



Todmorden High School

Positive Behaviour and Attitude to Learning Policy:

A fair and consistent approach to
behaviour management, rewards and sanctions.

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Statement of Principles

The Positive Behaviour and Attitude to Learning Policy has been developed in order to instil the following four principles:

- **Enhanced positivity** - a shift in focus to a culture of reward and high expectation.
- **Empowering classroom staff** - a clear and systematic procedure for positively managing unacceptable behaviour in the classroom.
- **Consistent approach** - through clearly defined protocols, we will more easily achieve consistency at **all levels**.
- **Coherent procedures** - a clear system of sanctions, ranging from those to address low-level/persistent disruptive behaviour to sanctions that are appropriate and proportionate for more serious incidents.

Roles and Responsibilities

Staff

All staff will apply a consistent and fair approach to supporting good behaviour by:

- ☒ Maintaining high expectations of all pupils.
- ☒ Uphold the three basic expectations:
 - Respect.
 - Care.
 - Honesty.
- ☒ Implementing appropriate teaching strategies to enable all pupils to achieve their potential.
- ☒ Developing and supporting mutually respectful relationships between pupils, parents/carers and staff.
- ☒ Following clearly defined procedures as set out in this policy and the associated Behaviour Pyramids
(See Associated Documents – Behaviour and Rewards Pyramids).
- ☒ Rewarding good behaviour and learning achievements.
- ☒ Applying sanctions fairly, consistently, proportionately and reasonably.
- ☒ Providing support through the pastoral system.
- ☒ Informing parents/carers of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

Parents/Carers

The school sees parents/carers as important partners in encouraging good student behaviour, attendance and punctuality.

Parents/carers can help by:

- ☑ Supporting staff in upholding the three basic expectations:
 - Respect
 - Care
 - Honesty
- ☑ Developing and supporting mutually respectful relationships between pupils, parents/carers and staff.
- ☑ Sending their children to school on time, every day, in the correct uniform, with their homework completed and with all the necessary equipment as detailed in the Behaviour Pyramids (see Behaviour Pyramids below).
- ☑ Supporting the school in its high expectations of pupil behaviour and high standards of achievement.
- ☑ Maintaining regular communication with the school, including providing absence notes, attending parents' meetings, keeping appointments and signing the Student Journal every week.
- ☑ Informing the school of concerns which may affect the child's learning.
- ☑ Encouraging and supporting their child's academic progress.
- ☑ Providing the school with feedback on how policies and practices might be made more effective.

Students

This underpins THS values of 'Respect, care and honesty'

It is expected that students will:

- ☑ Meet the three basic expectations:
 - Respect
 - Care
 - Honesty
- ☑ Arrive in school/lessons on time and remain all day.
- ☑ Come to school prepared and ready to learn.
- ☐ Attend regularly and punctually in correct uniform with homework completed and all necessary equipment for lessons, as detailed in the associated Behaviour Pyramids (see Associated Documents – Behaviour and Rewards Pyramids).
- ☐ Always produce their best work and allow others to do the same.
- ☐ Always carry their Student Journal.

- Respect the rights of teachers to teach and pupils to learn.
- Listen carefully and follow directions the first time they are given.
- Show respect for others.
- Deal with conflict in a non-aggressive manner.
- Accept sanctions in an appropriate way.
- Respect school property and the property of others.
- Not smoke, drink alcohol or take any illegal substances in school, or whilst wearing the school uniform, including the journey to and from school.
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others.
- Not to gamble in school.
- Not use a mobile phone, MP3 player or gaming devices in lessons.

Governing Body

- To ensure that the school's behaviour policy promotes positive behaviour, is non-discriminatory and the expectations are clear.
- To ensure the policy is promoted to students and parents/carers.
- To support the Headteacher in the monitoring of exclusions of different groups of students including students supported by the Pupil Premium (FSM/LAC), students identified as having Special Educational Needs and/or Disabilities and those from minority ethnic groups.

Associated Documents – Behaviour and Rewards Pyramids

The school reserves the right to amend specific aspects of its Behaviour Management protocols. The specific details of the school's Rewards and Sanctions for specific behaviours or omissions are detailed in the Rewards/Behaviour Pyramids.

These most up-to-date versions of these documents are available on the school website. Any changes to these documents or the procedures detailed within these procedures will be communicated to all students and parents in advance of the changes being enforced. These changes will also be updated within the Student Journal and in every classroom.

