



Loreto High School Chorlton

Behaviour for Learning Policy

Approved: May 2018

Behaviour for Learning Policy

Policy Statement

Reviewed ANNUALLY

Review Date: May 2018

All policies at Loreto High School have the Loreto values and traditions at their foundation. The behaviour policy in particular will have a very strong focus on the Loreto values and seek to include them in its everyday functions. We strive to provide a caring Catholic ethos where each individual is celebrated and valued. The quality of the relationships between student and staff is the key to a successful school.

The way in which issues are dealt with should be clearly distinctive and be such that all parties feel that the Loreto values have been used to seek resolutions. Reconciliation should always be at the centre of all our dealings with each other. The policy sets out the main procedures to be followed but the procedures should always be surrounded by a clear mission which seeks truth, sincerity, justice and reconciliation. We understand that in a school issues will arise between students, staff and families whereby reconciliation seems difficult but we will always strive for that outcome.

We will always look for healing and the ability to move forward with optimism. The policy does include procedures which relate to permanent exclusion for a student. The decision to permanently exclude will only be taken in extreme circumstances where it is clear that the health and safety of students or staff has been compromised or that it is felt that Loreto is not the best placement for the student at the time.

United Nations Convention on the Rights of a Child (UNCRC) Articles 28 and 29 says that: 'Every child has the right to an education..... It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures and the environment.'

**GOSPEL VALUE: Dignity of the Person – through this policy we uphold the values of:
justice,
human integrity, self-worth, listening and respect.**

We believe that every child is uniquely created and loved by God and called by Him to fulfil a special purpose. It is our privilege to help each child to identify, nurture and use his/her talents to build a better world.

Rationale

Our mission is to develop in our students a sense of pride in themselves, in the school and in the local community. It is also to provide an academically and physically challenging, high quality education within a caring, safe and stimulating environment where all members of the community are equally valued.

The Behaviour for Learning Policy at Loreto High is based upon a Catholic ethos that generates a positive environment for those who work and learn within it.

In order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The keys to the successful implementation of an effective Behaviour for Learning policy are simplicity, clarity and consistency. Everyone within the school community has a responsibility for implementing this policy and maintaining high standards of behaviour.

Aims & Principles:

To provide all students with a safe, happy and positive learning environment in which they have a wide range of opportunities (curricular and extra-curricular) to enjoy success and achieve their full potential academically, socially, physically, morally and spiritually. We are committed to establishing an environment for learning based on:

- Creating a secure learning environment.
- Enabling students to acquire self-discipline, independence, and equipping them with the skills for life's challenges.
- Developing courtesy, sensitivity, and an awareness of the needs of others.
- Ensuring that all members of the school community can move in safety around school.
- Fostering in students a sense of responsibility for the environment and for the books and equipment in their care.
- To allow staff to teach to the best of their abilities.
- To allow students the opportunity to learn and achieve their maximum potential.

We seek to ensure a caring and learning environment by:

- Promoting good behaviour and discipline through the school procedures.
- Ensuring fairness of treatment for all.
- Encouraging a consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of this policy and associated procedures.

Roles and Responsibilities

The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Supporting staff faced with challenging behaviour is also an important responsibility of the Headteacher.

In order for Behaviour for Learning to take place within Loreto High School, all of its members have rights and responsibilities. These rights and responsibilities should be clear to all members of the school community and reinforced in all aspects of the school.

Rights and responsibilities of the school, students and parents are as follows;

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline students and that students and parents will need to respect this. • To enforce the school consequences and rewards. • To expect students to respect the rights of other students and adults in the school • To protect students and adults from individuals who threaten to disrupt the safety and calm of the school • Not to tolerate violence, threatening behaviour or abuse by students or parents. 	<ul style="list-style-type: none"> • To ensure the school community is consulted about the principles of the Behaviour for Learning Policy. • To establish and communicate clear measures to ensure good behaviour, respect and discipline. • To support, praise and reward students' good behaviour. • To apply consequences fairly, consistently and reasonably. • To take all reasonable measures to protect the safety and wellbeing of staff and students. • To keep all parents informed of their child's behaviour.

STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be taught in environments that are safe, conducive to learning, free from disruption with engaging teaching. • To expect that other students will not bring inappropriate or unlawful items to school. • To expect appropriate action from the school to deal with any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To be treated with respect by staff and fellow students. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept consequences in a reasonable manner. • To act as positive school ambassadors when off school premises. • Not to bring inappropriate and unlawful items into school • To show respect to school staff, fellow students, school property and the school environment. • Never harm or bully students or staff. • To cooperate with and abide by any arrangements put in place to support your behaviour such as a report card, Pastoral Support Plan (PSP) Parenting Contract or Learning Hub referral.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To expect that their child is safe and able to learn in a calm environment. • For their child to be treated fairly in matters of behaviour and safety. • To have any incidents of poor behaviour affecting their child to be investigated fully. • To be informed about their child's progress, including issues relating to their behaviour. • To have any complaint about their child being bullied being taken seriously and investigated/resolved as necessary. 	<ul style="list-style-type: none"> • To respect and openly support the school's Behaviour for Learning Policy. • To ensure that their child follows reasonable instruction by school staff and adheres to school rules. • To send their child to school each day, punctually, in full school uniform with any equipment needed. • To be prepared to work with the school to support their child's positive behaviour. • To attend any meetings with the Headteacher and any other staff members to discuss their child's behaviour. • To accept and abide by any arrangements to support their child's behaviour such as a report card, Pastoral Support Plan (PSP) Parenting Contract or Learning Hub referral.

Guidelines:

As part of the pastoral programme all students are given a clear understanding of the principles underpinning the school's expectations regarding behaviour. These principles are based on the Rights Respecting Schools agenda and reflect the Gospel values. Students are also informed of the rewards for keeping the rules and the consequences of breaking them.

Both teaching and support staff are given appropriate training to help them to acquire skills for classroom organisation and the process for dealing with behaviour issues.

Praise will be given continuously for good work and behaviour.

Recording of Inappropriate or Unacceptable Behaviour

Loreto High School records behaviour, whether positive or negative, using a computer system called SIMS and Behaviourwatch. Staff use the system to input incident logs and to award students with achievement points for positive behaviours. There are regular meetings between members of the Senior Leadership Team, Heads of Year and Pastoral Leaders to discuss behaviour incidents. Patterns in behaviour can be detected and monitored.

The SIMS and Behaviourwatch systems records inappropriate or unacceptable behaviour in the following categories:

1. Possession of a banned item
2. Damaging property
3. Disrupting learning
4. Failure to follow requests, rules and instructions
5. Showing disrespect
6. Theft
7. Violent, aggressive or threatening behaviour
8. Smoking (including being in the company of smokers) possession or under the influence of drugs/alcohol
9. Bullying (including racism, homophobia etc.)
10. Dealing drugs
11. Possession of a weapon

In addition to recording incidents on SIMS/Behaviourwatch, the following procedures are in place for monitoring the behaviour of students who are persistently exhibiting poor behaviour.

Report Card	Reporting To	Next Step
Blue	Class teacher/Head of Department	Move to form report
Green	Form Tutor (FT)	Move to Pastoral Leader
Amber	Pastoral Leader/Head of Year	Move to SLT
Red	Designated member of Senior Leadership Team (SLT)	Move to Hub referral
Hub	Hub Leader / Pastoral Leader	Hub report
Seclusion	Pastoral Leader/SLT member or Head of Department	Move onto or up the consequence ladder

Staff Responses to Inappropriate or Unacceptable Behaviour

When students exhibit inappropriate or unacceptable behaviour, the response of the responsible member of staff will be guided by the following behaviour ladders which are made available to staff and students. One is for in class behaviour and the other for wider school behaviour. Each ladder has four sections:

- Blue: class teacher or Head of Department dealing with student's behaviour
- Green: Form Tutor dealing with student's behaviour
- Amber: Pastoral Leader/Head of Year dealing with student's behaviour
- Red: Senior Leader dealing with student's behaviour

The Implementation of a Positive Behaviour for Learning Policy

CONSEQUENCES LADDER: BEHAVIOUR IN LESSONS

BEHAVIOUR IN CLASS	CONSEQUENCES	AGENCIES INVOLVED
No improvement after HOY/PL interventions	RED REPORT – fixed term exclusion for poor or lost report Permanent Exclusion if no improvement	Governors Panel EHAP
No improvement after Form Tutor interventions	SLT Detention – 1 Hour Internal or External Exclusion Behaviour Contract Parents in for Meeting AMBER REPORT – HOY DT after school for lost or poor report Move to red if no improvement	Personal Support Plan External Agency Support
Three R2's in different lessons No improvement after department interventions	HOY/PL/HOD meets parents HOY/PL after school DT – 45 mins FT DT for poor or lost report GREEN REPORT – FT to call parents Move to amber if no improvement	
Showing disrespect Failure to follow requests, rules and instructions Disrupting Learning	Repeated R2 – Parents informed and Faculty DT & 2 week report. HOY informed. R1 – Teacher DT for 30 mins R1 – Teacher Sanctions LLD – Move Seat Move to green if no improvement	
Damaging property Possession of banned item	Community Service Confiscation	

