

Behaviour for Learning Policy

Polisi Amddygiad am Ddysgu

This policy was adopted by the Governing Body in October 2017 and is due for review in
October 2020

AIM

At Newport High School, we aim to ensure that the provision outlined in the Behaviour for Learning Policy considers the varied individual needs and expectations of all stakeholders. We aim to ensure that everyone has equal access to this provision regardless of race, ethnic origin, language, gender, disability, age, sexuality, nationality, religious or non-religious belief, family background or any other individual characteristics. We aim to ensure that all stakeholders also share these values.

We believe that:

- Teaching learners the skills of self-discipline, co-operation, respect and tolerance are a vital part of the curriculum. Without these skills our academic and social objectives cannot be achieved. By working together with parents we will achieve our goals and ensure these skills are learnt.
- Everyone in school has the right to be treated as an individual and with respect. Good relationships are crucial to the successful working of a school. We value achievements of every kind, academic and non-academic, and everyone has equal opportunity to achieve their potential.
- Young people respond well to high expectations. In our school we expect everyone to work hard and give of their best.

This policy aims to:

- Foster positive, caring attitudes towards everyone where all learners value themselves and treat all others with respect.
- Value achievements at all levels.
- Encourage independence and self-discipline so that each learner learns to accept responsibility for his/her own behaviour.
- Apply a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Raise learner self-esteem.
- Encourage a calm, purposeful and happy atmosphere within school,
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- Help learners, staff and parents have a sense of direction and a feeling of common purpose.

EXPECTATIONS OF ALL MEMBERS OF THE SCHOOL COMMUNITY

Newport High School expects that all members of our school will:

- be tolerant of and caring towards others
- be polite and respectful to every member of the school community
- behave responsibly and safely
- be role models to other members of our community
- always do our best to achieve and allow others to do the same
- value and take care of the school environment

- look after our school
- wear correct uniform

Code of conduct posters are displayed in classrooms as a way of reminding all learners of these expectations.

PROCEDURE AND PRACTICE

The expectations will be promoted via a consistent set of rewards and sanctions. Rewards and sanctions will be recorded using the SIMS system.

The ‘Newport Mindset’

At Newport High School we also employ and reinforce the ‘Newport Mindset’ for learners and staff. These were developed in conjunction with both staff and the school council and aims to create a consistently positive learning experience for all. It aims to make clear the minimum expectations of both staff and learners in every lesson.

The Newport High Learner Mindset is:

1. I listen to the lesson objectives as they help me understand what I have to do.
2. I always take part in the starter and plenary- start with a little knowledge, end as a pro and review my knowledge throughout the lesson.
3. I am proud of my uniform as it shows I am part of a big community and ready to learn
4. I always try my best.
5. I am proud that I can speak Welsh and use it when I can.
6. I value the importance of a friendly approach and I say “ Bore Da” to my teachers when I see them.
7. I know that my attendance matters as it helps me to succeed.
8. I approach my lessons and learning in a positive way sitting with someone who inspires me to achieve.

The Newport High Teacher Mindset is:

1. I can foster students’ pride in wearing smart uniform that helps them be ready to learn.
2. I value meeting and greeting the students at the classroom door.
3. I can bring my and my students’ passion into learning activities.
4. I can design a seating plan that allows learners to do their best.
5. I can find ways to use the Welsh language and promote pride in our cultures.
6. I can network and connect with others for resources, assistance and support.
7. I value positive relationships with students.
8. I can find ways to change even under adversity.
9. I can make a difference in students’ lives.
10. I can encourage students to have high expectations and aspirations.
11. I can use technology to make both my own and students’ learning richer.
12. I can risk trying new learning activities.

REWARDS

The school uses rewards to promote and celebrate good behaviour and work. A system of rewards is in place that supports learner achievement and encourages them to be positive role models in our community. Learners can achieve Merits and Extra Mile Awards which members of staff can award via SIMs.

Merits

Merits will only be issued to learners for outstanding achievement and effort:

- excellent pieces of work
- good marks in a test or assessment
- work that is above your normal standard
- moving up a level or grade since last report
- improved effort and approach

Each merit converts into a positive behaviour point, logged on SIMS. Behaviour points are shared with learners once every half term in Tutor sessions. The last week of each half term will be 'Reward Week', where learners are able to exchange their behaviour points for rewards from our rewards shop.

Newport High School Reward Shop	
Points	Reward
10 points	Branded Stationary Water Bottle 1 day jump the queue card
20 points	1 week jump the queue card
25 points	Newport High School Sports Socks
50 Points	£5 High Street Gift Voucher
75 Points	£10 High Street Gift Voucher 3 Prom Photographs
100 points	£15 High Street Gift Voucher Year 11 Prom Ticket
150 points	iPod Shuffle
200 points	iPad Mini
Top Points Earner	iPad Air

Staff can send postcards home to learners for achievement within their subject or pastoral area.

Extra Mile Awards

Extra Mile Awards will be awarded to learners who show continued commitment to the school. Learners do more than simply what is expected of everyone.

