



## Behaviour and Punctuality for Learning Policy 2011

### Key points and summary

1. Harrow High expects the highest standards of behaviour from its learners at all times, in and out of lessons, which will ensure teaching and learning can take place effectively and efficiently to maximise progress.
2. The school believes it is the collective responsibility of the entire learning community to respect each other and work together to maintain high standards of behaviour.
3. This policy aims to:
  - Give clear guidance to staff and learners as to their responsibilities
  - Advise parents on the school's expected standard of behaviour
  - Ensure all adults praise learners
  - Enable all adults to consistently address learner effectiveness
  - Ensure learners are valued and taught how to behave appropriately
  - Set out clear consequences of poor behaviour
  - Support the Attendance Policy
  - Include the exclusion process ratified by FGB

Previous review date: Autumn 2010

Approved by (SLT):

Approved on (GB) 29.11.11

Review date: Autumn 2012

Responsible for review: Jo Lang/Sue Street

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## Responsibilities

### Senior Leaders will:

- Be responsible for creating and sustaining a safe and orderly climate for learning by setting high expectations for learners and staff on the implementation and adherence to this policy and its procedures
- Support and challenge staff to apply appropriate praise that promotes this policy
- Support and challenge learners to acquire, develop and sustain outstanding attitudes to learning
- Ensure that swift action is taken in line with this policy and its procedures in regard to any learner(s) causing persistent and malicious disruption to teaching and learning including at social time and during lesson changeovers after appropriate action first by middle leaders
- Implement action in line with this policy and its procedures to effectively and efficiently manage serious 'one-off' breaches of this procedure that threaten the climate for learning
- Review the BAT (Behaviour and Attendance) report at full SLT meetings to monitor levels of behaviour and achievement points.
- Log incidents dealt with by SLT and ensure follow-up.
- Undertake Learning Walk and ensure incidents are brought to the attention of Head's of Departments and ensure that Heads of Department follow up with an hour detention.
- Be responsible for implementation of actions under the persistent and malicious incidents in the Table of Consequences.

### Curriculum Team Leaders and Heads of Department will:

- Be responsible for creating and sustaining a safe and orderly climate for learning in their curriculum areas by setting high expectations for staff and learners on the management of behaviour and by adhering to this policy and its procedures at all times
- Support and challenge the teachers and adults they line manage and who teach in their curriculum areas to apply appropriate rewards and praise that promotes this policy
- Support and challenge the teachers and adults they line manage and who teach in their curriculum areas to apply appropriate sanctions that effectively address breaches of this procedures (see Table of Consequences)
- Ensure that the 'Safety Net' is always up to date and is used appropriately at all times by the teachers and adults they line manage and who teach in their curriculum areas
- Be responsible for implementation of actions under the persistent incidents in the Table of Consequences

### Standards and Achievement Leaders will:

- Be responsible for creating and sustaining a safe and orderly climate for learning by supporting setting high expectations for learners in their year group
- Support and challenge Curriculum Team Leaders and Heads of Department to apply appropriate praise that promotes this policy
- Provide frequent opportunities to publicly acknowledge and celebrate best and improving efforts within the year group in a way that is meaningful and relevant to learners and which motivates them to hold positive attitudes to learning
- Support and challenge Curriculum Team Leaders and Heads of Department to apply appropriate sanctions in line with this procedure that address breaches of this procedures (see Table of Consequences)
- Take action swiftly in line with this policy and its procedures in regard to any learner(s) in their year group in any Curriculum area after the appropriate action has firstly been taken by the Curriculum Team Leader and Head of Department
- Identify learners causing concern across the curriculum each week, working with a range of staff and external partners including parents to address issues quickly via Inclusive Learning Panel
- Be responsible for implementation of actions under the persistent and malicious incidents in the Table of Consequences.