LLD – Low Level Disruption
FT – Form Tutor
HOY – Head of Year
HOD – Head of Department
PL – Pastoral Leader
SLT – Senior Leadership Team

CONSEQUENCE LADDER: BEHAVIOUR AROUND SCHOOL

BEHAVIOUR AROUND SCHOOL	CONSEQUENCES	AGENCIES INVOLVED
Dealing drugs/possession of a weapon. Act of violence towards staff or pupils. Repeated failure to follow requests, rules and instructions. Sexual Misconduct.	Permanent Exclusion	Governors Panel EHAP
Bullying (including racism, homophobia etc.) Smoking / drugs / alcohol Violent / aggressive / threatening behaviour Theft Showing disrespect repeatedly Repeated failure to follow requests, rules and instructions	Internal or External Exclusion Behaviour Contract Parents in school for meeting After school DT	
Showing disrespect repeatedly Repeated failure to follow requests, rules or instructions	After school DT Parents informed	
Showing disrespect Failure to follow requests, rules or instructions	Detention DT	
Damaging Property Possession of a banned item (mobile phone, mp3 player etc.)	Community service/detention Confiscation	

DT – Detention EHAP – Early Help Action Plan PSP – Pastoral Support Plan

These stepped sanctions reflect the escalation in seriousness in behaviour that could be demonstrated by a student. At each stage students will be supported in their behaviour choices with a view to improving their behaviour.

Monitoring - All staff encourage good behaviour; unacceptable behavior is monitored on a daily basis. Targets for improvements are then set. The consequence system for individual students is available to all staff electronically. The Pastoral Team, HOD's, HOY's and Behaviour Team will monitor the behaviour log daily. Students failing to respond to the positive discipline system, who are continually disruptive, whose behaviour is a barrier to their own learning and to that of other students, will be referred for additional support. Parents will be invited to be part of this process.

Specialist support is available for students needing particular help with control of temper, relationships, substance abuse etc. This will be organised in consultation with parents.

Parental Meetings - The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If the matter has resulted in the student receiving an isolation/exclusion and the parents do not attend the meeting for whatever reason, the student concerned will remain in isolation until that meeting has taken place and the issue has been resolved. In most cases students will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff to be present at the meeting. The school Link Police Officer/Officers and/or a Pastoral Leader could be present in student and parental interviews.

Sanctions - There is a phased response to sanctions following repeated classroom disruptive behaviour or a single serious event.

This phased response uses the different sanctions identified below in a manner which reflects the seriousness of the situation.

- After school detentions e.g. with subject staff, Form Tutors, Head of Department, Pastoral Leaders, Head of Year, Behaviour Team, Senior Leadership Team.
- Community service or restorative justice (which is used as a constructive alternative to fixed term exclusion) e.g. litter picking during break or lunch time or lunch duty.
- Isolation with different staff ranging from form teachers, subject teachers, Head of Department, Head of Year, Pastoral Leaders, Behaviour Team, Senior Leadership Team.
- Isolation for specific 1:1 programmes intended to encourage and develop changes to inappropriate choices which manifest themselves in poor behaviour.
- Removal of a student's eligibility/opportunity to take part in extra - curricular activities such as school trips, Year 11 Prom etc.

Exclusions

There are three types of external exclusion:

- Fixed term for a day.
Fixed term for a number of days.
- Permanent exclusion

For further guidance on fixed term or permanent exclusions please refer to Exclusions Explained published by Manchester City Council, September 2012.

Parents should refer to DfE Exclusion guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

The repeated refusal to adhere to the school behaviour policy following repeated warnings from the headteacher and governors ultimately lead to permanent exclusion. However, there are rare serious instances of behaviour that lead to a permanent exclusion without regard to the student's behaviour over time. Such serious instances include violent assault of an adult or a student, the possession, use or dealing of drugs and possession of an offensive weapon.

The Headteacher will consider permanent exclusion when there has been a serious breach of the school's Behaviour for Learning Policy or when allowing a student to remain in school will seriously harm the well-being of other members of the school community.

Guidelines related to positive Behaviour for learning – Appendix A,B and C.

