

HOWDEN SCHOOL



Behaviour and Rewards Policy

Positive attitudes to learning supported by high standards of behaviour are fundamental expectations of all members of Howden School. Central to securing a culture that student's value, is a clear behaviour and discipline system which rewards success freely.

At Howden School positives are persistently promoted, recognised and celebrated in all forms. Behind this is the shared belief that all individuals respond positively to recognition and reward, and through this are motivated to replicate and further develop these qualities.

The aims of the school Behaviour for Rewards Policy are:

- To enable all students to feel valued and safe in school enabling them to learn and to succeed to the best of their ability.
- To encourage positive and appropriate behaviour between all members of the Howden School community.
- To encourage a consistent approach that is understood by all members of the Howden School community.

1 INTRODUCTION

- 1.1 The school expects good manners and high standards of behaviour from all students. Good behaviour in the classroom is essential for effective teaching and learning to take place and to create an environment in which learners feel valued, cared for and safe. Effective learning cannot take place unless student behaviour is good and any incidents of misbehaviour are consistently well managed by classroom teachers. The school's ethos should provide the context within which students feel secure, know they are valued as individuals, are safe from emotional and physical harm and work in a supportive environment. At Howden the great majority of students enjoy school, work hard, and behave well. This policy aims to support those standards.
- 1.2 Students should arrive at school expecting to behave and work hard. Parents/carers, staff and students all have an important role in achieving this. Teachers have a duty to maintain good order and discipline in the classroom and to safeguard their health and safety. This policy sets clear direction and support for staff in playing their part in maintaining a positive ethos, which values all members of the school community and sets the standards of behaviour expected in all lessons. Consistent application of the school's Behaviour and Discipline policy is a key factor in establishing high standards and maintaining good behaviour. The behaviour of students is expected to be good or better in all lessons. High quality learning and school improvement are dependent on staff, parents and students being clear what standards of behaviour are acceptable and not acceptable.
- 1.3 Good Teaching (*please see Howden School Teaching and Learning Policy*)

Good quality teaching and learning is essential when trying to establish models of good behaviour and engaging those students who may misbehave. A consistent experience of good teaching will engage the majority of students in their learning and reduce incidents of disaffection and poor behaviour.

The behaviour of even the most difficult students varies between lessons and teachers. Students' attitudes, behaviour and achievement are best where lessons are well matched to their abilities, engage their interests and use a range of different teaching and learning styles.

In good teaching the transition between different activities in the lesson is managed well and high expectations are constantly re-enforced with staff giving meaningful praise.

Late starts to lessons, disorganised classrooms, low expectations and unsuitable lessons allow inappropriate behaviour to flourish. Students often react badly when they think staff are disrespectful towards them or appear to have a lack of interest in them and their learning.

2 GENERAL SCHOOL ROUTINES

Maintaining Good Behaviour – Support for Staff

2.1 Managing learners' behaviour is the responsibility of all staff (See Professional Standards for Teachers Part 1.7) both in lessons and around the site during the teaching day. Senior staff will always have a regular supportive presence around the school at lesson changes, morning break, lunchtime and at the end of the school day to help maintain a sense of calm, order and safety at all times when large numbers of students are moving to/from lessons or have social time, morning break and lunchtime.

All staff have a professional responsibility to maintain order and to challenge students who are slow, late or misbehave in moving to/from lessons or are out of a lesson during lesson times. All teachers are expected to encourage students to move quickly, calmly and safely to lessons and it is expected that students will arrive on time for all lessons. Narrow staircases are areas where congestion and delays can occur – and all staff are expected to exercise a supervisory and calming presence as they move to lessons and encourage students to keep left on staircases.

2.2 Teachers must NOT release classes before the lesson change bell rings.

2.3 Supervision of Dismissal and Arrival of Classes

Dismissal of Classes:

All teachers should supervise the dismissal of their classes at the end of the lesson – when the lesson change bell has rung. Classes must never be released before the lesson change bell rings. The routine for safe dismissal should be that the teacher stands by the door and releases the class in an orderly way e.g. a row at a time, into the social area or corridor. The dismissal should be controlled by the teacher who can oversee both the flow of students out of the classroom and their movement into the nearby corridor or social area and importantly the students know that the teacher can see them moving safely.

2.4 Special Note: Mobile telephones / iPods / Jewellery

The school recognises that the majority of people – children and adults have mobile telephones. However, students are advised that if they bring a mobile telephone on to school premises they do so at their own risk and the school takes no responsibility for any lost or stolen mobile telephone.

The school policy is that mobile telephones must be placed into the owner's pocket, bag, or coat during the school day.

The guidelines for confiscation are the same for mobile phones, iPods and Jewellery:

- If the student is compliant to the request to hand the item over for confiscation, the item will be enveloped and placed in locked storage in the school office. The student may then collect the item at the end of the school day.

- If the student is not compliant to the request, the Duty Teacher should be called who will deal with the issue.

