

St Mary's CE High School

"Aspire – Challenge - Succeed"

Behaviour for Learning Policy

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St Mary's Church of England High School

BEHAVIOUR FOR LEARNING POLICY

SAFEGUARDING STATEMENT

The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school policies as appropriate.

It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and who are part of the St Mary's community.

Introduction

At St Mary's High School, the whole community including students, parents/carers, staff and governors are committed to high standards of behaviour for learning. This policy will support all members of the school community in achieving the highest possible standards of behaviour for learning linked to within a Christian ethos. It will also encourage high quality or strong relationships so that teaching and learning can be effective and achievement and progress optimised in a safe, calm and positive teaching and learning environment.

Excellent standards of behaviour for learning are crucial to a student maximising their attainment and progress. The school will work to provide opportunities to allow student behaviour to be positively managed through the provision of clear boundaries and the consistent application of expectations and supporting action. A strong partnership must be built between the parents/carers and staff, students and other appropriate support agencies to establish common expectations and shared practice regarding student behaviour for learning.

At St Mary's Behaviour for Learning is about the creation of an environment where every member of the learning community demonstrates a positive and proactive attitude to learning. It applies as much to staff and their relationship with students as much as it applies to the students themselves.

1. The Principles of Excellent Behaviour for Learning

Excellent behaviour for learning is:

- In accordance with the law
- Based on the school Code of Conduct and founded on Christian principles
- Essential if students are to get the best out of their teaching and learning
- That which makes effective teaching and learning possible
- Essential for raising achievement and maintaining high levels of performance
- That which complies with the school's policies and in particular with the Behaviour, Anti-Bullying and Inclusion policies

- Habit forming, and these habits are developed through a commitment by all members of the school community together
- That which demonstrates respect for self and those who teach and support students

Excellent behaviour for learning is evident through:

For Students:

- Attending school regularly and arriving to lessons on time
- Demonstrating a positive attitude to learning
- Being ready to learn with the correct books and equipment
- An active engagement in the lesson
- Demonstrating resilience in their learning
- Using positive and appropriate language at all times
- Building positive relationships with both teachers and peers
- Completing work/tasks set including extended learning/homework
- Working to the best of ability at all times
- Treating adults and peers with respect
- Respecting resources and the learning environment
- Proactively supporting the learning of others
- Cooperating with staff and following instructions promptly
- Self-management of their behaviour

For Staff:

- Modelling and having the highest expectations of self and students
- Stimulating, engaging and challenging teaching and providing a high quality learning experience
- Seeing students as self-managers
- Acting as helpers and facilitators
- Using positive language
- Developing positive student relationships
- Recognising positive behaviour for learning and responding / challenging inappropriate behaviour for learning
- Treating students with respect

2. The School Code of Conduct

The Code of Conduct is based on Christian principles and underpins the work of the entire community. It states that every member of our community should:

- Show respect for everyone including all students, members of staff, visitors to the school and the environment
- Treat other people as you would wish to be treated

3. Expectations – Roles and Responsibilities

The School is proactive in promoting, improving and maintaining the highest standards of behaviour for learning. High expectations are encouraged, promoted, reinforced through the overt and hidden curriculum. Students' social, emotional and behavioural awareness and skills are specifically developed in a structured PSHCEE programme that is delivered by the tutor teams

Clear expectations of standards of behaviour for learning and appropriate conduct are communicated and supported through:

- Communicating Standards and Expectations Document – see Appendix 1
- Student B4 Learning classroom descriptors
- The school brochure and prospectus
- School Policies
- The School Code of Conduct
- School website, Twitter and other social media
- The curriculum (including RE) and SMSC
- Primary Secondary Transition information/booklets
- Acts of Worship and assemblies
- The PSHCEE Programme including special focus events
- The pastoral support programme including tutorials
- School Council – Student Voice
- Display and noticeboards
- The School Newsletter
- General communication with parents/carers i.e. letters and information booklets and meetings
- Information evenings, parents /carers consultation evenings and special events
- School plasma screens

All members of the St Mary's High School community are expected to contribute to the setting of the highest standards for behaviour for learning, and modelling of the highest standards of behaviour for learning.

3.1 Governor Responsibilities

Governors have a responsibility to:

- Openly promote the school's belief that high standards of behaviour for learning is key to a student achieving his/her potential
- Monitor and review standards of behaviour for learning regularly
- Provide quality in-service training for governors to consider behaviour for learning issues

- Ensure and support the school in recognising and rewarding high standards of behaviour for learning

3.2 All Staff Responsibilities

All teaching and non-teaching staff at the school have a responsibility to promote positive behaviour for learning.

All staff have a duty of care towards the students in their charge. There are no times of the day or places in school where the duty of care does not exist. All staff have a duty to act in accordance with the behaviour policy and to ensure that they attempt to be entirely consistent with the recommended practice in the policy and guidelines.

All staff have a duty to be fully aware of the current school procedures for safeguarding children and young people, for child protection and looked after children in public care and to implement these procedures consistently (see Child Protection Policy for more information).

Form tutors have a specific duty of care towards the students in their tutor group and are the first point of reference for any matter involving the behaviour of their form group or individuals in that group.

