of the school and pupils are responsible for keeping all books safe and in good condition.   Books or other items of equipment that are lost, damaged or defaced must be replaced.

- Every pupil should carry their planner with them at all times.

Classroom equipment:

Every pupil will be expected to provide the following equipment for each classroom lesson they attend.

Every pupil will be expected to provide the following equipment for each classroom lesson they attend.	Equipment for other lessons:
- A black pen - Pencils – lead (and coloured if required) - A ruler & rubber - A protractor and pair of compasses - A calculator (if required) - Pencil case	Other lessons such as Physical Education, Design Technology, and Catering may require specialist clothing or equipment. Pupils must ensure they comply with the subject requirements. ANY PUPIL WHO DOES NOT PROVIDE THE APPROPRIATE EQUIPMENT FOR A LESSON WILL BE SUBJECT TO SCHOOL SANCTIONS.

Out of classroom procedure:

Lunchtime / breaktime incident

Staff on duty will log all incidents on the SIMS recording system regarding the incident that has been dealt with ensuring the resolved/unresolved option is selected. Staff in the senior duty call out will then address the incident.

All staff arrive for duty punctually, leaving their lesson straight after the bell.

All staff to address all incidents observed throughout the day, regardless of circumstances.

Responsibilities:

Pupil	Receive warning - alter their behaviour Relocate to nearest classroom Relocate to inclusion room
Prefects	Follow duty rota Report incidents to duty staff (do not get involved in an incident) Be a positive role model
Administration staff	Provide data to all when needed Filter phone calls and parental requests for relevant individuals by finding out nature of query Parental information emailed to relevant person -no phone calls to pastoral staff during timetabled lessons Parental appointments to be requested according to staff availability No instant appointments (extreme circumstances to pass to SLT) Control / filter senior duty calls - controlled in isolation/exclusion room Co-ordination of behavioural letters
Teaching Assistant/Learning Coach	Supporting positive behaviour with pupil, ensuring engagement in lesson Being a second pair of eyes, behavioural link (positive and negative) Pupil interventions Setting up of mindfulness/support group Supporting in isolation room Supporting teachers in learning and classroom routines Share up to date pupil information with teacher Reward pupils in classroom

Role	Responsibilities
Inclusion Officer	To provide support for classroom teachers whilst being available on corridors Resolve issues if possible To communicate with pupils who have been given a S2 and working in the corridor To monitor pupils who are working in the corridor Liaise with Senior Duty staff as appropriate To send a text to parents when pupils are removed from class Attendance role on SIMS
Teacher/Cover supervisor*	Provide pupil with a caution, if continues verbal S1, restorative discussion with pupil at end of lesson * If behaviour is not altered verbal S2, relocated to nearest classroom * Arrange restorative meeting at next available lunchtime Weekly: at least one positive phone call home Completion of report cards * Call senior duty if pupil refuses to relocate/continued poor behaviour in relocated class Follow up all incidents and record *(Follow up with HOD and record) No pupils to be sent to other members of staff, other than relocation of pupil * Limit number of pupils out on toilet breaks/errands* All behavioural issues to be discussed with HOD*
Form tutor	Every day - marking registers accurately, monitor attendance, make notes in planner, pupil mentoring for absences, checking and logging issues with equipment and uniform compliance and follow up repeated non-compliance with DPM/PM Weekly: at least one positive phone call home Complete other daily form activities Monitor green reports
Head of Department	Follow up S2's given in department that have not been resolved Make phone calls home Monitor S2's - 5x S1 or 3x S2 = departmental monitoring sheet Support Induction of new staff/supply teachers Organise and oversee departmental lunchtime detentions Refer repeat offenders to Progress Manager (completing HOD referral to PM)

Deputy Progress Manager	Monitor amber report cards Monitor attendance 95% and over Any other designated task set by PM Monitor accumulative S1/S2's Cover Progress Manager in absence Attend timetable detention duty Oversee assemblies Inclusion room follow up

Progress Manager	Monitor red report cards Monitor attendance 90% to 95% Monitor accumulative S1/S2's, support middle leaders Leading pastoral meetings team meetings/parental meetings Attend timetable detention duty Liaise regularly with Assistant Headteacher, ALNCo Inclusion Manager for regular meetings Assemblies, middle leadership meetings with AH Inclusion room follow up Any other designated task set by SLT,
Senior duty rota	Patrol school particularly during lesson change over Visit supply staff classrooms Relocate pupils if required Monitor mobile communication e.g. by walkie talkie Ensure absences are covered

Senior Leadership	Follow senior duty rota Support PM with red report card and further intervention Meet with parents after fixed term exclusion Gatekeeper for exclusions Governor panel meetings Duties Support teachers with problematic classes Participate in assemblies
Governors	Link with appropriate department Voicing concerns/issues at governing body meetings Behavioural panels/interviews Be a critical friend to the school

All staff to be supportive of others

Appendix 1- Home School Agreement

ISLWYN HIGH SCHOOL – HOME SCHOOL AGREEMENT		
The school endeavours to:	The pupil agrees to:	The parent agrees to support teachers and pupils by:
Sustain high quality teaching according to the requirement of the National Curriculum	Sustain a high level of effort in order to achieve the best from the Curriculum	Reviewing exercise books and coursework
Be consistent whilst implementing the school behavioural policy	Follow all school policies, which includes mobile phone use, uniform and equipment	Ensuring my child follows all school policies, which includes mobile phone use, uniform and equipment
Provide intervention when appropriate	Follow staff instructions without challenge	Communicating any issues
Create a safe environment for all stakeholders	Navigate the school environment safely and responsibly	Checking and signing pupil planners
Treat its pupils with dignity, respect and courtesy	Treat fellow pupils and all staff with dignity, respect and courtesy	Encouraging and supporting relationships based on dignity, respect and courtesy
	Not disrupt the learning of others	Attending consultation evenings
Set and mark appropriate homework and coursework	Complete classwork, homework and coursework to the very best of their ability	Monitoring regularly their child's achievements/sanctions and homework on Class Charts. Reinforcing rewards at home

Ensure high levels of attendance	Ensure high levels of attendance above 95%	Ensuring high levels of attendance above 95%
Offer quality extra-curricular experiences	Participate in extra-curricular experiences	Supporting extra-curricular experiences
Establish a fair and workable system of rewards and sanctions	Strive to accumulate rewards	Following the school detention procedures(including afterschool)
Signed on behalf of the School: Head Teacher:	Name of Pupil: Signature of Pupil:	Parents /Carer name: Signature of Parents/Carers: