



BEHAVIOUR FOR LEARNING POLICY

2019-2020

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Reviewed by the Greenbank High School Governing Body

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

To ensure consistently impeccable behaviour for learning, leading to academic and personal excellence, all pupils, parents and staff uphold the high expectations outlined in this policy as a condition of entry to Greenbank High School.

The 'Greenbank Way' means that every pupil is expected to:-

- be respectful at all times
- be organised at all times
- show an impeccable attitude to learning at all times.

Greenbank is a Rights Respecting School and strives to support Article 29 "Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people."

Expectations for Impeccable Behaviour for Learning

Travelling to and from school:

- ✓ pupils are ambassadors for Greenbank and should show high standards of behaviour outside school;
- ✓ pupils should exhibit excellent manners at all times helping people by giving up seats on public transport for elders, holding doors open and using 'please' and 'thank you.' Bad language will not be tolerated;
- ✓ rewards will be given for any positive reports given to school.

On entry to school:

- ✓ pupils will be welcomed by staff and praised where appropriate;
- ✓ pupils should show manners and courtesy opening doors for staff, each other and saying please and thank you;
- ✓ remove chewing gum, if applicable, disposing of it in a bin;
- ✓ pupils should walk on the right hand side of the corridor;
- ✓ pupils should arrive in an orderly way via the pupil entrance from 8.00am onwards. Only in exceptional circumstances should pupils use the front entrance;
- ✓ pupils should follow the Student Dress Code;
- ✓ to ensure we are an area that thrives on being interactive and free from personal social media, pupils should not use mobile phones. If brought into school, mobile phones and other mobile devices should be turned off and locked away in lockers throughout the day;
- ✓ pupils should place all bags in their locker to avoid congestion on the corridor. A PE bag containing PE kit may be used.
- ✓ Pupils should be present outside their form room at 8.35am for staff to greet their class and a register should be marked at 8.40am. Pupils arriving after this time should be marked as late.

On Assembly days:

- ✓ pupils will be greeted in the hall at 8.35am by staff leading assembly. Pupils are to remain silent for a prompt start to assembly at 8.40am;
- ✓ registers will be taken at promptly at 8.40am;

- ✓ assemblies will address key Personal Development and Spiritual, Moral, Social and Cultural (SMSC) themes, to encourage reflection and thought;
- ✓ pupils are to put chairs away at the end of assembly.

Personal Development Time:

- ✓ pupils are greeted by and stand up for their Form Tutor until invited to sit;
- ✓ the register is taken promptly at 8.40am to ensure development tasks can commence swiftly;
- ✓ pupils will be praised for high standards of uniform, which is checked against the Student Dress Code;
- ✓ pupils are to be congratulated on excellent punctuality and attendance;
- ✓ pupils' equipment will be monitored to ensure readiness for learning;
- ✓ student planners are to be signed and communication with parents made if appropriate;
- ✓ pupils will fully participate in the activities to support their development as individuals and learners.

All pupils should be able to thrive throughout the day progressing in their learning without disruption. Greenbank pupils flourish with routines.

In lessons a successful Greenbank Learner:

- ✓ lines up quietly outside the classroom until invited into the room;
- ✓ stands behind their chair for the teacher to greet them and start the lesson;
- ✓ is fully prepared with all the correct equipment and resources for the lesson;
- ✓ shows excellent manners, respects and is polite to all people in the room;
- ✓ knows the point of the lesson and what they are learning;
- ✓ knows how to do well and succeed in the lesson and tasks;
- ✓ is able to assess their own work and help others with their work;
- ✓ is confident in showing others good work;
- ✓ looks at their written feedback, corrects misunderstandings and shows their parents/carers;
- ✓ asks and answers questions on and around the topic. May also be able to think about deeper questions around a topic;
- ✓ reviews how they are doing compared to their targets;
- ✓ listens to advice given by the teacher and other pupils in the lesson;
- ✓ will leave lessons only when necessary and with written permission from the teacher;
- ✓ writes their homework in their Student Planner;
- ✓ works hard until the teacher ends the lesson;
- ✓ thinks about the skills they are learning that could be used in another lesson;
- ✓ shows appreciation to teachers and pupils and gives praise to others;
- ✓ smiles!