3.3 Head Teacher and SLT Responsibilities

The Head Teacher and Senior Leadership Team have a responsibility for:

- Leading the whole school towards achieving the highest standards of behaviour for learning
- Managing the work of staff to ensure that good practice is consistently employed and recognised
- Ensuring that the performance of staff and students in maintaining high standards of behaviour is monitored, and responding appropriately to the monitoring including provision of support and training where appropriate
- Ensuring that the highest standards of behaviour are maintained
- Making decisions delegated by the governing body relating to the discipline of students for unacceptable behaviour
- Ensuring that the governors are effectively informed about matters relating to standards of behaviour in the school
- Ensuring effective deployment of resources to support students and staff in achieving the highest standards of behaviour ie Student Support Centre, Learning Support Centre & external agencies

3.4 Director and Year Lead Responsibilities:

Staff with responsibility for a Curriculum area (Directors) or Year Group (Year Leads) have responsibility for:

- Leading their curriculum area or year group and staff working with them towards the highest standards of behaviour for learning
- Managing the work of the staff working with the year group to ensure that good practice is consistently followed and recognised
- Monitoring the performance of both students and staff in maintaining high standards of behaviour and responding appropriately to the data produced by this monitoring
- Reporting regularly to Senior Line Managers about behaviour for learning and requesting support and identifying issues that need to be raised.
- Ensuring that effective liaison with agencies and individuals providing support from the wider community takes place, and that their work with their year group is managed and monitored effectively

3.5 Teaching and Support staff Responsibilities:

Staff teaching and supporting students in the classroom have a responsibility to:

- Provide appropriate, well planned and stimulating teaching and learning experiences for students
- Promote the personal development and wellbeing of students whilst supporting students to attain their full potential
- Use praise and positive feedback whenever appropriate to encourage and motivate students and focus on positive behaviours, including contacting parents/carers to inform them of good behaviour.
- Contact parents/carers about behaviour causing concern, and attend meetings to discuss issues and strategies to support and encourage high standards of behaviour
- Apply appropriate sanctions as a response to inappropriate behaviour by students. Sanctions will be used in a constructive way and always provide an opportunity for students to know what behaviour was unacceptable and what needs to be done to improve
- Advise Senior Line managers of behaviour for learning concerns of a serious or persistent nature and provide accurate information promptly
- Seek support to implement high standards of behaviour for learning if required

3.6 Students Responsibilities:

All students have a duty to ensure that they attend school regularly and act at all times and in all places with care for the safety and wellbeing of all members of the school community. This means showing respect for the rights of others, developing self-awareness, accepting responsibility for personal behaviour and supporting the establishment of an effective environment for learning throughout the school by following the school Code of Conduct.

All students have a responsibility to help in shaping and promoting the policy and supporting staff and other students. This could be by being involved in the Student Voice as well as reporting incidents of bullying or other misbehaviours.

All students have a duty to value their own ability and seek to take full advantage of the opportunities afforded by the school to develop as a responsible member of the community.

This means that Students are expected to:

1. Attend school each day and arrive for lessons and tutorials on time, with the correct equipment and ready to work with a positive attitude to learning
2. Wear clean and smart school uniform in the correct way at all times including on the journey to and from school. The sixth form have a dress code to which the same expectations apply. See Uniform and Personal Presentation Policy
3. Leave coats and hats in lockers and ensure these are only worn outside of the building
4. Bring a school bag to school each day containing the correct books and equipment including 2 pens, 2 pencils, an eraser and ruler. These must be left in student lockers
5. Co-operate with all members of staff, listening carefully to instructions and working to the best of their ability. Teachers and other adult staff are in the position of parents/carers while students are in school. This means that there can be no excuse for rudeness, disrespect or insolence towards teachers, other adults or students/peers.
6. Cooperate with other students, work sensibly with them and not distract others
7. Sit according to the seating plan arranged by the teacher/LSA
8. Remain silent when a register is called, staff request silence or when another person is speaking to the class
9. Complete all extended learning that is set to the best of their ability. Extended learning must be recorded in the planner/organiser and given in on the expected day.
10. Follow subject specific safety rules
11. Look after school equipment and resources using them with care and returning them to their correct place as required
12. Follow school procedures as required i.e. when arriving late, forgetting equipment, incorrect uniform
13. Walk in the corridors and stairways on the left hand side and using correct routes showing respect for other people moving around the schools. Enter and leave rooms in an orderly manner.
14. Only eat/drink in designated areas. Chewing gum is not allowed anywhere on the school site.

15. Put all litter in the bins, and to help maintain the environment by picking up litter and respecting the environment
16. Not be out of class during lesson time without an out-of-lesson card issued by a member of staff
17. Not begin to pack away until the teacher tells students to do so
18. Not leave the school premises during lesson or break time without written permission from parents/carers approved by SLT. Students who have permission to leave the school site should sign out with the Attendance Officer.
19. Not bring inappropriate or hazardous substances/items to school (aerosols/pump action sprays, lighters, matches, glue, correcting fluid, and knives)
20. Any medicine a student requires to take should be by prior arrangement through the general office
21. Not bring large amounts of money or valuables to school (expensive watches, jewellery, computer games) as the school cannot be held responsible for any loss of personal property. In emergencies, valuables can be taken to the general office for safekeeping
22. Never smoke on the school site or while wearing school uniform
23. Never bring alcohol or drugs on to the school site or use them on the school site or while in school uniform
24. Students are not encouraged to bring high value, expensive mobile phones or electronic items (eg ipods, MP3 players) to school
25. Students may bring a mobile phone to school for use to and from school as required. However, once inside the main school building, the School operates a “no mobile” policy. This means that all mobile phones and electronic devices:
 - Should not be used or seen on the school site at any time. This includes in the Main Building (including all classrooms, locker areas, toilets, corridors, communal areas, Main Hall, Sports Hall, Gym, changing rooms, Dining Room, LRC, Reception area); on the school fields; on the courts; or in any other areas of the site. This includes before school; during break and lunch times; after school
 - May be used by students in the car park, prior to the start of the school day, and after the school day has finished. They are not permitted to use them in the car park during break or lunch times.
 - Must be switched off and secured in a locker at all times when on site
 - May not be accessed in any area of the school site

