

Pensby High School

Behaviour for Learning Procedure

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Record of changes to this document

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Section Number	Amendment (<i>shown in Bold italics</i>)	Deletion	Addition	Reason
All	All – the procedure has been re-written from scratch	All – procedure has been re-written from scratch and separated from the policy	All – the procedure has been re-written from scratch and separated from the policy	Procedure produced through whole school INSET and working party sessions to ensure that all staff have the opportunity to have a significant input into revised procedures, enabling commitment to uniform introduction and application of procedures

Consultation with Stakeholders

List of key individuals/committees or groups this policy has been for consultation

Name of committee Chair	Stakeholder involvement	Date

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1. INTRODUCTION

- 1.1 This procedure sets out Pensby High School's process for Behaviour for Learning.
- 1.2 It will set out the actions for all staff within the school, including the role of senior and middle leaders, classroom teachers, form tutors and other staff.
- 1.3 The policy and procedure will set behaviour for learning into a context that relates to such policies as the equality scheme and anti-bullying policy. All staff should expect to be able to refer to this policy and its procedures and challenge any deviation from it.

2. Scope

- 2.1 The procedure sets out how the Behaviour for Learning Policy will be put into practice by all staff at Pensby High School. The procedure enables staff to identify their role and responsibilities within the process and parents to see the Behaviour for Learning procedures used by the school and who is responsible for their use and implementation.

3. REFERENCES

- 3.1 This policy and procedure are linked to the following policies:

- Equality Scheme
- Anti-Bullying Policy
- Complaints Procedure
- Drugs Policy
- Equal Opportunities – Pupils
- Home School Agreement
- Induction Policy
- Physical Intervention

4. THE PROCEDURE

- 4.1 This section sets out the steps that need to be taken and is split into sections on Creating a Behaviour for Learning Ethos; Rewards; Record of Achievement; Behaviour; Responses and Sanctions, Rewards Cards, Uniform, Inclusion and On Call System, Inclusion Room and Parental Access to Sanctions and Reward Information.

4.2 Creating a Behaviour for Learning Ethos

A clear, simple and all-encompassing Behaviour for Learning Classroom Code is displayed in every classroom, explaining how students are expected to conduct themselves in order to gain the maximum benefit from the learning experiences offered to them. The focus is deliberately on the positive aspects of behaviour, rather than a list of rules to obey. The points within this are shown overleaf and a copy of the code as displayed in classrooms is shown in Appendix A.

**PENSBY HIGH SCHOOL
BEHAVIOUR FOR LEARNING CLASSROOM CODE**

- **Show that you CARE about learning**
- **Come to lessons on time and ready to learn**
- **RESPECT the learning of others**
- **Involve yourself actively and responsibly in learning**
- **Always aim to meet or exceed your target level / grade**
- **Take INSPIRATION from others**

In addition to the overarching guidance given in the Behaviour for Learning Classroom Code, we understand that it is useful to provide more detailed guidance to students and teachers regarding our expectations of good behaviour at Pensby High School. It is essential that we CARE for all within our community; we foster mutual RESPECT and INSPIRE all of our community to be successful.

CARE:

For each other and the school

For our community and what we do for others

RESPECT:

Expecting and valuing the best for ourselves and all others

Valuing and celebrating the difference in people

INSPIRE:

Opening ourselves to new challenges and experiences; risking failure to achieve

Be creative, find solutions to problems; never give up

Focussing on behaviour for learning, rather than on inappropriate behaviour, allows students and teachers to work together to create a positive, stimulating learning environment in which students can make good or outstanding progress and develop the skills to monitor and regulate their own behaviour. The guidelines below give a simple framework within which all teachers should work to begin to create this ethos.

Teachers should:

- Meet students at the door whenever the space in corridors makes this possible
- Monitor student uniform on entry
- Manage entry into and out of the learning space, lining up where desirable
- Ensure students remove their coats before being seated and bags on the floor
- Have a seating plan as per the context sheet for each class and review it regularly to ensure that students work effectively with those around them
- Use praise and rewards to manage behaviour positively
- Dismiss students in an orderly manner
- Follow procedures to deal with poor behaviour systematically and fairly
- Avoid shouting or aggressive mannerisms in general – a raised voice is sometimes required to attract attention, but this must never be used as a ‘norm’ or as a general form of behaviour management.

SANCTIONS FOR DISRUPTION

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff and each case must be dealt with according to its merits.