Extra Mile Awards will be awarded for things like:

- representing the school in external events

- representing their house in inter house events
- volunteering to help out at open evenings or taking part in visitor tours etc.
- 100% attendance throughout the year
- making a valued contribution to the school community
- going that extra mile

The Extra Mile Award will entitle learners to a merit. Learners who achieve 10 Extra Mile Awards will receive a postcard of commendation.

SANCTIONS

All members of staff are responsible for learner discipline. Teaching staff will respond to learners who fail to follow the classroom rules by applying the agreed sanctions. Staff and learners are issued with guidance on what constitutes poor behaviour, what levels of sanction exist and when sanctions will be issued. A sanctions ladder is in place to support staff in this process, this is intended as a guide to dealing with poor in-class behaviour.

In-class sanctions ladder:

- Step 1. Speak to learner explaining the behaviour you desire.
- Step 2. Issue the learner with a warning and explain the positive choices you would like them to make.
- Step 3. Instruct learner to move seats reinforcing the poor choices they are making.
- Step 4. Issue the learner with a S2 detention and a final warning of more severe sanction.
- Step 5. Issue the learner with a S3 detention and if necessary remove them from the class to isolation

Learners will be given the opportunity wherever appropriate to redeem themselves before the end of the lesson and will always be given a fresh start for the next lesson.

Poor behaviour during unstructured times, such as break or lunch will be monitored by Heads of Year. The referral of learners to more senior members of staff is for serious misconduct.

Isolation

Each member of staff should have an appropriate isolation neighbour within their wing or area of the school, to send learners to isolation if required. Learners who are isolated should be involved with a restorative conversation after isolation to prevent repeat of this event.

DETENTIONS

At Newport High School we operate a whole school detention that is run by staff on a rota basis. SLT members will be available to support staff on detention duty.

S2 - 10 minute detention held at break-times, lunch-times, and at the end of the day.

Issued for -

- Minor disruption to learning of others
- Defiance of classroom teachers

Failure to bring correct equipment or kit
Late to lesson
Use of offensive language
Use of mobile device during lesson
Failure to follow instructions
Repeated no homework

Two S2 detentions for lateness will become an S3 detention and three becomes an S4

S3 - An after school detention will be issued for all S3 events and parents will be informed of this in writing and given 24 hours' notice.

- 1 x S3 = Tuesday 20 min detention
- 2 x S3 = Tuesday 30 min detention
- 3 x S3 = Tuesday 40 min detention
- 4 x S3 = Friday 1 hour Senior Leadership Team Detention
- 5 x S3 = A day in isolation

Issued for =

Repeated incidents at S2 level Failure to complete S2 detention
Poor behaviour in S2 detention
Repeated defiance of classroom teachers Repeated disruption to learning of others Sent to Isolation
Verbal abuse of others
Repeated use of offensive language Truancy from Lesson, TFL or Assembly Out of bounds during break or lunch Poor behaviour in corridors

S4 -An after school detention will be issued for all S4 events and parents will be informed of this in writing and given 24 hours' notice.

- 1 x S4 = Wednesday 45 min detention
- 2 x S4 = Wednesday 1hour detention
- 3 x S4 = Friday 1 hour Senior Leadership Team Detention
- 4 x S4 = Whole school isolation

Issued for -

Bullying
Failure to complete S3 Detention
Poor behaviour in S3 detention
Significant disruption to the learning of others, escorted to time out.
Fighting
Incitement to fight
Late for school 3 times in one week
Directed use of offensive language
Truancy from school
Repeated out of bounds
Repeated wrong uniform

S5 - A 60 minute detention after school on a Friday will be issued for all S5 events and parents will be informed of this in writing and given 24 hours' notice.

May be issued for =

- Failure to complete S4 detention
- Poor behaviour in S4 detention
- Repeated incidents at S4 in a week
- Defying senior staff
- Posing a health and safety risk
- Leaving site without permission
- Persistent disruption to the learning of others
- Verbal abuse of staff
- Repeated late 3 times in one week.
- Failure to present blue behaviour monitoring report card

All detentions are logged on the learner's SIMS homepage. All behaviour events are logged as negative behaviour points (S2 - 1 points, S3 - 2 points, and S4 - 3 points). These negative points affect the overall total of reward points collected from merits to exchange for rewards from the 'Reward Shop'.

Social Media

Social media is a broad term for any kind of online platform which enables people to directly interact with each other. The widespread availability and use of social media bring opportunities to understand, engage, and communicate in new and exciting ways. It is important that we are able to use these technologies effectively and flexibly. The school recognises the numerous benefits and opportunities a social media presence offers and learners are actively encouraged to find creative and responsible ways to use social media. However, we recognise there are also risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. We require all learners using social media to adhere to the standard of behaviour set out in both this policy and other linked policies e.g. anti-bullying and safeguarding.

Restorative Approaches

A restorative conversation should take place after a detention has been issued by the person giving the detention. This is to discourage a repeat of the action and for learners to be aware why a sanction has been put in place. Staff are encouraged to use 'The Five Magic Questions' to structure restorative conversations or conferences. The restorative conversation should be logged in SIMS.