The school operates a Positive Behaviour for Learning Policy which incorporates the government's guidance for schools. The Governing Body has been provided with the appropriate information.

As a duty of care to the students, this written statement and the behaviour policy that is influenced by it applies to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Loreto High community off site.

Conclusion

We believe that all students and teachers have the right to work in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school.

Together we can make Loreto High and its community extremely successful, a school which we are all proud to belong to and a school where visitors enjoy coming.

Appendix A - Behaviour for Learning Policy

Guidelines related to positive Behaviour for Learning.

a) Uniform Requirements:

Loreto High has a discrete uniform which is designed to enhance the school's image. It is compulsory that only those items stipulated within the school uniform list are permitted to be worn by students. The school uniform must be worn by all students who are on roll at Loreto High at all times, without exception. The uniform requirements apply to students attending off-site provision/activities and activities out of hours, unless parents/carers are advised otherwise. Headscarves must be either plain blue, black or white solid colour.

Trainers are not permitted to be worn in the school except in PE practical sessions. All shoes must be plain black in colour and where students arrive at school in trainers/pumps or shoes that are not black, students will return home to replace with the correct footwear or on some occasions an alternative form of footwear may be offered enabling the student to remain in school and continue learning. Students who refuse to accept the consequence or refuse to wear the alternative footwear offered will be excluded from school. Denim style black trousers and "legging type trousers" are not acceptable school wear.

Students who contravene the uniform requirements will be required to return home to replace the inappropriate uniform and return to their learning as soon as possible in the correct full uniform. Whenever possible students will be loaned replacement uniform or placed in isolation. Students who refuse to accept the consequence or an alternative replacement will be excluded from school.

Loreto High operates a zero-tolerance approach to jewellery and body piercings being worn by its students at any time. All jewellery and body piercings will be confiscated by staff and locked away. Students will be able to collect the item/s at the end of the day in the first instance; end of the week on a second occasion and further non-compliance will result in the offending item/s being confiscated until the end of the half term.

Students are not permitted to attend school with any form of pattern shaved into their heads/eyebrows, Mohican style haircuts, long top/short side haircuts and unnatural colourings to their hair. Although the school does not operate a "zero tolerance" approach to students wearing make-up, any foundation and eye make-up must be kept to a natural tone and brightly coloured lipsticks are not permitted. The length of student's nails should also be kept to an acceptable minimum in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. Failure to comply with any of the above rules will result in isolation and/or a Fixed Term Exclusion until the issue has been resolved.

b) Mobile Telephones, MP3 Players, Headsets etc.

The school rules stipulate that mobile telephones/electronic devices **NOT** be used and that **calls should never be made** in core school time. Students wishing to contact parents/carers should contact their appropriate Pastoral Office or Student services and likewise parents/carers should refrain from contacting students directly and ring the main switchboard on 0161 881 9448. This prevents any misunderstandings and miscommunication.

Students should never have mobile telephones out in lessons or on the corridors as this negatively impacts on learning. This rule also applies to headsets. Any student in breach of the above rules will have their mobile telephone/electronic device confiscated with immediate effect and this will only be returned through collection at the end of the day of confiscation. Headsets or any other electronic devices will not be returned until the final Monday of the half term in which they were removed.

c) Drugs/Prohibited Substances

Students found supplying or distributing illegal substances or intoxicating substances face Permanent Exclusion from School. Students found in possession of illegal substances or intoxicating substances may face Permanent Exclusion but will automatically receive a Fixed Term Exclusion. Students may be referred to the Police to be dealt with under the Misuse of Drugs Act.

The Headteacher authorises all staff with the power to search students.

d) Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly.

In law fireworks such as “bangers” etc. are classed as firearms. Loreto High operates a zero tolerance approach in relation to fireworks. This will result in a fixed term exclusion with the possibility of further consequences.

Any student found selling or distributing goods/merchandise will have the items confiscated and they will **not be returned**. A detention, isolation and in some cases a Fixed Term Exclusion will be issued.

e) Safer Schools Partnership

The Safer School Partnership was established in 2003 with one of its main objectives being to develop positive relationships between the Police and young people. Loreto High is a key member of this partnership and the school believes that by working closely with the Police it will promote benefits in many areas.

Under the terms of agreement for the Safer School Partnership Initiative - Police Officers and PCSO's are now deployed across the City's high schools. The role of the School-link Police Officer or PCSO is no different to any other Officer. Officers in the school will enforce the law and take positive action when and where required. This may be in the form of stop and search, summons, arrests and making referrals to the Anti-Social Behaviour Team and Housing providers. It should be noted that the school operates a multi-agency approach in providing pastoral care and managing student behaviour. In conjunction with the Police, information may be shared in relation to a student's behaviour record if it is deemed to be anti-social and causing problems within our school community.