3 GENERAL CLASSROOM ROUTINES

3.1 Classroom Routines

Students respond positively when classrooms are well organised and well managed, staff are cheerful, and routines for the start and end of lessons are clear and consistent.

Teachers and subject areas should establish a clear consistent framework of classroom routines so that all students know what is expected of them each lesson. This reduces confusion and opportunities for unacceptable behaviour.

3.2 Code of Conduct

The majority of students usually behave well when they know what is expected of them. Students need to be regularly instructed that good order and discipline is essential for learning to take place. The school's Code of Conduct sets out the basic framework for acceptable behaviour in lessons. The Code of Conduct must be consistently applied by all teachers and complied with by all students.

The school's Code of Conduct is published to all students and parents in the school diary. Staff should remind students regularly about the expectations of their behaviour set out in the Code of Conduct.

The Code of Conduct sets the minimum clear and consistent expectations for students' behaviour required in lessons.

At Howden we:

1. Are polite and respect everyone's right to learn;
2. Are responsible for our own actions;
3. Arrive on time and come prepared for every lesson;
4. Listen carefully and follow instructions.

This Code of Conduct, understood by teachers and students, is essential for learning to take place. It provides a basic framework in which teachers and students can work together so that learning can take place.

The Code of Conduct sets clear boundaries of what is expected in lessons. Failure to comply with the Code of Conduct will have consequences for the student. The responsibility for avoiding consequences lies with the student. If the student breaks the rules then he/she must realise and accept that there will be consequences. They make a choice and they need to understand that sanctions are a direct consequence of their choice to misbehave.

3.3 Teacher behaviour is a key determinant of the behaviour of students and therefore teachers should:

- Set high standards and have high expectations of students.
- Keep students interested. Teaching and Learning should be challenging and engaging and involve completing a variety of tasks.
- Deal with any misbehaviour as it happens – to ignore it is to condone it.
- Make constructive comments - verbal and written.

- Reward students as appropriate when they have done well.
- Advise students how to avoid or put right mistakes.
- Regularly praise good work and good behaviour.

3.4 Low level or minor misbehaviour in the classroom

Teachers should deal with minor disciplinary matters as and when they arise in the classroom without the need for additional support from the Duty Teacher or the need to refer on to other staff.

Good classroom management is an important part of the role of all teachers (See Teachers' Standards' Part 1 Point 7) Teachers have a range of sanctions to assert their authority in the classroom, which they can apply to keep misbehaviour to a minimum and should avoid referring minor misbehaviour to a higher level. Classroom teachers should:

- Establish set routines for entering and leaving the classroom as agreed with Subject Leaders
- Greet students as part of a positive ethos.
- Have seating plans.
- Have a clear focus to the start to the lesson.
- Use a starter activity, which is suitable to meet the needs of all students.
- If they are necessary, apply sanctions that are 'short and sharp' and manageable e.g. 30 sec to 1 min silence to establish order.
- Use professional judgement in choosing the best time to deal with students who enjoy confrontation.
- Select an appropriate time to follow up on minor misbehaviours e.g. lateness, incomplete homework, lack of equipment. This might not be at the start of the lesson.
- Ensure that any student being disciplined is advised of the consequences of continuing misbehaviour, and is fully aware of any sanction that will be given.
- Use strategies with a proven track record including:
 - 1 Having a countdown to establish order at the start of the lesson e.g. 5, 4, 3, 2, 1 as this allows students time to get ready and to end conversations.
 - 2 Establishing acceptable levels of noise e.g. on a scale of 1 to 5. If the class reaches level 5 (shouting) then order can be re-established by a sanction of a 30 second silence.
 - 3 Trying to create situations for a student who seeks attention by misbehaving, by giving attention in a positive way e.g. operating a whiteboard, giving out books.
 - 4 Developing a relationship with students outside the classroom eg in the canteen queue, in the corridor etc.
 - 5 Placing a student immediately outside their classroom for a short 'cooling off' period for a maximum of 5 minutes.

4 DEALING WITH BREACHES OF THE BEHAVIOUR AND DISCIPLINE CODE

The school has a large number of full and part time teachers and it is very important to ensure that staff are consistent in their application of the behaviour policy and that sanctions applied are proportional to the misbehaviour.

4.1 Sanctions and Systems

Teaching staff should deal with the majority of behaviour issues within their classroom. It is for the teacher to decide the appropriate sanction for misbehaviour within the accepted range of sanctions available, as published in this whole school policy, and supplemented by agreed faculty guidelines which are specific to subject areas.

The sanction should be appropriate to the offence and it should not be a collective or whole class punishment where the innocent are punished along with the guilty. Ensure you have evidence of who

misbehaved to avoid resentment. Constructive punishments that give something back to the school community can be effective.

C1 – 6 details the range of sequential consequences for students. (Staff are advised to discuss with students where they are and why within the sequence) for example: 'I have asked you to stop talking, if you continue you will move to a second warning and I will move you to a different seat'.