**Teachers, Form Tutors and Support staff will:**

- Create a safe and stimulating learning environment, setting high expectations for behaviour and learning
- Ensure that they are fully prepared ('fully prepared' means planning and delivering lessons that enable all young people to make good to outstanding progress in a purposeful climate for learning) and on time for lessons
- Meet and greet learners outside the classroom
- Treat all learners fairly and with dignity
- Ensure that the class is not left unattended and unsupported for any reason
- Use positive praise and rewards to raise self-esteem and promote positive behaviours for learning
- Consistently implement the school's regulations on uniform
- Use sanctions and praise in line with the Table of Consequences and move through the ladder of consequences effectively and efficiently as appropriate
- Keep learners in lessons at all times unless authorising them in writing to leave the classroom (authorising requests to use the toilet during lesson time should be extremely rare)
- Be responsible for implementation of actions under the recurrent and one off incidents in the Table of Consequences.

**Staff will:**

- Make sure learners follow the 'Corridor Rules' at all times
- Arrive punctually for duties

**Learners will:**

- Be punctual to all lessons and settle to work quickly
- Wear the Harrow High School uniform correctly at all times
- Ensure mobile phones and electronic devices are not used during lesson times
- Follow the 'Corridor Rules'
- Behave sensibly and respectfully towards staff, each other and school property in communal areas
- Be active learners by:
  - Trying to solve problems before asking for help
  - Listening and contributing in discussion and debate
  - Maintaining a positive and enthusiastic outlook on learning
  - Actively participating in group work
  - Listening to and considering other people's views and opinions
  - Maintaining a mature attitude towards learning, realising its importance and value
  - Treating the environment, teacher and learners with respect and kindness
  - Sharing the responsibility for creating a positive and orderly learning environment
  - Making appropriate choices about behaviour and learning and accepting consequences for inappropriate choices
- Positively represent the school if leaving the school site for lunch (KS 5 only)

**Parents/Visitors will** be welcomed to Harrow High School

The following statement is displayed in reception:

**We undertake to:**

- Treat you with respect and courtesy at all times
- Discuss your concerns and provide you with advice and help
- Act as your guide in education matters
- Maintain confidentiality in what we discuss
- Keep up to date with your child's education

**In return we ask you to:**

- Keep your appointment, or let us know as soon as possible if you can't
- Be nice to our staff! They do their best for you and respond very well to "please" and "thank you"
- Let us know if you have any suggestions or cause for complaint as soon as possible
- Let us know when we have done well

## Rewards System

Learners are commended for good behaviour and may be rewarded in a number of ways including through conversation, through planners or through phone calls home. Rewards underpin good practice in managing behaviour. Some positive strategies to reward and celebrate achievement are written below:

- Positive verbal comments. Do not under estimate this - praise 4 times more than you criticise.
- Written comments in planners and books
- Displays of learners' work throughout the building in classrooms and corridors
- Recognition in Friday letter
- Positive phone calls home
- Letters sent home
- Certificates
- Head Teacher Certificates or Letters where appropriate
- School visits and trips to celebrate and reward learners' achievement
- Half termly achievement assemblies with certificates and achievement badges
- Annual Head Teacher's Honours Event at the end of the year including special certificates, trophies, medals and prizes.

## Achievement Point System

Achievement Points can be awarded to learners in all Key Stages under the following categories;

- Academic excellence
- Achieving and producing good work
- Excellent effort
- Voluntary helpfulness – being a positive member of the school community
- Sporting achievement

In one half term the following criteria apply for the awarding of certificates and badges in the end of half term assembly:

Bronze Award	20 Points	Lapel badge, certificate
Silver Award	30 Points	Lapel badge, certificate
Gold Award	40 Points	Lapel badge, certificate
Platinum Award	50 Points	Lapel badge, certificate

## Form Attendance and Merits

The forms with the highest attendance, the form with the most improved attendance and the form with the most merits will receive a certificate and a form prize and an announcement in assembly. Early lunch passes may also be awarded.

## 100% Club

Learners achieving 100% attendance for the term will receive:

- 100% Attendance certificate
- Entry into Attendance Prize Draw
- Rewards trips (as long as their Behaviour is also 100% perfect)

## Extra Rewards for Key Stage Four and Five

### Prefects and Ambassadors

Learners who have exhibited positive leadership qualities and/or have made a positive contribution to the school throughout Key Stage 3 and 4 are eligible to be considered for Prefect and Ambassador positions. Learners will have to apply in writing and will be selected by a panel of teachers. A Head Boy and Girl will be elected from Year 11. 6th formers will be invited to apply to be senior students/senior prefects.