Post 16 students who may access their mobile phones in the Sixth Form Centre only. The “no mobile” policy is applicable to all Sixth form students in all other areas of the School site as detailed above. See Mobile Phone and Use of Electrical Items Policy

Note: While the school understands that a mobile phone can enhance safety on the journey to and from school, if a student chooses to bring a mobile to school it must remain switched off and out of sight throughout the school day. No responsibility will be taken for lost/stolen phones.

School guidelines on behaviour apply in the neighbourhood of the school and on journeys to and from school, on school journeys / field trips and at all times when wearing St Mary’s uniform (including PE / Sports kit).

3.7 Student Voice Responsibilities:

The School Council Student Voice have a responsibility to:

- Represent in council meetings the views of other students on matters relating to behaviour
- Raise the issue of bullying each year and discuss the progress that has been made in tackling and minimising bullying incidents
- To show by example a model of excellent behaviour and respect towards all members of the school community
- Suggest and organise events that foster students’ respect for and commitment to other groups in the wider community e.g. charity work or helping others
- To lead the students of the school towards the highest standards of behaviour and attendance

3.8 Parent / Carer Responsibilities:

Parents / Carers have a responsibility to:

- Work in partnership with the school to ensure that their children behave appropriately in school and follow the school Code of Conduct
- Support the School with regard to all school policies, in use of sanctions and rewards and in maintaining high standards of uniform and personal presentation in keeping with the ethos and policies of the school.
- Support the School by modelling respectful and polite behaviour, particularly on the school site and in any interaction with the school community
- Support students and the School by providing resources to complete all extended learning e.g. quiet spaces, discussion time etc
- Support the School by attending meetings with school staff as required to discuss progress and support as well as school events to celebrate achievement, support learning and share success
- Support their children in developing appropriate attitudes towards learning, personal growth, supporting the community and the rights of others
- Contribute to the Behaviour For Learning Policy through consultation

4. Support Systems for Students

All students are considered to be individuals and as such to have individual needs that will require a degree of support. Support is provided as a part of the standard provision for all students at St Mary's.

The School will provide high quality teaching and learning experience and endeavour to use the full range of support systems to ensure that students are able to access their curriculum and optimise attainment. There are a wide range of support mechanisms for students, including those with particularly challenging behaviour, social need, mental health and/or special educational needs, and these will be used in collaboration with parental/carer support to optimise opportunities for success of each individual student.

Support available includes:

- Form Tutor; teachers and support staff
- Head Teacher and SLT members
- Directors, Year Leads, Student Managers and Learning Mentors
- The Student Support Centre and The Hub (including support teams)
 - Behaviour support including IBPs and PSPs
 - Learning support
 - Mentoring
 - Intervention work
 - Adapted timetables and use of Work Experience and Vocational courses
 - Needs assessment including EP
 - IEPs
 - LSA Support (in class and withdrawal)
 - Specialist support where behaviour affects learning
 - Place2Be
 - TAF support
 - EHCP coordination
 - Healthy Minds
 - PSHEE
 - Enrichment opportunities
 - Curriculum provision
- Governors and non-teaching staff
- School Attendance Officer
- School Nurse
- Student Mentors
- Support Agencies including Connexions, AIO Behaviour Support Team and the Education Support Centre
- Family Support Workers
- Community Support Police Officer and Police Officers attached to the school
- Educational Psychologist and specialist teaching staff

- Ethnic Minority Attainment Team
- Referrals to CAMHS and other support agencies e.g. drug outreach and pregnancy support
- LA Advisory Team
- Safeguarding Officer and designated Child Protection Officers

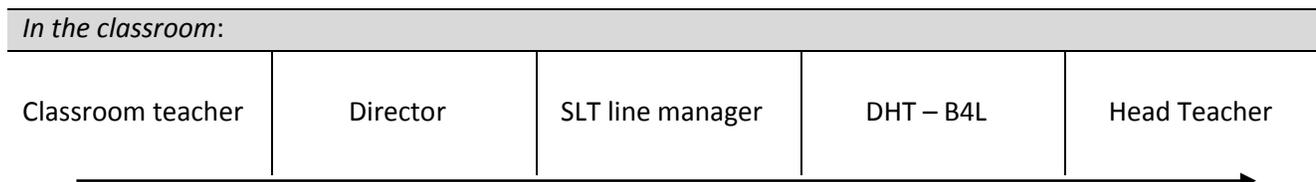
5. Support Systems for Staff

All staff remain individually responsible for the students in their classrooms. However, whilst retaining individual authority in the classroom, it is recognised that staff need to be empowered to assert their authority and to have opportunities to refer behaviour related issues on when strategies have been implemented and students have failed to respond.

