



Behaviour For Learning Policy - A practical guide for WHS staff

September 2011

1. Behaviour/ Discipline

- The Inclusion Centre will deal with all issues reported to them as quickly as possible and return students to class with as little disruption as possible.
- All incidents, particularly bullying, must be reported as soon as they occur and dealt with immediately. If the member of staff the student has spoken to cannot deal with an incident they will 'pass' it on to another, appropriate, member of staff who can deal with it straight away.
- Where a full investigation is required this will be undertaken by an Inclusion Manager and they will decide on appropriate action. Heads of Year can be consulted for a judgement or advice, if necessary, but will not be able to deal with the issues themselves, immediately. When teachers are teaching they must not be taken out of class. In serious cases DHN/JRD may become involved in the decision taking relating to exclusions.
- When parents come into school they will speak to an Inclusion Manager. All telephone enquiries about student issues and parental concerns will be passed to the Inclusion Centre.
- Inclusion Managers will usually ring home about all matters, but other staff can contact parents if they feel the situation requires it.
- Someone from school should always return calls/ queries by letter etc. on the same day as the call/ query is received.
- Racist comments, swearing, violence, smoking, fighting, missing Headteachers detention and repeated breaking of Sanction Room rules and routines are likely to result in a Fixed Term Exclusion.
- Abusive/ threatening behaviour by parents on the phone or in person will not be tolerated. Any incidents should be reported to DHN/ JRD straight away and will generate an immediate letter home. Further incidents will result in a formal ban from school premises.
- Staff can physically make contact with students in order to protect themselves, the student or other students from harm. All other options should have been tried first, if at all possible.
- School does not have to prove a student is guilty of a crime they only have to believe there is enough evidence to suggest they are guilty to take action (balance of probability).
- Punishments must be differentiated in respect of context, disabilities, medical concerns, mental capacity etc.
- No member of staff can ignore a problem and walk past.
- Issues dealt with by staff should be entered on SIMs and saved. Incidents requiring investigation by an Inclusion Manager should be entered on SIMs and sent to CWT.
- All Child Protection issues MUST be reported to JRD, KEK, SMS, HCW and JWW who will decide on subsequent actions (see Child Protection Policy).
- All students who have additional support will have a Key Worker who will be allocated at the Pupil Referral Group (PRG) meeting and recorded on the minutes to all staff.

2. Smoking

- Students must not smoke on school premises or on the way to and from school and will usually be excluded if they are seen doing this.

3. Rewards

REWARDS ARE FOR ALL, SANCTIONS ARE FOR A FEW.

- It is essential that rewards, recognition and praise are present in every single interactive situation in school, including lessons, at a higher rate than sanctions (5:1 or better).
- Form Incentive Scheme – students work in groups and are awarded points for outstanding uniform, equipment and punctuality. The winning group in each class will be given a small prize at the end of each week. This will consist of a pass to get into the front of the lunch queue or small items of equipment etc. It is also being used as a basis for an inter form competition.
- Merits and Commendations - Merits must be used regularly in class to recognise positive actions in all areas of school and reward the smaller steps to greater progress. These will be recorded in individual planners and where students do not have a planner on an individual teacher sheet. Ten merits will result in a commendation being issued and presented in assembly. Clerical Assistants will create the commendations from email lists from staff and HOD's will sign them. They will be presented in assembly by the HOY.
- Effort Ranking Awards - After each new effort data collection an effort ranking will be created for each year. The top ten students in each year will receive a certificate in assembly presented by Mr David Hudson, Executive Headteacher. A photograph will be taken of the presentation and this will be sent home with the certificate and a letter of congratulations. A second copy of the photograph will be displayed on the 'Honours Board' in Reception, on the school website and TV screens. The next 20 students will receive recognition in assembly and will have a letter of congratulation sent home with their certificate.
- End of Year Trip – The highest 50 achievers in the effort rankings in each year will be invited to go on an end of year trip as a reward. This will be calculated on averages over the year with MIW and the HOY input where inconsistencies occur.
- Special Attainment Awards – These allow students who miss out on set categories or annual awards to receive recognition for high level achievement. Nominations for these awards can come from any member of staff to the students Head of Year. A certificate will be presented by Mr David Hudson in assembly and this will be sent home with a photograph of the occasion and a letter of congratulations. A copy of the photograph will be placed on the 'Honours Board' in Reception, on the school website and TV screens.
- Attendance – Certificates for 100% attendance are awarded on a termly basis. The certificates will be presented by Mr David Hudson in an assembly. A photograph of the presentation will be sent home with a letter of congratulations, placed on the school website, TV screens and on an 'Honours Board' in C block.
- Celebration Assemblies – These will be separate assemblies for Years 7, 8, 9 and 10 in the penultimate week of the summer term to celebrate achievement over the year. Parents will be invited to these assemblies and photographs taken of the presentations. A separate 'Honours Board' will be set up for each year. The photographs will be sent home with a letter of congratulations. The photographs will also be placed on the school website and TV screens.
- Presentation Evening – A presentation evening will take place in November to recognise and present GCSE certificates and other accredited awards.
- Year 11 have a Common Room for their use before school, break, lunchtime and after school. This recognises the senior Year and rewards their commitment to their studies.
- In addition to the above school initiatives departments, subject teachers, Form Tutors etc. can develop their own ways of rewarding, encouraging, recognising and acknowledging excellent attainment and achievement across the school.