**Sanctions**

Behaviour that prevents us from achieving our aims is dealt with quickly and effectively. In all cases, staff will use the 'Ladder of Consequence'. This involves giving the learner a first warning, followed by a final warning. If the behaviour continues, a member of staff can issue one or more of the consequences. In very rare cases, where behaviour poses a threat to learners or staff, learners may be escorted, without warning, from the situation. All negative behaviours will be logged on SIMS on the learner's record.

**Late to Lesson/Inappropriate Corridor Behaviour/Red Card Detention**

Any learner who is out of lessons or late to a lesson without a valid note from a member of staff will be issued with a Red Card. The Red Card details the learner's required attendance at a 20 minutes detention at 3.30pm on the same day. The detention is held by a member of SLT. Failure to attend the detention escalates to a one hour detention on the following day. Failure to attend this escalates into a day's internal exclusion (isolation for an entire day in the Student Study Centre under supervision).

**Internal Exclusion/Student Study Centre**

Learners who violate the Ladder and Table of consequence in a serious manner will be placed on internal exclusion within the SSC (Student Study Centre). This is where a learner completes their Classwork in isolation under supervision away from all other learners for a period of half a day or a whole day. Internal Exclusion is an alternative to external exclusion but is no less serious and can be used in certain circumstances in place of an external exclusion.

**Behaviour Points System**

SALs will undertake or ensure the following actions in relation to learners over a six week period.

- 15 BAT points - Tutors will undertake a parental meeting
- 30 BAT points – SALs will call a parental meeting and undertake a PSP with revision of the child's provision (SENCO)
- 50 BAT points will trigger a meeting with the attached senior member of staff and parent/carer.

## Exclusion Process

### Responsibility of staff member on Learning Walk (or DHT/HT in extremely serious cases)

1. Gather witness statements/ other evidence (e.g. CCTV footage)
2. Ensure the learner has an opportunity to give their statement
3. If a decision is not reached on the day due to lack of evidence, parents/carers must be informed that an investigation is being undertaken. If there is a risk of further disruption the following day, action must be taken to prevent this.
4. Consult Local Authority guidance on exclusions to ensure category of exclusion
5. Consult file for previous exclusions
6. The decision to exclude must be made in consultation with HT/DHT (including length of exclusion) taking the 5 day rule into account.
7. The Parent will be asked to collect their son/daughter from school. The learner should remain in internal exclusion until this is possible. In cases where a learner is refusing to obey any instruction or is exhibiting dangerous behaviour, this may be waived.
8. Complete exclusion letter within 24 hours of phone call to parent/carer using the correct model letter.
9. Exclusion letter checked by SLT member and signed by the headteacher.

### Reintegration Process is the responsibility of the relevant SAL and/or attached SLT (where appropriate)

1. Reintegration interview. This should be scheduled when the decision to exclude is made and must involve parent or carer. It is put into the exclusion letter.
2. Reintegration Meeting (Parent, SAL, Form tutor, Learner)
  - Pastoral Support Plan (amended if need be.)
  - Report to SAL for minimum of two weeks
  - Return from exclusion counselling – One hour/week for 4 weeks
  - Follow – up parental meeting after one month. Agree date at reintegration meeting
3. Amendments to curriculum (to be agreed at reintegration meeting if needed)

Options may include (this list is non-exhaustive):

- Part-time timetable for reintegration period
  - Reintegration through the study centre/EAL support
  - In appropriate cases: Potential for outplacement/ work experience/ time at tuition service (see PG to discuss prior to meeting)
4. Monitoring & Evaluation of reintegration process – The One month meeting must ensure that all reintegration requirements have been met or the process may be extended