C1 First verbal warning.

C2 Second verbal warning – plus a low level sanction such as moving within the room or standing outside the room if appropriate or 1/2 minute detention at the end of the lesson if possible (Periods 2, 3 and 5)

Should support be needed the following whole school systems are available.

C3 5 minute break detention (school system) (staff to complete referral form the same day)

C4 10 minute lunchtime detention (school system) (staff to complete referral form the same day)

C5 Department Isolation and a 15 minute lunchtime detention.

C6 Whole School Isolation – followed by a 20 minute lunchtime detention.

Staff may also

- 1 Write a note in the Student Planner.
- 2 Make a phone call home.
- 3 Set written work, to be signed by parent or carer.
- 4 Place student on Department Report.

4.2 Subject Leaders

It is the role of the Subject Leader to oversee discipline within their areas:

- To publish additional specific guidelines for the department if required.
- For investigating incidents within the Department and taking appropriate action.

4.3 Role of Learning Managers / Pastoral Managers

It is the role of the Learning Managers / Pastoral Managers to oversee discipline with their year:

- Working in conjunction with tutors to place students on green report to monitor progress.
- Consult with the Assistant Head Support should a student not successfully meet the requirements of the green report as to what further action should be taken.

4.4 Report Systems

The school will operate a three tier report system. Where possible all the reports will operate on the same grading system for ease of teacher use, and validity of monitoring. It is expected that students will move between the reports depending on the progress made. The system will be colour coded, so that all staff are aware of where in the system the individual student is, at any moment in time.

It is important that all staff discuss their grading decisions with students, and this should be on-going throughout the lesson. (Example . . . ' I have asked you to stop talking, if you continue to talk your grade will go from an A to a B.' etc.)

The three reports are as follows:

Subject Report

Once a student has been placed on a Department report, a notification slip should be sent to their Learning Manager. If a student is placed on three Department reports the Learning Manager will take over the monitoring of that student.

Learning / Pastoral Manager Report

If the decision is made to place a student on Green report the Learning Manager will set whole school targets and parents will be notified.

Leadership Team Report (Behaviour Improvement Programme)

This is a very serious reporting system, and will normally be used when a student is at risk of exclusion.

Each report details the grading system and the consequences that follow.

4.5 Isolation and Duty Teacher

The school has an Isolation and Duty Teacher system, see appropriate policies.

4.6 Extra Curricular Events

Students on any other report will be interviewed by their Learning Manager and/or Event Organiser before acceptance on trips/events is finalised. Students will be reminded of these report requirements frequently via assemblies/by tutors etc.

4.7 Internal Exclusions

Students who fail to comply with the conditions specified on the red report and obtain 3 grade Ds in one week will be internally excluded. The length of the internal exclusion will be determined by the Headteacher, based on a report of the misbehaviour by the Learning Manager / member of the Leadership Team managing the student on report.

5 Praise and Reward

The positive acknowledgment of good behaviour lies at the heart of Howden School's Behaviour and Reward Policy.

It is important that good work and good behaviour receive the appropriate recognition they both deserve. The balance between positive reinforcement and the use of sanctions is crucial in creating the positive ethos in which Howden School staff and students can thrive.

The school operates a two tiered approach to rewarding students:

- Subject rewards.
- Whole school rewards.

Subject rewards will be awarded by the class teacher or middle leader for that subject department/faculty. The rewards can vary from subject to subject and dependant on age of students, please find an example of rewards below:

- Informal recognition.

- Verbal comments.
- Written comments in line with schools Marking and Assessment Policy.
- Stickers/stamps.
- Postcards home.
- Letters home.

Whole school rewards are distributed every half term with the anticipation that at least 25-35% of the Year group will receive rewards each half term. The final reward in the last half of the summer term will take into account the previous five awards from that Academic year and will involve a major school event.

The percentage number of students to receive awards is a flexible number and should be based on student performance and outcomes rather than a numerical target.

The Criteria for rewards is important and should always link to Student Outcomes and/or contribution to the school community. It is imperative that all students, no matter what ability or background, have an equal opportunity to succeed. Therefore rewards based around student outcomes are linked to the schools assessment and monitoring procedures. This enables us to have an accurate assessment of individual student progress and outcomes.

The key criteria are:

- Progress.
- Attainment.
- Attendance.
- Attitude to Learning.
- Contributions to tutor and wider school life.

In some terms the criteria focus differs for different cohorts of students and at Key academic times there is more than one key criteria. The school often increases the number of reward events when opportunities arise.

The Student Senate play a key role in deciding the rewards that students receive and if additional reward events need to be resourced. Examples of whole school rewards are:

- Selection boxes.
- Vouchers.
- Easter eggs.
- Lunches.
- Lunchtime concerts.
- Trips.
- Activities (Inc 'It's a Knockout')