Training is provided to empower staff to manage behaviour in the classroom. There are a range of strategies and support available to all staff including:

- In house CPA and new staff training programmes
- Access to internal and external training / courses (where applicable)
- Opportunities to work collaboratively with other schools to share examples of good and outstanding practice
- On line and other electronic programmes and professional social media
- Staff library
- Other colleagues
- Directors and Year Leads
- Student Managers & Learning Mentors
- SLT and Senior Colleagues
- The Head Teacher
- The Learning Walk system – used when the school is in session to monitor B4L
- On call system – to respond to serious issues or emergencies
- Withdrawal from lessons to follow alternative timetabled provision (2-4pm or 2-6pm)
- Inclusion Director
- Safeguarding Officer
- External agencies
- School Polices and Starting Points and Key Procedures Guidance
- Report writing comment banks to support in a consistency of whole school B4L language

The line management for behaviour issues are outlined below:



Outside of lessons:

FT / SM / LM

Year Lead

SLT line manager

DHT – B4L

Head Teacher

6. Support Systems for Parents/Carers

Staff at St Mary's expect to work closely with parents/carers to develop excellent standards of behaviour for learning and attitude in order to optimise attainment of all students. Support includes:

- Parents/carers Consultation Evenings when parents/carers meet with staff to discuss progress in specific subjects
- Progress Review Days when parents/carers meet with staff to discuss student progress
- Appointments with subject staff or pastoral leaders available by contacting the school
- Targeted parent / carer meetings e.g. following a FTE; as part of an IBP / PSP programme; in response to a particular incident or on-going concerns
- Contact with the Attendance Officer to discuss attendance and punctuality and issues relating to attendance and punctuality
- Meetings with subject staff/pastoral leaders or senior staff to discuss concerns/support strategies
- Meetings with the Inclusion Director to discuss ongoing support programmes, progress and future support strategies
- Meetings with SENCO for matters relating to special educational needs or learning and/or physical disability
- Meetings with the Head Teacher/SLT Members to discuss concerns and support strategies
- Referral to outside agencies eg Social Services, CAMHS, Parent Support Groups
- Letters recognising excellent behaviour and conduct of students
- Opportunities to attend special events where excellent behaviour are recognised and rewarded
- Family Support Workers

7. Rewards and Sanctions

A wide range of rewards (achievements) and sanctions (consequences) are used to promote the highest standards of behaviour for learning. These are recognised, recorded and monitored using a Three Stage Approach – see Table 1.

Students are awarded points for each achievement / consequence log. Every log is recorded and monitored using the school SIMS (electronic) system.

Table 1: A 3 Stage Approach School Behaviour Systems

SMHS Whole School Behaviour Systems			
A 3 Stage Approach			
Points	REWARDS		SANCTIONS / CONSEQUENCES
5	R1	Bronze Rewards Getting It Right Behaviour That Supports Learning	C1 “LLD” Behaviour (Low Level Disruption) Behaviour That Distracts From Learning
		<ul style="list-style-type: none"> ▪ “Catch me good”* behaviour or attitude ▪ Mature behaviour and ‘can do’ attitude ▪ Independence demonstrated ▪ Perseverance demonstrated ▪ Determination demonstrated to learn from mistakes ▪ Super smart, punctual and ready to learn ▪ 100% effort demonstrated ▪ Feedback actioned to support learning 	<ul style="list-style-type: none"> ▪ Talking and distracting others (low level disruption) ▪ Failing to follow instructions ▪ Walking around the classroom without permission ▪ Failing to start work promptly ▪ Arriving to lesson without all the required equipment ▪ Arriving with an aspect of incorrect uniform
10	R2	Silver Rewards Behaviour That Shows Consistency In Learning	C2 “Impact” Behaviour Behaviour That Impacts On Learning
		<ul style="list-style-type: none"> ▪ A random act of kindness <u>Consistently</u> ▪ Getting the small things right! ▪ Demonstrating a positive attitude ▪ Showing high levels of engagement in learning ▪ Supporting the learning of others ▪ Leading learning within school ▪ Demonstrating drive and ambition 	<ul style="list-style-type: none"> ▪ Lateness to a lesson ▪ Repeat of any C1 behaviour (having been logged) ▪ Defiant behaviour by refusing to follow instructions ▪ Failure to focus once learning has begun ▪ Inappropriate language/comments to other students or staff ▪ Homophobic or prejudicial language/comments to other students ▪ Arriving to lesson without having completed the required extended learning tasks ▪ Walking out of a lesson without permission
25	R3	Gold Rewards Behaviour That Demonstrates Learning Excellence	C3 “4D” Behaviour Disruptive, Dangerous, Defiant or Disrespectful Behaviour That Stops Learning
		Awarded by A/DOTL or SLT for: <ul style="list-style-type: none"> ▪ Excellence in learning ▪ Exceptional attitude to school ▪ Demonstrating resilience when facing adversity ▪ Outstanding contribution to the school community ▪ Consistently “getting it right” ▪ 100% half term attendance ▪ 100% half term punctuality 	Issued by A/DOTL or SLT for: <ul style="list-style-type: none"> ▪ Disruptive, dangerous or defiant behaviour within school* ▪ Removal from lesson** ▪ Bullying behaviour (<i>CPOMS entry required</i>) ▪ Homophobic or prejudicial behaviour (<i>CPOMS entry required</i>) ▪ Truancy from school ▪ Failure to attend after school detention
*“Catch Me Good” tokens to be redeemed with a R1 SIMS log by Form Tutors			
*Disruptive, dangerous, defiant or disrespectful behaviour within school includes: <ul style="list-style-type: none"> ▪ Disruption to the daily operation of the school ▪ Defiant behaviour towards staff ▪ Inappropriate language– including homophobic, racist, or gender specific comments 		**Removal from lessons can be for: <ul style="list-style-type: none"> ▪ Constant disruption in lesson e.g. continued talking, turning round, failure to focus after C1/2 ▪ Refusal to follow instructions again after C2 ▪ Inappropriate language/comments after C2 or immediate C3 if deemed serious enough-homophobic, racist, gender 	