The Pyramids that will be made available on the website, journals and classrooms are as follows:

- Rewards**– detailing the procedure, protocol and expectations with regard to Rewards.
- Sanctions**– detailing the expectations, procedures and sanctions for addressing disruptive and inappropriate behaviour.

All procedures have been developed in accordance with DfE Guidance document "Behaviour and discipline in schools - Advice for Headteachers and school staff" Department for Education, January 2016. This document will also be made available via the School Website.

Rewards for positive Attitude to Learning

Our classrooms need to be as positive and welcoming as we can make them with every student given the opportunity to succeed. Everyone should feel confident that they have an opportunity to get it right when they enter a lesson. It is recognised that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement.

We need to catch our students getting things right and reward them for these everyday successes to **promote positive behaviour**.

Classroom staff will reward and celebrate achievement in lessons by implementing the procedures and expectations as detailed in the Rewards Pyramid (see Associated Documents – Behaviour and Rewards Pyramids).

- Regular use of verbal praise.
- Commendations.
- Positive stamps in Student Journal.
- Display of good work.
- Good news cards/slips sent home.
- Awarding of an A1 or A2 grade in Pass Cycle (See below).
- Positive phone calls to parents/carers.
- Commendation badges; bronze, silver and gold.
- Headteacher's star of the week (year 7).

Heads of Department will reward and celebrate achievement by:

- Run subject specific rewards systems.
- Nominate pupils for subject rewards for KS4 Presentation Evening.
- Regularly nominate pupils to be rewarded for outstanding contributions throughout the year.

In addition, Learning Leaders will reward individual pupils, at their discretion, for miscellaneous reasons such as marked improvement in A2L grades in STARS cycles, improved attendance etc.

A2L Grades within the STARS Assessment Cycle

The STARS tracking system is primarily used to track student progress, but also collates data relating to an individual student's Attitude to Learning. At the end of each STARS Cycle, teachers will award students a grade to measure their Attitude to Learning in that lesson for that STARS period (A2L Grade – A1 to A4). Criteria for awarding grades and their subsequent interventions are set out in Appendix 1.

Parents/carers of students with A3/A4 grades for Attitude to Learning will be invited to meet with relevant LM and annual rewards trip may be revoked.

Graduated Approach to Behaviour Management

Behaviour within the Classroom

The best place to manage, challenge and improve behaviour is in the classroom. The staff and students of

Todmorden High School have identified three simple classroom expectations that should be reinforced:

- Respect.
- Care.
- Honesty.

Whilst we have a responsibility to uphold good standards or discipline in schools, as teachers and co-professionals who work with young people, we also have a responsibility to **teach** good behaviour.

The teaching of good behaviour is to occur both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are to be taught implicitly and modelled on a daily basis.

The relationship between good teaching and good behaviour is well understood. The better the teaching, the better the behaviour will usually be. Good relationships, planning and preparation remain the cornerstone of good lessons and learning. It is acknowledged that some students will make mistakes and poor decisions.

The school does not accept inappropriate behaviour that affects the education and well-being of others. The school recognises that a variety of responses will be necessary following inappropriate behaviour and will carefully consider the implications of actions they may take. They will consider the interests of the pupil involved and the interests of other members of the school and local community.

Specific details relating to the expectations, procedure and sanctions for dealing with inappropriate behaviour within the classroom are detailed within the **Classroom Sanctions Pyramid** – detailing the expectations, procedures and sanctions for addressing disruptive/inappropriate behaviour within the classroom.

Behaviour around School

The School has high expectations for Student Behaviour in and around the School Building. Students whose behaviour falls below that expectation, will be sanctioned in accordance with the procedures in the **Sanctions Pyramid**.

Behaviour on the way to and from school and within the community

The School has high expectations for Student Behaviour beyond the school gates. Students are expected to promote a positive image of themselves and the School. In accordance with DfE Guidance document "Behaviour and discipline in schools - Advice for Headteachers and school staff" (*Department for Education, January 2016*), students whose behaviour outside the School gates is likely to bring the school into disrepute will be dealt with in accordance with the **School Sanctions Pyramid**.

Detention

Detention remains a key feature of the School's graduated approach to managing behaviour. If a pupil is to be detained after school a full twenty-four hour notice will be given to parents/carers in writing. Parents/carers will be informed that their child has been given a detention, why it has been given and when, where and for how long it will take place. It is acceptable in law to inform parents/carers by "any effective method", which includes "pupil post", the pupil planner or by letter. Detentions carried out at break or lunchtime are exceptions to this requirement but pupils must be given adequate time to consume lunch. Pupils can be detained for up to ten minutes at the end of the school day without giving written notice.