One of the main aims of the school link police officer is to encourage students to make positive choices and to steer them away from criminality. This is achieved in a number of ways.

In line with the school's Behaviour for Learning Policy during parental interviews a Police Officer may be present. This provides an opportunity for the Police to explain to the student the wider implications of their actions, especially if these actions may constitute a criminal offence.

The school link Police Officer may facilitate inputs at the school including assemblies and lessons. These inputs are invaluable and provide students with information on various subjects which we hope will assist them in making the right choices throughout their school life and beyond.

f) Smoking

Loreto High is a No Smoking site and as a result operates a strict No Smoking policy. Students found in possession of cigarettes and/or lighters will have the items confiscated and they will not be returned. A detention, isolation and in some cases a Fixed Term Exclusion may be issued where students are caught or suspected of smoking.

g) Food and Drink

Excessive amounts of unhealthy drinks and snacks are prohibited at Loreto High. Where students are found to be in possession of excessive amounts of fizzy and/or high sugar drinks and snacks these will be confiscated and may not be returned.

Chewing gum is also banned from the school site.

h) Searching & Confiscation

All searches and confiscation of items will be conducted in accordance with the Department for Education document entitled, "Searching, Screening and Confiscation" January 2018.

Appendix B

Classroom Management

The routines listed below have been tried and tested as best practice for our students, they have been proven to enable students to form positive learning habits across the school throughout the school day and reduce low level disruption in the classroom.

At all times staff should:

- Challenge poor behaviour and disruption wherever they are, inside the classroom and around the school.

At the start of a lesson staff should:

- Be at the door of the classroom in order to meet and greet students as they arrive and to ensure that the corridor remains calm.
- Encourage the students to enter the room without delay and in a calm and orderly manner.
- Have a seating plan that students are aware of.
- Ask students to go to their seats and take out their planner and other equipment.
- Have the lesson's learning objectives clearly displayed.
- Greet the students and begin the lesson.

During the lesson staff should:

- Keep their staff planner organised and to hand so that you have copies of everything they are using.
- Keep the students engaged and on task by using a variety of resources/activities.
- Only allow students out of lessons if they have a valid pass stating where they are going ie (music lesson)
- Use low impact strategies to gain 'Behaviour for Learning' such as **non-verbal to verbal** rather than direct confrontation, which can slow down the pace of a lesson.
- Allow students who have Time Out cards out of lessons for up to 5 minutes to cool down.

At the end of the lesson staff should:

- Give plenty of time for the plenary activity and for tidying up the room so that it is left in a state of readiness for the next lesson.
- Complete report cards for any students who are on report so that they are not delayed for their next lesson.
- Have a formal end to the lesson, culminating in an orderly and phased dismissal of pupils.
- Move to the doorway to ensure that the corridors are supervised during lesson changeover.

Internal Exclusion

What is it?

- The Phoenix Room - A medium term withdrawal from lessons for between 1-5 days.

Who it is for?

- Any student who demonstrates repeated defiant or anti-social behaviour in the classroom or around school.

Where is it?

- Behind Mr Ngawoofah's office.

How does it work?

- **Referral:** The decision to place a student in internal exclusion is taken daily. The student is referred to the Behaviour team who manage the internal exclusion room and details are emailed to all staff members.
- **Supervision:** All Staff, Pastoral Leaders, SLT members and Head of Departments from 8.50am- 4.15pm. All students who are in Internal Exclusion have break time and lunch in the room. Students will also receive an afterschool detention for 1 hour supervised by a Pastoral Leader/Staff.
- **Activity:** All students should complete curriculum based work in Internal Exclusion.
- **Documentation:** Parents will always be notified explaining the reason for a student being placed in Seclusion and for the length of time a student will be in there.
- **Reintegration:** Students may only return to classes upon completion of a 'Good Conduct Commitment' which must be signed off by a member of the Behaviour Team.

THE HUB

What is it?

- A longer term withdrawal from lessons and the main school environment.

Who is it for?

- Students who demonstrate repeated defiant or anti-social behaviour in the classroom or around school.
- Students who have a record of poor behaviour and are at risk of exclusion.

Where is it?

- The Hub is housed in the bungalow - adjacent to the school.

How does it work?