<ul style="list-style-type: none"> ▪ Rude and disrespectful to a member of staff in actions or words ▪ Unsafe behaviour that endangers self and / or others ▪ Swearing at a member of staff ▪ Assault or aggressive behaviour towards any member of the school community ▪ Using a mobile device on the school site ▪ Damage to school property ▪ Other inappropriate behaviour on site that requires the intervention of A/DOTLS or SLT 	<p>specific</p> <ul style="list-style-type: none"> ▪ Rude and disrespectful to a member of staff in actions or words ▪ Unsafe behaviour that endangers self and / or others ▪ Swearing at a member of staff ▪ Assault or aggressive behaviour towards any member of the school community ▪ Using a mobile device in lesson ▪ Other inappropriate behaviour in the classroom that the teacher feels should be brought to the immediate attention of SLT
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7.1 Rewards

Rewards are recorded as achievement logs. In addition to the SIMS log, other examples include:

- Private words of praise/public praise
- Directors' Choice in Acts of Worship
- Letters to student and parents/carers
- Display of good work or achievement
- Certificates
- Praise postcards
- Head teacher's draw
- Head teacher's lunch
- Selection to represent the school/participate in special events/ represent Student Voice
- Recognition at termly Achievement Assemblies or Annual Prize Giving

7.2 Sanctions

Sanctions are recorded as Consequence logs. More serious C3 offences, or offences that occur outside of the classroom, are also recorded using the school Yellow Slip system.

Students are encouraged to accept responsibility in managing their own behaviours. This empowers them to manage the consequences of their actions with the Five Stage Approach

Any student who fails to uphold the school code of conduct could also be at risk of being withdrawn from school activities and / or school visits; withdrawn from social times; face Fixed Term or Permanent Exclusion or any other sanction as agreed by the Head Teacher or Deputy Head Teacher

Action	Consequence
“LLD” Behaviour (Low Level Disruption) That Distracts From Learning	SIMS Log (C1)
“Impact” Behaviour That Impacts On Learning	SIMS log (C2) After school 45 minute detention
Continued “Impact” Behaviour That Impacts On Learning	SIMS log (C3) Removal within T&L area Yellow slip* issued by class teacher After school 45 minute T&L or Year Detention or referral to SLT 2 hour detention
“4D” Behaviour - Disruptive, Dangerous, Defiant or Disrespectful Behaviour That Stops Learning	SIMS log (C3) SLT removal to The Hub SLT 2 hour detention Yellow slip* issued by DoTLor YL Alternative Provision or FTE (at discretion of DHT i/c B4L) including referral to The Hub Consideration of withdrawal from school activities and visits (at discretion of DoTL, YL or DHT i/c B4L) Consideration of permanent exclusion
Extreme disruption to B4L; defiance; abusive language towards staff; or behaviour that endangers self or others or bring the School into disrepute	SIMS log (C3) SLT removal to The Hub SLT 2 hour detention Yellow slip* issued by DoTL or YL Alternative Provision or FTE (at discretion of DHT i/c B4L) including referral to The Hub Consideration of withdrawal from school activities and visits (at

	discretion of DoTL, YL or DHT i/c B4L) Consideration of permanent exclusion
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7.2.1 Yellow Slips

Classroom incidents of a more serious nature (C4 or C5), or incidents that occur outside of the classroom, are recorded on a Yellow Slip. These incidents are passed to the Director of the Teaching and Learning Area in which the incident occurs (for classroom incidents) or the Director of the student(s) involved, (for incidents outside of class) for investigation in the first instance. The Director may then refer to the SLT line manager for further guidance.

7.2.2 Detentions

Daily T&L Detentions

Teaching and Learning (issued for classroom based incidents) or Year Detentions (issued for pastoral incidents) run for 45 minutes for:

- Any student who receives a C2 log
- As a possible sanction for any student who disrupts teaching and learning, the operation of the school, or fails to behave in an appropriate manner during social times or to / from school
- As a possible sanction following an incident recorded on a Yellow Slip
- Persistent lateness

All staff are expected to inform students when logging a C2 incident (thereby notifying the student of the detention). Parents / carers are informed of this detention via a 'Parentcall' message.

All students are expected to attend the detention. Exception to this will only be granted by SLT under exceptional circumstances and after consultation with parents / carers. Failure to attend a detention will result in an escalation of sanctions.

These detentions are supervised by Directors and Year Lead Teams.

Senior (SLT) Detentions

Weekly SLT Detentions run for 2 hours each week for:

- As a possible sanction for any student who, due to a one off incident, disrupts teaching and learning, the operation of the school, or fails to behave in an appropriate manner during social times or to / from school
- As a possible sanction for any student who persistently disrupts teaching and learning, the operation of the school, or fails to behave in an appropriate manner during social times or to / from school

- As a sanction issued by SLT, Director or Year Lead as required
- Failure to attend a Daily Detention

These are issued by members of the Senior Leadership Team, often in consultation with Year Leads and / or Directorate teams.