Journal Report

Journal Report is used to monitor students after concerns are raised relating to their progress, attainment, attendance, punctuality or behaviour. When on report the target is very simple and clear; no formal warnings. Where FW's are picked up Seclusion will be utilised. Progress is monitored by staff, students and parents/carers daily. Should there be no improvement, sanctions escalated to Internal Exclusion and FTE.

Restorative Practices

Following any serious incident involving conflict between two parties (student-student or student-staff, student-community), consideration should be given to Restorative Practices. Parties should be brought together in a restorative meeting, facilitated by a trained member of staff. It is likely that Learning Managers/Leaders/SLT will complete this training although Faculty Leaders would be most welcome to participate to support the process.

The aim of the Restorative Meeting is to restore a positive working relationship between the two parties (staff-student, student-student). Similar practices should be established within Faculties where the Head of Faculty will support the member of staff and the student to repair their relationship to support future learning and progress.

Feedback to staff

The member of staff dealing with an incident has a responsibility to feedback to the member of staff reporting the incident as to the action that has been taken and the agreed next steps.

Sanctions for Serious/Persistent Behaviour

Following a serious incident, or persistent disruption despite previous sanctions, a more serious sanction may be necessary. The school will have three possible sanctions that may be applied:

The school will use seclusion, internal exclusion and fixed-term exclusion when a serious incident occurs or persistent poor behaviour and disruption of others' learning continues after other sanctions have been used. All incidents are fully investigated and pupils and staff are given the opportunity to make a written statement.

Seclusion –

- Students placed in **Seclusion / Internal Exclusion** will work in complete isolation for a number of days to be determined by the Headteacher/Deputy Headteacher (1-5 Days).
- If the decision is taken to place the student in **Seclusion / Internal Exclusion**, parents will be

contacted and informed of the decision.

- Whilst in **Seclusion**, the student will complete Maths, English and Science work. Seclusion staff will provide age/ability appropriate work for each student in seclusion.
- The student will remain in **Seclusion** through break-time and lunchtime. They will eat their lunch in **Seclusion**. The student will be escorted for “comfort breaks” before break and lunchtime to avoid contact with other students.
- Seclusion Sessions run from 8.40am to 3.30pm.
- Internal Exclusion run from 8.00am to 4.30pm.

Fixed-Term Exclusion

The decision to apply a **Fixed-Term Exclusion** will normally be taken by the Headteacher (or Deputy Headteacher in the Headteacher’s absence). The Head teacher will consider all exclusions in line with current regulations. Where exclusions are issued, telephone and letter will inform parents/carers of the nature of the incident, the length of exclusion along with the date and time for the re-integration meeting prior to the pupil being re-admitted to school. During days one to five of an exclusion parents/carers are legally responsible for their child’s whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification. School must provide work for pupils who are excluded. The school is always exploring alternatives to fixed term exclusions.

Any fixed-term exclusion longer than 5 days will require the school to provide educational provision from Day 6. The arrangements for this will be communicated with parents at the point of exclusion.

A student may be **excluded** if they have chosen not to comply with the terms of **Seclusion**. Again, this decision should be made with the consent of the Headteacher.

Any student receiving a **Fixed-Term Exclusion** will be required to complete a period in **Seclusion** upon their return to school. They will also be required to participate in a Reintegration Meeting with their parent(s) to support their reintegration and discuss any support that may be required. Where a reintegration fails due to a lack of support from either the parents or student in question a further **Fixed-Term Exclusion** may be applied.

Permanent Exclusion/Managed Move to another school.

This is an option of last resort or in extreme circumstances.

Behaviour Support

It is recognised that some pupils will need additional support. Analysis of data such as attendance, PAss, on-call, seclusion and exclusion will identify pupils experiencing Social, Emotional and Behavioural difficulties. Staged intervention will then be put in place.

Pupils with a Disability

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. School must not discriminate against disabled pupils and consequently may be required to make reasonable

adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe however that it is our responsibility to support and help such pupils to behave in a socially acceptable manner and the effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have statements of special needs [EHCP] then a review of their statement will be held to determine if it is still appropriate to name Todmorden High School as their school. If no statement [EHCP] exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, Governors and the child.

Bullying

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

What is Bullying?