4. Uniform

- Uniform includes equipment and bag. (See the Prospectus or shared drive for detailed uniform.)
- It is the responsibility of all staff to check school uniform and ensure it is correct.
- Form Tutors are the first point of contact with students and must check and monitor uniform daily. Students must not be allowed out of Form Period out of uniform unless the tutor has contacted the Inclusion Centre for action to be taken.
- When students are sent to the Inclusion centre for uniform issues an Inclusion Manager will usually contact home and either send the student home to change or invite the parent to bring the required items of uniform into school.
- If the students are regularly being sent home they will have to make up the time they have missed after school with an Inclusion Manager. If parents contact school about difficulties obtaining items of uniform a short period of time will be given to resolve this. An Inclusion Manager must inform the Form Tutor of this arrangement.
- In cases of genuine hardship school will help provide items of uniform which will either be paid for weekly or returned to school when no longer needed.

5. Detentions

- 24 hours notice will be given but if school can arrange with parents for an immediate detention that evening it can be completed then. Emails can be used to do this but a positive reply must be received from parents to confirm agreement. It is the students responsibility to tell parents about a detention. A detention slip must be issued at the time of setting the detention.
- All detentions will last 40 minutes, except 10 minute late detentions, and can be given and taken by any member of staff.
- Detentions will be with the member of staff who set it and the time will be used to sort problems and complete work missed.
- The detention slip must be given to the student, by the member of staff giving the detention, at the end of the lesson. Where a pupil fails to return to the teacher from the sanction room or the pupil leaves without collecting the detention, The member of staff is to give inclusion the detention slip to pass onto the pupil. This must be done at least 1 day before the detention is due to take place.
- A missed detention for any member of staff will result in a Head of Department detention which will take place within 1 week of the original detention. The HOD or class teacher must contact home via phone or email to inform the parent that their son/daughter has missed a detention and inform them it is a HOD detention. The person who contacts home must inform the parent of the time and date of the detention.
- The attendance officer will hand out detentions to pupils if they see them on a morning. If not they can send out detentions via reception staff.
- A missed Head of Department detention will result in a letter home and a Headteachers detention which will take place for 1 hour after school on every Wednesday with Mr John Read. Only a Head of Department can put a student in a Headteachers detention.
- If a student misses a Headteachers detention they are likely to be excluded.
- After a second Headteachers detention in any one term a letter will be sent home to inform parents that a further Headteachers detention is likely to result in a Fixed Term Exclusion. From this point any additional Headteachers detention in the same term is likely to incur further Fixed Term Exclusions.
- At the end of each term all student Headteachers detentions are reset to zero.
- If an Inclusion Manager sets a detention due to issues in a lesson the detention will be held in the Inclusion Centre with work provided by the member of staff whose lesson the student came from.
- Departments are to record detentions for themselves and not on the SIMs system.
- Detentions can be cut short if the student shows appropriate remorse and has completed all that needs to be done.

- A student can be kept behind for a short period of time after school but no longer than 10 minutes to discuss issues or 'finish off'. If a student refuses to stay a detention can be issued.
- Students arriving later than 8.40am without permission are to be recorded late on SIMS and given a 10 minute detention by their tutor that day. Failure to attend the detention will result in a full detention.
- Students arriving later than 5 minutes after the start of a lesson without permission are to be recorded late on SIMS and be given a 10 minute detention by their class teacher that day. Failure to attend the detention will result in a HOD detention.
- If the student is not in school on the day of the detention the staff member needs to rearrange the detention. If this consistently happening, the staff member needs to liaise with inclusion for support.