Educational Visits:

At Greenbank High School pupils will participate in many educational visits ranging from sporting activities to residential visits. Pupils are expected to be ambassadors for the school at all times. Participation in visits is a privilege. Expectations for impeccable behaviour for learning apply to all school activities.

On an educational visit:

- ✓ pupils will listen to instructions at all times to ensure the safety of the group;
- ✓ pupils will show excellent manners and be polite to staff, pupils and members of the public;
- ✓ pupils will abide by the Code of Conduct for the visit;
- ✓ pupils will only use mobile phones under instruction from a member of staff e.g. to communicate a later arrival time home to a parent.

Mobile Phones

Pupils may bring mobile phones to school but they must be switched off (not kept on silent) and kept locked away in lockers during the school day, including breaks and lunchtimes. Research has consistently shown that in the highest performing schools pupils do not use mobile phones, as pupils benefit from the time away from them and the distraction they may bring. In exceptional circumstances pupils and parents can be contacted via the school office.

Phones and other mobile devices will be confiscated if seen by staff. They will be returned at the end of the day and the pupil will be required to attend a detention at the end of the next school day. If this happens more than once the Head of Year will contact home and discuss the way forward with the parent.

Smoking

Smoking including the use of e-cigarettes in school uniform is forbidden. Those who choose to do so, or pupils who are with smokers on the school premises, will receive a sanction issued by a member of the Senior Leadership Team (SLT). It is illegal to smoke on school premises

During Social Time:

- ✓ pupils show the same high standards of respect and behaviour to all staff they meet whether inside or outside the classroom;
- ✓ Pupils practice the 'adults first' rule when using a doorway.

Pupils follow the rules for form rooms which will be displayed in all rooms and monitored and led by the Form Tutor.

Rewards

Pupils are rewarded for excellence according to their ability and participation in school life. These include:-

- ✓ verbal praise from staff inside and outside the classroom;
- ✓ positive parent mail and texts
- ✓ positive written feedback;
- ✓ postcards home from individual members of staff;
- ✓ classroom display and faculty Golden Work display boards exhibiting pupil work;
- ✓ reward blazer badges and house points according to the criteria below;
- ✓ reward assemblies;
- ✓ Awards Evenings;
- ✓ praise letter from the Headteacher for termly attitude to learning and individual acts;

- ✓ invitation to the Headteacher's breakfast.
- ✓ 5 achievement points awarded per week to a pupil who has received no sanction points and has perfect attendance.

See Appendix 1 for 'Criteria for Awarding Reward House Points'

Sanctions

Where a pupil's behaviour falls below the expectations outlined above, sanctions will be put in place to help that pupil learn from their mistake. If unacceptable behaviour is repeated the sanctions will gradually increase, which is called a graduated response, to ensure there is a sustained improvement.

What will happen if a pupil chooses not to follow the Expectations for Impeccable Behaviour for Learning?

Level 1: Unacceptable behaviours leading to one point. With the exception of organisation, where possible pupils should be given a warning first then issued with a point which gives them a chance to adapt their behaviour (warning):

- Organisation: Being out of lesson without a signed planner; uniform; equipment; lateness
- Respect: rudeness to members of the school community; questioning a teacher's decision; answering back; defiance (failure to follow a member of staff's instructions)
- Attitude to learning: Low-level disruption; talking; moving around the classroom without permission; lack of focus; lack of effort; incomplete or no homework
- ATL 2 if on report

Level 2: Unacceptable behaviours leading to two points (detention):

- Having a mobile phone between 8.40 and 15.10;
- Persistent lateness;
- Bringing the school into disrepute;
- Continued defiance;
- Intimidating behaviour;
- 2 level one behaviours in one day;
- ATL 1 if on report.