Bullying can be defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

How Todmorden High School responds to incidents of bullying

When an incident of bullying has been witnessed or reported a member of the Student Learning and Progress Team (SLPT) will be notified and will carry the complaint forward. Each incident will be accurately recorded

using CPOMS; this enables incidents to be tracked and monitored over time. Additionally bullying of vulnerable and protected groups can be escalated accordingly by the Safeguarding Team.

Prevention

At Todmorden High School we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school Vision and SPACE days. Students are also consulted through in-school pupil questionnaires and the EHNA.

Physical Restraint

Part 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of school staff to use force. The Act states that:

“Staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely -

- a) Committing an offence.*
- b) Causing personal injury to, or damage to the property of any person (including the pupil himself/herself), or*
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”*

At Todmorden High School, reasonable force will only be used if no alternative can be sought. Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation.

“Some examples of situations where reasonable force might be used are:

- ☒ To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;*
- ☒ To prevent a pupil causing deliberate damage to property;*
- ☒ To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- ☒ To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- ☒ To prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- ☒ To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit”*

From “Use of force to control or Restrain Pupils – A Summary of the new DCSF guidance – REF No. DCFS-00368-2010”

Any incidents where a member of staff is required to restrain a student must be recorded in the Restraint Log.

Searching, Screening and Confiscation

The School has powers to Search and Screen for Prohibited Items and to confiscate these as necessary. See Searching, Screening and Confiscation Policy. Prohibited items as detailed in the policy are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers / e-cigarettes.
- Fireworks.
- Pornographic images.
- Lighters/matches.
- Any article that the member of staff reasonably suspects has been, or is:
 - i) To commit an offence,
 - ii) To cause personal injury to, or damage to the property of, any person (including the pupil).

Drugs, Knives and Dangerous Items

The school takes very seriously the issue of drug use and knife crime and the dangers surrounding these. It is our policy that any student found on the school premises with drugs, a knife; blade or item of a similar nature is immediately excluded from school and removed from the premises either by parents/carers or police as appropriate. This is followed by a thorough investigation. The sanction for this offence could be permanent exclusion. The school retains the right to search and confiscate such items as outlined above and as described in law. The school will make 999 calls if there is any perceived risk to staff or students.

SLT are designated with the authority by the Headteacher to search students if they believe they may have possession of drugs or weapons. There will always be two members of staff present, at least one of whom will be the same sex as the student.

School Dress Code/Piercings

- ☒ The school dress code is detailed within the Journal.
- ☒ There is an expectation that all students will dress in line with the code, when in school and when travelling to and from school.
- ☒ Where problems exist in providing school clothing, parents/carers are asked to discuss this with their child's Learning Manager.
- ☒ Parental support with this policy is central to its effectiveness.

- ☒ Any facial/body piercing deemed by the Headteacher to be a risk to the Health and Safety of students, should be removed. Where a student arrives at school with such a piercing, they will be asked to remove the item of jewellery. If this is not possible, the student will be placed in Seclusion until the piercing can be safely removed.

Monitoring and Evaluation

The Deputy Headteacher, Assistant Headteacher and the relevant Governor Working Group will monitor the use of sanctions to ensure that individuals and groups are not unfairly treated or disproportionately represented.

The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- Behaviour record
- Attainment/achievement record on SIMS/SISRA
- Attendance data
- Seclusion/exclusion data
- SEN Register
- STARS Data
- Intervention Records
- Outside Agency involvement
- Student Journal

The STARS descriptors for Attitude to Learning give staff, parents/carers and students a common language with which to discuss behaviour and facilitate consistency in implementing the use of rewards and sanctions. By the regular and systematic collection of behaviour data, followed by thorough analysis, we are able to monitor progress allowing school staff to work with students and their parents/carers to provide appropriate intervention where required.