6. Mobile Phones

- Mobile phones or any other electrical games etc. must not be in school. If any such equipment is seen or disrupts any activity in school, it must be confiscated (see it, lose it – SILI rule).
- If after a couple of attempts in a lesson situation a student will not give a member of staff their mobile etc. they must be sent to the Sanction Room where an Inclusion Manager will deal with the problems through On Call.
- Confiscated mobiles etc. must be handed to a member of staff working in the General Office with the name of the student. This must be done before the end of the school day. The confiscation will be recorded and the mobile etc. placed in a sealed envelope.
- At 2.45pm students will be able to recover their mobile etc. from a Senior Member of staff if their attitude is appropriate.
- After 3 confiscations in any year a letter will be sent home informing parents that if the mobile etc. is confiscated for a fourth time it will only be returned to an adult.

7. Assemblies

- There will be one assembly per week from 27th June 2011. If the Main Hall is available it will be used. If it is not available the assembly will take place in the Dining Hall. A timetable will be issued early June.
- Students to collect in their form rooms between 8.25am and 8.35am and will be walked down to the assembly at 8.35am for both Main Hall and Dining Hall assemblies.
- Students will enter the assembly room and sit in the same seats/ rows each week without talking.
- Form Tutors will take registers at the side of the assembly hall.
- The Inclusion Manager will meet the students at the door to the assembly room whilst the Head of Year will front the assembly and introduce speakers.
- Students will sit and wait for the assembly to start without talking.
- At the end of the assembly the Head of Year, assisted by Form Tutors will dismiss the forms one at a time, the no talking rule will still apply.

8. Time Out Passes

- Will be issued to a limited number of students and will be reviewed every Pupil Referral Group Meeting.
- A Time Out Pass must be used by the student before they get into serious trouble, it is a safety valve.
- A student must show you their Time Out Pass as they leave but once they have done this they must be allowed to leave immediately.
- A Time Out Pass will be to a particular place (Inclusion/ CSA/ BASE etc.) and when the student arrives at the designated place a record of the use and the reason for the use must be made.
- If a student abuses a Time Out Pass this must also be recorded and the pass is likely to be removed from the student at the next Pupil Referral Group Meeting.

- If a student does not physically have their pass, allow them to leave but inform Inclusion to follow up this issue.

9. Form Periods

- Form Periods must be a learning experience, planned and a place to enhance learning.
- Form Tutors must create high expectations and encourage high levels of achievement, at a form and personal level, through positive activities such as revision, reading, quizzes etc.
- Form Tutors to reinforce messages from year assemblies and respond to data from Heads of Year on attendance, effort ranking, punctuality, behaviour and attainment.
- Form Tutors to make daily checks on uniform, equipment, planners etc.

10. Sanction Room

The Executive Headteacher made it very clear at the staff meeting (10-03-11) that all teachers need to deal with issues in class until it becomes clear that the time involved with an individual student is detrimental to the lesson and therefore to the learning of the others in the class. Students should be given every opportunity to get into the classroom and sending them to the Sanction Room should not be an immediate response or a reaction to not having a pen.

Where a student is involved in disrupting the education of others they must be informed immediately and clearly:

- What they are doing wrong
- What they need to do straight away to correct this
- The consequences if they fail to do this

If disruption continues:

- Where possible the student should be placed outside the classroom in a particular place decided by you, well away from anyone else outside and given a maximum of 5 minutes to reflect on what has happened.
- Within 5 minutes the member of staff must go outside and ask the student if they are ready to come into class and work properly.
- If they cannot commit to this they are to be sent to the Sanction Room.
- If they take the opportunity to return to class and again disrupt the lesson they will be sent immediately to the Sanction Room (CT4).
- Any pupil sent to the Sanction Room will be given a Red Card by the class teacher to hand in when they arrive.
- When you send a student to the Sanction Room please send an email to WHSSanction to tell them the name of the student you sent and the time they were sent.
- If a student disappears from outside a room, On Call must be notified immediately.