Level 3: Unacceptable behaviours leading to three points (internal exclusion):

- 3 level one behaviours in one day;
- Failure to attend a detention;
- Failure to understand and show remorse for behaviour which has led to a detention;
- Failure to hand over a mobile phone;

- Inappropriate use of social media;
- Truancy;
- Intimidating behaviour towards another member of the school community;
- Smoking, including e-cigarettes, under suspicion of smoking or associating with other pupils who are suspected of smoking.

Level 4: Unacceptable behaviours leading to four points (2 day internal exclusion, parent meeting, report):

- Swearing at a member of staff;
- Bullying ;
- Act of aggression;
- Damaging school property.

Fire alarm: should a pupil intentionally set off the fire alarm then they will receive a 5 day internal exclusion and attend a compulsory session with the fire brigade.

Behaviour beyond this level will be dealt with on an individual basis and may include: parental meetings, extended internal exclusion, fixed term exclusions; involvement with authorities, e.g. police; potential managed move or; permanent exclusion. Pupils will be placed on behaviour contracts if poor behaviour persists which is implemented by the Head of Year, Senior Leader and parent / carer. Should a pupil fail this then a Pastoral Support Plan (16 week programme) will be administered which can lead to multi agency support and curriculum support.

For those pupils who continue to have repeated episodes of level 3 behaviours, the following escalation procedure is to take place:

	Reason	Communication by:
Internal exclusion 1x	Behaviour / organisation	Form tutor conversation / monitoring / HOY or DOL phone call
Internal exclusion 2x	Behaviour / organisation	Head of Year Intervention / monitoring informal standard letter (1) to be sent home by HOY
Internal exclusion 3x	Behaviour / organisation	HOY Parent meeting support mechanism discussed. Standard behaviour and pastoral form completed
Internal exclusion 4x	Behaviour – contract (4weeks initially) Organisation / referral to mentors completed	HOY behaviour contract or formalised mentoring with parental involvement and form tutor letter (2) HOY and SLT to complete behaviour contract meeting.
Internal exclusion 5x	Behaviour Organisation (SEN support)	Pastoral support plan, parental involvement 16 week programme reviewed 4 weekly SEN involvement HOY meeting with Assistant Head for Behaviour
Internal exclusion 6x	Behaviour / organisation	SLT intervention which could include Early Help or exit strategies. SLT to action meeting with head or deputy head. A written account must take place and added to SIMS / CPOMS information systems.

Detention:

- To take place daily from 3.15pm – 4pm in an allocated area and managed by SLT and DOLs/HOY.
- A text will inform a parent that a detention will take place the following evening and that failure to attend or complete this in a suitable manner will lead to the pupil being removed from lessons.
- Detention is to be a reflection of what the pupil has done wrong, why that rule is in place and how to improve.
- Failing to be on time for detention, work in silence, reflect suitably on their behaviour will lead to a level 3 internal exclusion the following day.
- At the end of the detention, the member of SLT in charge will contact the parents of any pupils who did not attend/complete the detention in a suitable way and explain the removal system and consequences should that not be completed appropriately.

Internal exclusion:

- To operate from 9.00-16.00. Pupils should sign in at reception at 8.55am and will be met by a member of SLT who will escort the pupils to the removal area and supervise for the first 15 minutes.
- In the first 15 minutes, pupils will read the rules of the removal room and complete the first part of a reflection document on why they are there.
- Each pupil will have a laptop where they can access their email to receive information on their work for the day.
- Pupils will be allowed opportunities for comfort breaks during the day outside of normal break times. They will be escorted to the canteen for lunch at 12.15pm
- From 15.15-16.00 pupils will complete a reflection document supervised by a member of SLT to ensure they are ready to re-join the school.

Restorative support:

Parents may be invited into school at any time to discuss their child's behaviour but an invitation will be made if the child has received repeated detentions and has not improved their behaviour. A large emphasis is to be placed on restorative work with pupils, providing a support network to reform behaviour. This can include: focused work and mentoring from form tutor, Head of Year or Learning Mentors, support from the SEND department, emotional health support through counselling, Early Help plans and further agency support.