Parents / carers are informed of after school detention through a letter handed to the student; a further letter that is posted or emailed to parents / carers; and a 'Parentcall' sent on the morning of the detention. Students, in most instances, will recognise the consequences of their actions and the resultant sanction. In addition they are informed through use of the school plasmas and notification at Student Reception.

Students will be expected to attend the detention on time, equipped with a pen / pencil. Students are expected to complete the set tasks in silence and will be dismissed following completion of the set detention. Failure to attend a detention will result in an escalation of sanctions.

7.2.3 Inappropriate Items brought into school

Inappropriate/non-school items that are brought into school may be confiscated. Confiscated items are retained by the School for a minimum period of one week – although this may be lengthened as deemed appropriate by members of SLT. Following completion of the imposed time, the item may be collected by the student and/or parent/carer.

Dangerous items or items that students should not have in their possession e.g., knives, lighters, fireworks, alcohol etc may, at the School's discretion, be passed to the police or parent/carer will be provided with the opportunity to collect the item or request disposal.

Confiscated items that are not collected by two weeks after the return date will be disposed of.

7.2.4 Incorrect uniform

A student who arrives at school incorrectly dressed or without their complete uniform (PE kit, school equipment etc) may be asked to return home to change or collect missing items. Students will be authorised to be absent for as long as the journey from and to school takes. Parents/carers will always be consulted before a student is sent home in these circumstances.

When students are not dressed appropriately or where personal presentation does not meet the required standard, students may be required to work in isolation supervised by senior staff.

7.2.5 Alternative Timetabled Provision

On occasions the School will consider the implementation of an alternative timetable provision as a sanction or to break patterns of poor behaviour. This could be considered for:

- As a possible sanction for any student who, due to a one off incident, disrupts teaching and learning, the operation of the school, or fails to behave in an appropriate manner during social times or to / from school
- As a possible sanction for any student who persistently disrupts teaching and learning, the operation of the school, or fails to behave in an appropriate manner during social times or to / from school
- Repeated failure to follow whole school behaviour routines, procedures, and sanctions
- As an alternative to Fixed Term Exclusion
- To support a student as part of respite provision, phased reintegration or any other reason as agreed by the Head Teacher or Deputy Headteacher

Any Alternative Timetabled Provision will be overseen by Directors, Year Leads, or The Hub or Student Support Centre staff. This provision:

- Will run in either The Hub, Student Centre or other agreed area or provider
- Can only be authorised by SLT
- Must have an agreed start and end / review point
- Should not last any longer than 2 weeks without review
- Must be supported by access to additional work to support learning at home outside of the agreed timetabled provision

Part time timetables must be used with careful consideration and only implemented with parent/carer agreement. Part time timetables will be advised to the LA using the appropriate proforma within five days of implementation.

7.2.6 Fixed Term and Permanent Exclusions

The School operates a zero tolerance approach to bullying, racism, use of violence and weapons, drugs and any activity that is deemed to compromise the health and safety of students, staff or other members of the community or bring the School into disrepute.

The full range of sanctions will be used as appropriate. This will include consideration of permanent exclusion for the most serious (C3) or repeated offences.

8. Monitoring and Evaluation

Student Behaviour for Learning is monitored using the school SIMS system. Monitoring of this is outlined in Table 4:

Table 4: Monitoring Of Behaviour for Learning

User	Monitoring
Form Tutors	Daily SIMS monitoring of tutor group

	<p>Daily SIMS report monitoring of tutor group</p> <p>Completion of Student Reports as required</p>
Class Teachers	<p>SIMS monitoring of class groups and individual students</p> <p>Completion of daily SIMS Report as required</p>
Student Managers	<p>Daily SIMS monitoring of tutor group</p>
Learning Mentors	<p>Daily SIMS monitoring and support of targeted students</p>
Directors & Year Leads	<p>Monitoring of 2 weekly analysis reports through line management meetings</p> <p>Monitoring of students on ANR; receiving additional support; and those on IBP and PSP programmes Daily monitoring of students within Year group / T&L area</p> <p>Completion of Line Management Action Sheets & TLIPs & YIPs</p>
Inclusion Director/SENCO	<p>Monitoring of students on ANR; those receiving additional support; and those on IBP and PSP programmes</p> <p>Completion of Line Management Action Sheets & TLIPs & YIPs</p>
The Hub Team	<p>Daily Completion of student tracker</p> <p>Monitoring of students on referred and “drop in”; those receiving additional support; those on IBP and PSP programmes; those receiving B4L intervention and support</p> <p>Termly HT Report</p>
Deputy Head Teacher (B4L)	<p>Collation of biweekly monitoring reports</p> <p>B4L Data dashboard Reports</p> <p>FTE monitoring through FTE tracker</p> <p>Line management Action Sheets & YIP monitoring</p> <p>Half termly summary reports</p> <p>Termly HT Report</p> <p>Ongoing whole school and T&L SEFs</p> <p>Ongoing review and update of B4L SSIP</p>
Head Teacher	<p>Monitoring of behaviour for learning logs through line management meetings;</p>

	receives half termly summary reports and termly statutory returns
Senior Leadership Team	Monitoring of behaviour for learning logs through line management meetings with DoTLs & YLs
Governors	Link Governor visits and communication Governor Review visits Termly monitoring of behaviour for learning; fixed term exclusions; permanent exclusions (presented in Head Teachers Report Governors)

9. Consultation

The Behaviour for Learning Policy has been agreed and involved a consultation with:

- SLT and all staff of St Mary's
- The Governing Body
- The students of St Mary's (Student Voice)
- Parents/carers of St Mary's

These same groups and individuals will be used in the biannual review & monitoring of the policy.