Restorative Approach - The Five Magic Questions

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need and what needs to happen, so that the harm can be repaired?

Subject Action Plans

Behaviour should be discussed within departments. STLs should be made aware of behaviour issues within the department and appropriate restorative approaches and subject action plans may be put in place to monitor learner events within the subject.

Internal Exclusion

Schools need effective and well-understood arrangements to support teachers and other staff dealing with learners who cause difficulties.

From A Framework for developing a Whole School Behaviour Policy 1999

Internal Exclusion is used when the sanctions above have not produced sufficient improvement in behaviour, where a learner receives 4 or more S3 or above events in 5 days or following a particularly serious incident, e.g. swearing at a member of staff, physical assault on another learner etc.

Only members of the SLT may place a learner in Internal Exclusion. Parents must be informed in writing and learners are supervised throughout the day, including during break and lunch times.

All learners spend a day in Internal Exclusion on return from fixed term exclusion.

Time-out room

The time-out room is used when a learner continues to display poor behaviour despite having already been isolated within the department by being moved to another classroom.

STL's will contact Corridor Duty to escort learners to Time Out. Learners will only remain in Time Out for the remainder of that lesson. A separate policy related to the arrangements for Time Out is in place.

Profiling Learners

All learners will receive a profile depending upon the level of support or intervention they require in school. Heads of Year will be responsible for this profiling and will classify each learner into one of 4 tiers and provide any necessary support.

Tier 1 - learners who need little or no intervention from their teachers or form tutor

Tier 2 - learners who need intervention during tutor time or by their Head of Year

Tier 3 - learners who need external agency support and are monitored by senior leaders

Tier 4 - learners who access Aspire, Progress Centre, Bettws in Bloom or Bridge Achievement Centre and are monitored by senior leaders

Behaviour Monitoring Reports

There are four levels of individual behaviour monitoring reports that are stepped to reflect the need for further interventions and the tier of profiling that the learner is at. Depending on the colour of the report card (green, amber, red, blue) learners report daily to their Tutor, Head of Year, Assistant Headteacher or directly to the Deputy Headteacher. These reports can be monitored through the use of paper report cards or the report sections on SIMS.

Improvement in behaviour over a previously agreed timescale results in the learner no longer requiring the report card. All completed report cards are stored in the learner's file.

Inclusion Panel

An inclusion panel meets on a weekly basis to discuss strategies for meeting the needs of learners who need additional support. Learners will also be referred to Inclusion Panel following their second visit to IE.

Pastoral Support Plan

Learners who do not respond to schools' actions to combat disaffection may be at a serious risk of permanent exclusion or criminal activity. It is crucial that schools identify such pupils and working together with the relevant services devise a strategy to address the learner's future through the preparation of a Pastoral Support Plan.

From A Framework for developing a Whole School Behaviour Policy 1999

There may be a small minority of learners for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these learners.

The Assistant Headteacher will prepare a programme with realistic and precise behaviour outcomes for the individual learner and external support will be sought.

Fixed-term Exclusion

Exclusion from school is used as a last resort when a learner has failed to respond to the above sanctions, including Internal Exclusion, or following an incident of a severe nature, e.g. physical contact with a member of staff, theft etc. A meeting between parents and Head of Year will take place before the learner returns to school in order to discuss the incident(s) and put any necessary support into place.

Permanent exclusion

Permanent exclusion is used in extreme circumstances. It is the school's policy to do everything possible to avoid this sanction. There are two scenarios when such a sanction might prove unavoidable:

- A single action or illegal act which threatens the safety of the school community or any individual and deliberately transgresses behavioural norms
- Repeated indiscipline over a long period of time following a history of fixed-term exclusions.

A formal exclusion meeting is held with parents, LA officer and governors. All exclusions, fixed-term and permanent are made in accordance with LA procedures.

All learners and staff are reminded of the policy and procedures of the Behaviour for Learning Policy annually.

WORKLOAD IMPACT ASSESSMENT

It is the employer's responsibility to workload impact assess policies.

The checklist below highlights the key areas the employer's workload impact assessment should cover. This impact assessment should be applied to all existing and new policies.

CHECKLIST

- The school has an agreed system to monitor the workload and working hours of teachers and the Headteacher. ✓ □
- The policy complies with and is consistent with the teachers' contractual entitlements (see NASUWT Action Instructions). ✓ □
- The policy and any related procedures were introduced following full consultation with the NASUWT. ✓ □
- The policy and any related procedures include a specific statement regarding workload impact. ✓ □
- The impact of the policy and related procedures is that they have not added additional hours of working. ✓ □
- The policy does not duplicate any other existing policy. ✓ □
- All policies have been reviewed in order to assess whether any are outdated and unnecessary. ✓ □
- The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment. ✓ □
- Implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar, published and revised in consultation with the NASUWT. ✓ □
- All staff (including the Headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens. ✓
- The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time. ✓