- **Referral:** Through the Pastoral Leaders, Raising Standards Leaders, Behaviour team and SLT members.
- **Supervision:** Hub Manager and main school teaching staff.
- **Documentation:** A half termly report produced for the Headteacher and Governors.
- **Activity:** In close consultation with Head of Departments and class teachers work is set for students. Teachers also teach in The Hub.
- **Reintegration:** Through negotiations with the student, parents and staff members a personal reintegration plan will be drawn up and reviewed weekly. It may be appropriate for certain students to be taught fully in The Hub and to not be allowed on to the main school site for the duration of their school time.

Corridor Support

What is it?

- A member of staff who walks the school corridor to ensure that students are in lessons and there is a quiet and calm learning atmosphere.

Who is it for?

- For all students who may need some encouragement to arrive to lessons on time or who have an issue entering the classroom.
- For all staff members who may need support settling a class after a lesson changeover or may need someone to encourage their students to attend lessons promptly.

Where is it?

- A request from class teachers can be made via email to ADMIN to request corridor support to their room.

How does it work?

- A constant presence in the school building to ensure a quiet and calm learning atmosphere.
- A reminder to students to be prompt to lessons.
- Staff feel supported with classes or individuals.
- Hotspots can be detected and monitored.

Appendix C – Attitude to Learning

Behaviour Management Strategies – In-Class Practices – Strategies to Use		
Sit, wait and pause Lower voice to gain attention Use time as a tool Non-verbal cues e.g. Hand in air... Maybe...And... Stand close	Fingers to lips, shhh... Frown and shake head Name...close eyes for a second And flat palm to floor What are you doing? What should you be doing? Praise good behaviour around them	Stare at student, continuing to teach Thank them before they have done it (Thanks for stopping talking) Move their seat 2 minutes outside Write in Student Planner

Level	Consequence	Example Behaviours	Responsible person	Monitored
LLD	Warning 1 Inform Child	<i>Disturbing learning</i> <i>Not doing as asked when asked</i>	<i>Classroom teacher</i>	<i>Daily</i>
Revisit Behaviour Management Strategies				
LLD	Warning 2 Inform child	<i>Repeat of any LLD offence</i> <i>Lack of equipment</i> <i>Non-completion of homework</i>	<i>Classroom teacher</i> <i>(May warrant 10 min detention)</i>	<i>Daily check</i>
Revisit Behaviour Management Strategies				
R1	Teacher Sanction 30 min Detention Inform child when detention is Record on SIMS	<i>Repeat LLD behaviour</i> <i>Persistent lateness to lesson</i> <i>Refusal to follow instructions</i> <i>Disruption of learning</i> <i>Inappropriate attitude to learning</i> <i>Lack of progress</i>	<i>Classroom teacher</i> <i>PL/HOY</i> <i>If more than 1 subject</i>	<ul style="list-style-type: none"> • HoD will support; daily SIMS report • PL to monitor number of R1s over a range of subjects; daily SIMS report • HOY to monitor impact on progress/attainment
	Optional extras Phone call home Note in planner			
If child does not attend the detention the teacher to ring home and move child to a R2 - log R2 & phone call on Behaviour Watch				
Review by teacher with HOD and Revisit Behaviour Management Strategies				
R2	Middle Leader Sanction 45 min departmental detention	<i>Persistent refusal to follow instructions</i> <i>Persistent disruption of learning</i> <i>Verbal abuse</i> <i>Failure to attend R1 sanction</i> <i>Persistent lack of progress</i>	<i>HoD</i> <i>PL/HOY</i> <i>If more than 1 subject</i>	<ul style="list-style-type: none"> • SLT linked to Year group will support • PL to monitor number of R2s over a range of subjects & arrange any intervention or meetings • HOY to monitor impact on progress/attainment
	Optional extras Letter home Departmental report card (2wks)			
If child does not attend the detention the HOD to ring home and rearrange the detention – log phone call on sims If the child does not attend the 2nd detention liaise with SLT department link to see if they should move to R3 If move to R3 is decided – HOD to ring home and tell parents they have now been moved to R3 – log R3 & phone call on Behaviour Watch				
Review by teacher with HOD and Revisit Behaviour Management Strategies				
R3	SLT Sanction 1 hour detention	<i>Refusal to comply with departmental sanction</i> <i>Aggressive behaviour</i>	<i>SLT</i>	<i>Deputy Headteacher</i> <i>Assistant Headteachers</i>
	Optional extra Parents into school			

Seclusion actioned by TNG	Hub actioned by JQU