The Governors are responsible for the policy review and will propose policy and/or policy amendments to the Full Governing Body as required. The policy review is led by the Assistant Head Teacher with responsibility for B4L.

Consultation and communication of amendments or any action related to the policy would involve use of:

- Student Council
- Parent/carer newsletter
- School website and social media / Twitter
- Daily Acts of Worship and tutorials
- Student support days
- Staff CPA and Development days
- Parent/carer consultation evenings (and events where parents/carers were in school)
- Staff bulletin and staff notice boards
- Staff with responsibility for behaviour e.g. Student Manager, Inclusion Co-ordinator
- B4L Link Governor
- Governors EE Group and Full Governing Body

St Mary's monitors behaviour for learning of students rigorously and reports data regularly to parents / carers, governors and the LA. Governors receive behaviour for learning information on a termly basis and there is a

section relating to student behaviour and attitude in the termly Head Teacher's report to Governors. The report also includes data and comparative data relating to fixed term and permanent exclusion from school.

The Deputy Head Teacher with responsibility for behaviour for learning is responsible for overseeing the management of behaviour related data and target setting.

Year Leads, Directors, Inclusion Director, and Hub Lead, will assist the Deputy Head Teacher and is responsible for the analysis of data, particularly in relation to ethnicity, gender and SEN monitoring, in addition to collating data for LA returns relating to bullying and equal opportunities monitoring.

Please also refer to:

- Child Protection Policy
- Inclusion Policy
- Teaching and Learning Policy
- Attendance For Learning Policy
- Mobile Phone and Use of Electrical Items Policy
- Anti-Bullying Statement
- Uniform and Personal Presentation Policy

APPENDIX 1:

St Mary's CE High School

Behaviour for Learning Policy

Communicating Standards and Expectations

ST MARY'S CE HIGH SCHOOL

Communicating Standards and Expectations

The School continues to have a strong focus on standards and expectations. A great deal of work has been done to maintain a focus on the highest standards of student behaviour. The School values its work with students, parents/carers, Governors and staff to ensure that expected standards for behaviour and general conduct are clear.

Standards have been stated and explained, and are re-iterated and reinforced using a wide variety of methods of communication.

Communication Standards and Expectations to Parents / Carers

1. SMHS Behaviour For Learning Policy – constructed in consultation with students, staff, governors and parents, carers, the Policy makes standards and expectations explicit. The Policy also states the consequences of appropriate and inappropriate behaviour. The policy is published on the School website.
2. Schools Tours/Open Evenings/Transition Events – during these activities the Head Teacher and senior staff will make clear the high expectations and standards that will be expected of members of the SMHS learning community. There are opportunities to receive supporting documentation and to ask questions. Parents/carers have the opportunity to ask questions.
3. School Website – the school website (www.st-maryshigh.herts.sch.uk) and Twitter account (@SMHSch) reinforces the standards of expectations of the school. The key School policies are available to download from the School website.
4. School Prospectus – Behaviour For Learning Policy details and sanctions are summarised and are described in the context of the School ethos
5. School Brochure – expectations of the high standards set by the School are summarised
6. Annual Information Evenings and Induction Parents/Carers Evening – ethos of school explained and standards and expectations described. Parents/carers have the opportunity to ask questions.
7. Annual Prize Giving – used to celebrate the achievements of students who have demonstrated positive Behaviour for Learning
8. Annual Parents/Teacher Consultation evenings and subject surgeries – standards and expectations are reinforced during one to one conversations linked to learning and progress
9. Progress Review Days – progress is reviewed and personalised targets are agreed in consultation with students and parents / carers. Links between behaviour for learning, progress and attainment are discussed.
10. Christian Ethos of the school – based on expectation that everyone should be treated with respect. This is clearly explained to parent/carers during parents/carers induction evenings and meetings as

appropriate as well as in school documentation e.g. Brochure and Prospectus. It is also reinforced through Collective Acts of Worship and is displayed around the school e.g. through displays, on the school plasmas

11. Home School Agreement – given to each student and their parent/carer as part of the transition package and signed by students and parents/carers on entry to the School.
12. Personal Presentation Policy – standards are made clear in induction meetings, open evenings and in school documentation. Expectations are explained clearly in school prospectus, on website and in presentations to parents/carers.
13. School Plasmas – standards and expectations are displayed throughout the building on the plasma screens. These are also used to recognise student achievement and reinforce expectations
14. Induction Booklet for New Students to St. Mary's – extracts from the Behaviour for Learning Policy are reproduced summarising policy and explaining standards and expectations
15. School Code of Conduct – reproduced on key information sheets in every classroom and around the school and frequently referred to in Collective Acts of Worship/assemblies/lessons/interviews with students and parent/carers meetings. Also in the School Prospectus and the Brochure
16. Telephone calls to parent/carers – following incidents of inappropriate (and good) behaviour telephone calls home will provide opportunities for discussion of school expectations and standards relating to behaviour for learning.
17. Parent/Carer Newsletters - reinforce expectations and asks for support from parent/carers in maintaining high standards of conduct/presentation and effort etc
18. Personalised letters – following incidents of poor or good behaviour, expectations of school regarding behaviour and reiterated or praised
19. Positive letters – B4L logs are reviewed every two weeks, and letters are sent to those parents / carers of students demonstrating particularly positive behaviours or poor standards of behaviour. Letters are also sent in response to identified behaviours. Expected standards are clearly communicated in these letters
20. IBP / PSPs – programmes are used to identify personal strengths and development areas and identify strategies to support students in meeting expected standards. Programmes monitored with students and parents
21. SIMS Learning Gateway (SLG) – Used to record Behaviour for Learning (and attendance) against standards and expectations and inform meetings with students and parents / carers. The SLG also provides access to progress and full reports to parents/carers.
22. Meetings with the Head Teacher or other Senior Staff – when parents/carers have a personal interview with the Head Teacher or other Senior Staff, standards and expectations are clarified and restated