This process ratified by FGB 19.5.10

**Appendix A**

<b>Table of Consequences</b>	
<b>Persistent and Malicious</b>	<b>Dealt with by SALs and / or SLT</b>
<p>Weekly or more frequently with deliberate intent to harm or disrupt learning, or:</p> <ul style="list-style-type: none"> <li>• Possession or use of illegal substances</li> <li>• Stealing</li> <li>• Assault or Threatening Behaviours</li> <li>• Carrying and/or using weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Log behaviour and record actions on SIMS</li> <li>• Letter and/or Phone call home to arrange meeting with parents/carers</li> <li>• Instant removal from lesson (where appropriate – use of Safety Net in first instance)</li> <li>• Internal Exclusion (where appropriate)</li> <li>• Referral to outside agencies (where appropriate)</li> <li>• Fixed Term Exclusion (where appropriate)</li> <li>• Restorative Conferencing (where appropriate)</li> </ul>
<b>Persistent</b>	<b>Dealt with by CTL and / or HoD</b>
<p>Weekly or more frequently Or If a learner has had to be removed from a lesson by the HOD or Curriculum Team Leader</p>	<ul style="list-style-type: none"> <li>• Log behaviour and record actions on SIMS</li> <li>• Meeting with parents/carers</li> <li>• 1 hour after school Department Detention</li> <li>• Restorative Conferencing (where appropriate)</li> </ul>
<b>Recurrent</b>	<b>Dealt with by class Teacher</b>
<p>Any of the above occurring for a second time in a half term</p>	<ul style="list-style-type: none"> <li>• Log behaviour and record actions on SIMS</li> <li>• Phone call home to give 24 hour notice for detention</li> <li>• 30 minute after school detention</li> <li>• Restorative Conferencing (where appropriate)</li> <li>• *Replacement/repair of damage (where applicable)</li> </ul>
<b>One off Incident</b>	<b>Dealt with by class Teacher</b>
<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Damaging property, facilities or equipment*</li> <li>• Being defiant</li> <li>• Ignoring staff instructions</li> <li>• Being inconsiderate</li> <li>• Disrupting learning</li> <li>• Ignoring rules and regulations (e.g. not wearing uniform correctly, use of mobile phones anywhere on the school site)</li> <li>• Verbal abuse of learners or staff</li> <li>• Storing, sending or displaying offensive messages or pictures (still or moving) using the school's computer network, or bringing into school any devices containing unacceptable text, images (still or moving) or sounds.</li> <li>• Cyber-bullying</li> <li>• Scuffling/Play Fighting</li> <li>• Smoking</li> </ul> <p style="text-align: center;"><b>**Serious One-off Incidents</b></p> <p>Any serious incident which disrupts learning or threatens the safety of staff or learners (this can involve incidents on the way to and from school) <u>including any of the behaviours outlined above</u></p> <p>Attempting or setting light to any material on school site; use of a lighter on school site</p> <p>Any incident involving child protection issues</p> <p>Cyber-bullying</p> <p>Learner to learner verbal abuse</p> <p>Possession or use of illegal substances</p> <p>Stealing</p> <p>Assault or Threatening Behaviours</p> <p>Carrying and/or using weapons</p>	<ul style="list-style-type: none"> <li>• Log behaviour and record actions on SIMS</li> <li>• Contact with home through planner or phone call</li> <li>• 10 minute detention at break, lunch or after school</li> <li>• Restorative approaches (where appropriate)</li> <li>• *Replacement/repair of damage (where applicable)</li> </ul> <p style="text-align: center;"><b>Baseball caps and Hoodies must not be worn in school</b></p> <p style="text-align: center;"><b>**Serious One-off Incidents</b></p> <p>Serious one-off incidents may result in learners being given the following sanctions for breaching the behaviour for learning policy;</p> <p>Internal Exclusion (where appropriate)</p> <p>Fixed-term Exclusion (where appropriate)</p> <p>Permanent Exclusion (where appropriate)</p>

Appendix B

Corridor Rules

The following Corridor rules will be displayed in the main routes of the school;

## **POSITIVE CORRIDOR BEHAVIOUR FOR LEARNING**

1. Move sensibly to lesson on the first bell
2. Only use lockers during break times or before and after school
3. Walk on the left and avoid 'hanging around' – keep moving!
4. Move around the building calmly and quietly - avoid shouting as this disrupts learning
5. Take care of the environment
6. Place all litter in the bins provided
7. Follow all staff requests promptly

**THIS IS YOUR SCHOOL  
TAKE CARE OF IT**

# Behaviour and Punctuality for Learning Policy