Detention

What the law allows:

Teachers have a legal power to put pupils in detention and it is clear from this policy that Greenbank High School uses detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- ✓ any school day where the pupil does not have permission to be absent;

- ✓ weekends - except the weekend preceding or following the half term break;
- ✓ non-teaching days - usually referred to as 'INSET days'.

The Headteacher has decided that all members of staff can place pupils in detention, including support staff, as a sanction for poor behaviour.

Parental consent is not required for detentions. Greenbank will always strive to give parents 24 hours' notice for detention outside of school hours to ensure a child's safety or the safety of others if a pupil has a known caring responsibility. Where notice is given it is the parents' responsibility to ensure safe travel arrangements are made even if making these arrangements is inconvenient for the parent.

As with any sanction, a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Where a pupil refuses to behave at lunchtime, following all other interventions, she may be excluded from the premises at lunchtime. Such an exclusion will be formally recorded as a fixed term exclusion. Parents will be required to collect pupils and ensure their punctual return to school.

Pupils' conduct outside Greenbank High School

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Under this policy the Headteacher may discipline a pupil for any misbehaviour off the school premises witnessed by a staff member or reported to the school when the pupil is:

- ✓ taking part in any school-organised or school-related activity or travelling to or from school;
- ✓ wearing the school uniform;
- ✓ in some other way identifiable as a pupil at the school.

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

- ✓ could have repercussions for the orderly running of the school;
- ✓ poses a threat to another pupil or member of the public;
- ✓ takes away the right of others to feel safe eg inappropriate use of social media (in which case it may be appropriate to involve the Police);
- ✓ could adversely affect the reputation of the school.

Exclusion from School

We aim for no pupil to be excluded from school. Where pupils make mistakes in their behaviour they are encouraged and supported to reflect and take responsibility for ensuring a rapid and sustained improvement, supported by parental engagement.

Where improvements are not significant or timely, exclusion may be considered. In addition:

- ✓ persistently poor behaviour for which internal exclusions has been ineffective
- ✓ failure of a behaviour contract
- ✓ violence or verbal aggression will normally result in exclusion from school;
- ✓ the use or supplying of illegal substances in school, or on the way to or from school will not be tolerated. Pupils found in possession of drugs will be given a fixed term exclusion; pupils supplying drugs either free or for money will be permanently excluded; there are no mitigating circumstances;
- ✓ as part of a graduated response a pupil may be excluded for one or more fixed periods or permanently;
- ✓ if further evidence comes to light a fixed period exclusion may be extended or a permanent exclusion may be considered;
- ✓ school has the power to direct a pupil offsite for education to improve their behaviour.
- ✓ all exclusions will be followed by a reintegration meeting to assess the child's readiness for school and any support mechanisms, which might need addressing
- ✓ an exclusion report must be provided by the class teacher / member of SLT issuing the sanction, exclusion letter to be provided to the parent and readmission documentation completed upon re-entry to school.

Restraint

Pupils may be restrained using reasonable force to prevent pupils from:

- ✓ committing a criminal offence
- ✓ injuring themselves or others
- ✓ causing serious damage to property

All instances will be recorded and the Headteacher will be informed.

Searching and confiscation

Greenbank High School has the power to search and confiscate items from pupils if appropriate. These powers are detailed in The Department for Education guidance document entitled 'Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies.' The document is available to download from the DFE website.

Evaluation:

This policy will be reviewed annually by the Headteacher, Deputy Headteacher, Governors Child Protection and Safeguarding Committee, at least three other members of staff and the Article 12 Group (School Council).

This policy links to the following policies which are all available in the 'About us' section of the website under [School Policies](#) :-

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- More Able Gifted and Talented (MAGT) policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Attendance Policy
- Educational Visits Policy

The policy links to the following guidance from the Department for Education:

- [Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion \(September 2017\)](#)
- [Behaviour and discipline in schools: Advice for headteachers and school staff \(January 2016\)](#)