Todmorden High School
STARS A2L Grade Descriptors

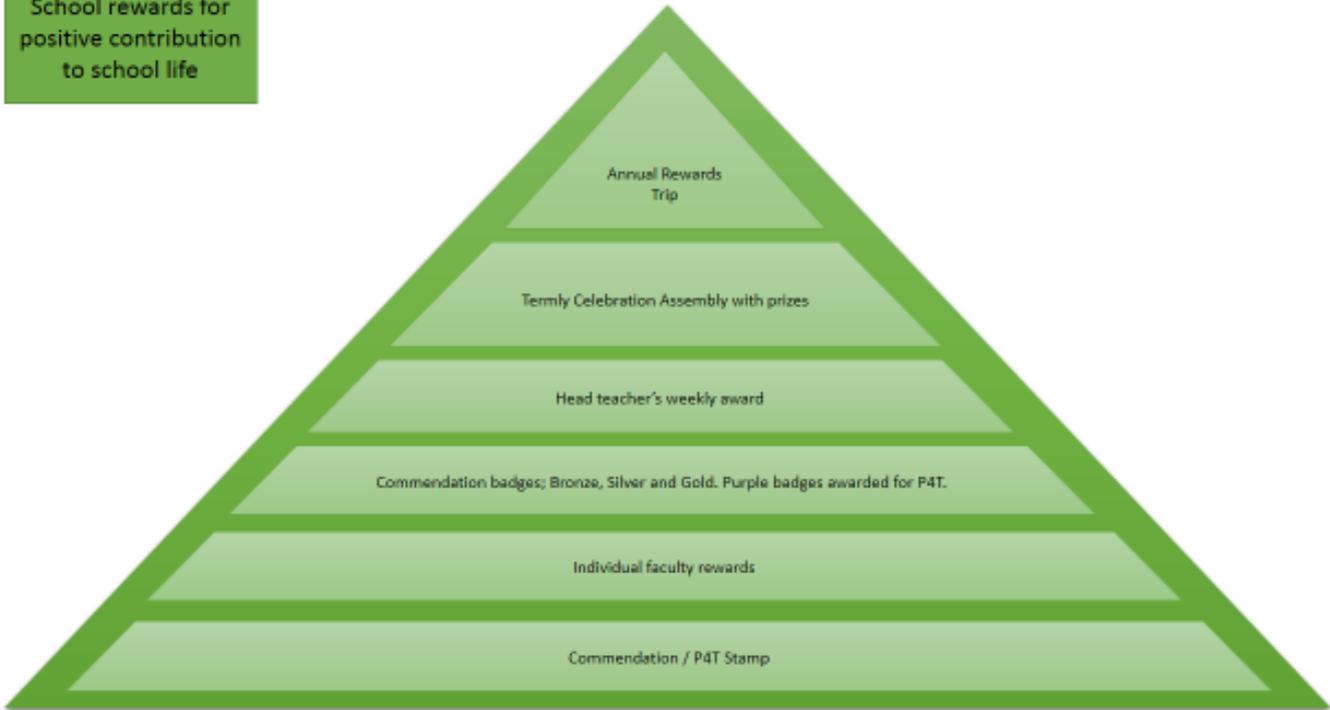
When Classroom teachers are awarding Attitude to Learning Grades they should take effort, homework, attendance and punctuality into account.

Remember every learner starts a new PAss cycle as an A1 Learner.
We want to promote fresh starts.

The following criteria should be used to guide staff in using their professional judgement to award a grade:

Attitude to Learning Grade Descriptors and Criteria	
Grade	Criteria
A1 Learners	<p>These learners hand work in on time and produce it to the highest level of which they are capable.</p> <p>These learners have often done more than you ask and have a positive attitude at all times.</p> <p>These learners will never have been Isolated or sent Seclusion.</p>
A2 Learners	<p>These learners almost always hand work on time (allowing one or two late submissions in a cycle) and usually produce work to the highest level of which they are capable.</p> <p>These learners are positive in class and contribute to a good classroom ethos.</p> <p>These learners may have been isolated or secluded on one occasion.</p>
A3 Learners	<p>These learners are causing concern to their teacher. Their attitude is below that expected from learners at Todmorden High School.</p> <p>Teachers sometimes have to intervene to make sure the learner completes the work expected of them due to lack of consistency or effort by the learner.</p> <p>The class teacher must have discussed the issues with the learner, HoF and parent/carer must be informed in student planner, by letter or by telephone.</p> <p>Any of the following could be a concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> They may be preventing the others in the class from learning <input type="checkbox"/> They may be late to lessons <input type="checkbox"/> They may be poor attendees <input type="checkbox"/> They may have been isolated and/or secluded
A4 Learners	<p>The learner's effort regularly falls below a satisfactory standard.</p> <p>This is a serious concern, where the student routinely demonstrates poor levels of effort or disruptive behaviour.</p> <p>This is not awarded easily or as the result of a one-off incident.</p> <p>The class teacher must have discussed the issues with the learner, HoF and parent/carer must be informed in student planner, by letter or by telephone. A referral should have been made to the Learning Manager during the STARS Cycle who will then consider an SLPT referral.</p>

School rewards for positive contribution to school life



School Sanctions for failure to follow school expectations.