When the student arrives at the Sanction Room the member of staff on duty will:

- Record on the computer the details of the Sanction Room referral.
- Pupils will be placed at separate desks and given work to do from the resources based in the room.
- If a pupil fails to arrive at the Sanction Room, misbehaves in the Sanction Room or leaves the Sanction Room without permission it should be entered on the relevant place on the computer and the Inclusion Managers notified as an 'On-Call' issue and a minimum of a detention will be applied.
- At the end of the day the information should be saved before the computer is shut down.
- 5 minutes before the end of the lesson students will be given back their Red Card and asked to return to their classroom teacher before the bell goes. The student will be expected to apologise and Sanction Room staff need to remind them of this before they leave.

- When the card is returned a further sanction can be applied by the classroom teacher, but this is not compulsory.
- If a pupil does not return to the classroom at the end of the lesson the member of staff must inform Inclusion and a detention a minimum of a detention will be given by the Inclusion Manager.
- Staff sending students to the Sanction Room must complete a CFC via email and send it to the Inclusion Centre at a time convenient to them but before 4.00pm on the same day.
- Mr C Wainwright will access the Sanction Room records and cross check this with the email records daily. He will respond to any urgent issues when necessary and then pass the individual Year records to the relevant Inclusion Manager. The database used to record student referrals will be available for staff to refer to and use.
- All parents of a student referred to the Sanction Room will receive a letter each time their child is referred. Inclusion Managers working in partnership with HOY will decide on the appropriate response to repeated referrals. This will include some or all of the following:
 - Speaking to students
 - Detentions
 - Talking to and warnings to parents/ students
 - Referral to BASE (Behaviour Unit) in which Pastoral Support Programmes, Parenting Contracts, re-tracking etc. will be used.
 - Formal meetings with parents and a member of SLT
 - Isolation
 - Seclusion
 - Exclusion (Fixed Term)

11. Bullying

Bullying is an emotive word and is often used to cover a wide range of circumstances. There is often little common language and understanding of what constitutes bullying. This in turn leads to considerable friction both in and out of school.

The purpose of this section is;

- To define 'what is' and 'what is not' bullying
- To outline the school's response to bullying

Bullying;

- Goes on for a while, or happens regularly.
- Is deliberate, the bully wants to hurt, humiliate or harm the target.
- Involved someone (or several people) who are stronger in some way than the person being bullied. This strength may come from being older, stronger, more of them, or they know something about the target that the target would not like anyone else to know (a secret).

Bullying is not;

- A one off fight, argument or incident that occurs due to unforeseen circumstances.
- Friends falling out or having an argument.
- A friend sometimes being nasty.

Students and parents can expect Wombwell High School staff to consistently undertake the following if any student in an upset state approaches them;

- If any student approaches a member of staff with an issue, even when the issue in our terms is fairly trivial, they must show that they care about the problem.
- All issues must be dealt with as a priority and therefore immediately ('Play'). This may be achieved through a quick intervention or may require a longer investigation.
- Where the member of staff cannot deal with the problem immediately then they should take the student to someone who can ('Pass').

- If an incident is 'passed' it will often be to a member of the Inclusion Team.
- Once a member of staff takes responsibility ('Plays'), they must deal with it as quickly, effectively and comprehensively as possible.
- Where necessary, once the situation is resolved, the member of staff who has dealt with the issue should record it.
- Where an incident was passed, the original member of staff should be informed by email of the outcome.
- If at any time a decision is taken, using the criteria above, that bullying is involved parents of all parties must be informed, the bully will be made aware of how the person being bullied feels, a punishment may be used which could range from a detention to exclusion and a bullying/ racist form completed.
- Repeat bullies must have further follow up which will include an initial face to face meeting between parents, student and a member of the Inclusion staff. This will be escalated to include a member of SLT, a referral to BASE and possibly exclusion if incidents continue.
- When an incident is not seen as bullying it will be dealt with in an appropriate way bearing in mind the context and circumstances of each incident.
- In all cases the tendency for the students at fault to justify their actions as 'messaging about', as a response to a lesser action or in reply to name calling of a family member, actions must be challenged.
- It is also vital that students appreciate how other individuals, including the victims, see their actions. This may include bringing both sides together in a restorative type meeting.

School will also undertake the following whole school initiatives to support the wider issue of bullying.

- Work will be undertaken in PHSE, through SEAL (for target students), special activities (National anti-bullying week etc) and in assemblies.
- School will make sure all students and adults are using the same language to talk about bullying.
- School will ensure students feel confident in talking to an adult about any issue, including bullying, stopping them from learning and making progress in school.
- Assist pupils to enjoy, celebrate and respect ways we are different and to feel good about themselves.