23. Head Teacher Surgery – held regularly when parents/carers can come without appointment and discuss any aspect of school relating to standards/concerns/issues
24. Pre-admission meeting (for Casual Admission students) – when parents/carers meet with staff to discuss how the needs of a student can be met ahead of a student starting at St Mary's. Staff will explain the expectations of standards of behaviour for learning, attendance and all aspects of school life.
25. Re-admission interviews – following any exclusion parents/carers of involved children are invited into school to meet with the Head Teacher and / or senior staff to discuss the incident, the school code of conduct and expectations as well as strategies for resolving the issue that led to exclusion and avoiding a repeat of inappropriate conduct
26. Governor Behaviour Panel – When student behaviour becomes a cause for concern or at risk of exclusion the student is invited, with their parents/carers, to meet with a panel of governors to discuss the and explain their conduct. Governors will discuss the impact of behaviour on the running of the school and reinforce their expectations of student behaviour

Communicating Standards and Expectations to Students

27. Reward Assemblies –in recognition of positive Behaviour For Learning
28. Peer Support –students used to support peers e.g. student buddy; student mentor
29. Student Ambassadors – students used to model positive Behaviour For Learning standards and expectations e.g. as prefects or ambassadors; plenary leaders; B4L Ambassadors
30. Student Voice – regular opportunities for students to discuss key standards and expectations and contribute to school improvement, fund raising and School events
31. Focus Groups – meetings with targeted groups to share Behaviour For Learning standards and expectations (and receive feedback)
32. Daily Tutorials – tutors monitor daily B4L and address incidents of poor behaviour or recognise incidents of positive behaviour with tutees
33. PSHE, Citizenship and Tutor programmes – Programmes of Study that include personal conduct, behaviour and expectations in school and in the community
34. Verbal Warnings – all students are given an initial verbal warning following any incident of low level classroom disruption or poor behaviour. This will be logged on the SIMS student record.
35. Teacher Meetings – students are invited to attend resolution meetings with staff following incidents of poor classroom behaviour to discuss the incident and seek closure/ repair relationships
36. School Detentions – expected standards are reinforced using the school Code of Conduct in all after school detentions

37. Internal Exclusion – students are given the opportunity to reflect on incidents of poor behaviour whilst being required to work in isolation supervised by staff
38. TAP Monitoring – standards of behaviour are monitored, and positive behaviours recognised, by Directors and Assistant Directors through weekly TAP monitoring and monitoring carried out by senior staff
39. Learning Walks – Learning walks are used to support in incidents of poor behaviour and recognise positive behaviours. They are used to monitor quality of Behaviour for Learning as well as support classroom colleagues
40. Student Voice – Student representatives are invited to discuss standards and expectations with staff/head teacher and liaise with their tutor groups to promote high standards of learning and contribute to school improvement
41. Head Teacher Tea – Students demonstrating positive attitude to learning or high levels of achievement are invited to a 'tea' with the Head Teacher. This reinforces positive behaviour for learning.
42. Tutor Group Agreements – tutor groups work together to agree standards of behaviour for their own groups in order to optimise learning. This work is completed during Student Support Days and/or tutor time
43. General School Display – includes reminders about standards and expectations of conduct and how to work with others as part of a community
44. Student Centre & The Hub – supports students in understanding and demonstrating positive behaviours e.g. through B4L Curriculum; Circle Time; Mentoring; personalised support programmes
45. PCSOs/Police – used to support in explaining acceptable standards of social behaviour, and potential consequences of not demonstrating these
46. Praise On A Postcard – used to recognise top achievers or excellent effort
47. Duty Staff – all staff on duty have role of enforcing and reiterating standards and expectations i.e. for behaviour and conduct. Duties are carried out before school, at break, at lunchtimes and after school
48. Meetings with the Head Teacher or other Senior Staff – when students have a personal interview with the Head Teacher or other Senior Staff, standards and expectations are clarified and restated and linked to learning, attainment and progress
49. Governor Visits – Governors visit the school to meet with students and discuss standards and expectations. They are involved in praise, positive feedback and supporting with sanctions

50. Staff modelling expected standards – all staff expected to model standards of behaviour and appropriate conduct to students i.e. respect, no shouting, tolerance of others views, punctuality and personal presentation
51. Tutor programmes – with students working with their tutors and other staff to discuss standards and expectations in school. Tutors will give daily reminders about standards and check behaviour for learning/personal presentation
52. Achievement Assemblies – held regularly when high standards and excellent conduct are recognised, rewarded and publicly celebrated