Behaviour	To be resolved by	Possible sanctions/strategies
Low level disruption <ul style="list-style-type: none"> • Lack of concentration • Calling out • Telling lies • Chewing • Not following instructions • Minor bad language • Use of mobile phone • Lack of homework • Lack of equipment • Late to lesson • Littering • Off-task disruption • Answering back 	Low level intervention by adults within the classroom	<ul style="list-style-type: none"> • Non-verbal signals • Behaviour for learning strategies • Verbal reprimand • Cooling off period outside (max 5 mins) • Move seats • Positive Behaviour System • Workroom • Detention • Phone call home • Provision of equipment with deferred sanction • Recognition of lateness with deferred sanction/discussion • Confiscation • Community Service e.g. Litter picking

CONFISCATION

The aim of confiscating property is to maintain an environment conducive to learning which safeguards the rights of other pupils to be educated with regard to Health and Safety, threats to good order, uniform violation, the ethos of the school.

At Pensby High School all adults have the authority to seize, retain or dispose of the following items if reasonably applied: sweets, chewing gum, cans of drink, footballs, paper balls, etc.

Adults will also confiscate but not dispose of the following items mobile phones, MP3 players, jewellery deemed inappropriate, incorrect uniform, scarves, gloves, coats etc. Such items will be placed in the school office and must be collected at 3:15pm of the same day for a first offence. Repeated offending will result in parents being invited in to discuss and collect the offending items.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarettes, lighter, pornographic material. This material should be referred to the Assistant Vice Headteacher in the first instance.

A pupil may reasonably be asked to turn out their pockets or to hand over an item that is against school rules.

It should be noted that while it is legal to confiscate a mobile phone. However, searching through the phone or accessing text messages, without the pupil's permission, is not. If investigating any issue of cyber bullying the pupil's permission to look at their text messages and accounts should be sought.

Weapons, Drug, Stolen Property

A separate legal provision makes it lawful for authorised school staff to search pupil suspected of carrying knives, weapons, drugs, cigarettes, fireworks or stolen property without consent. At Pensby High School the following adults are authorised to search for weapons without consent using the agreed Department for Education guidance (Screening, Searching and Confiscation).

- Headteacher
- Vice Headteacher
- Assistant Vice Headteachers

On no account should any other adult attempt to carry out a search of a pupil's property or clothing for any reason. Suspected pupils should be referred to the named staff who will decide on the appropriate action to take.

USE OF CCTV

CCTV will be used where appropriate in establishing the facts around incidents and as evidence as required by any investigation or proceedings, and that this CCTV will be shared with other agencies as required.

DETENTIONS

Page 17 gives a flowchart for detentions. However, the primary responsibility for behaviour lies with the classroom teacher and their curriculum line management structure.

Detention time should be used purposefully to either:

- Allow pupils to catch up on learning they missed due to inappropriate behaviour or
- To resolve more serious behaviour related issues through discussion.

Detentions should not be used to humiliate pupils and the use of lines and copying out should be avoided. Students should use the time to complete outstanding work, homework or additional study. If this is not possible, students should sit in silence and reflect upon the actions and events that led to the detention.

Lunchtime and after school detentions

- Lunchtime detentions must not be of such duration that a pupil or supervising adult misses the opportunity to eat, drink and use the toilet. They should normally not exceed 30 minutes. Pupils may, however, stay with SLT or pastoral staff as a result of internal exclusion or other factors. These students must be allowed to go to the toilet and have lunch, however, they will remain supervised throughout lunch and break.
- After school detentions, must not exceed 1 hour apart from senior leadership detention.

What to do if a pupil walks out of detention

- Point out that the pupil needs to return to the detention but make clear that the pupil will be accountable for the choice they make.
- Make this point clear to the other pupils who may also be on detention.
- Do not ensure the requirement to remain by use of force.
- Inform your line manager (and office staff if appropriate to allow them to contact home) that the pupil has left the detention without permission. A further higher level sanction will be imposed on the pupil subsequently.

SUPPORT FOR TEACHERS

Pensby High School recognises that regular professional development on behaviour is essential in developing the positive climate for learning, we expect and we strive to ensure that all adults have access to CPD that is identified through Performance Management review or self-evaluation (for example through our INSET training, coaching programme, Mentoring, Hotspots for SLT, NQT support, LC/subject mentors).

However we understand that from time to time and for a variety of reasons adults may feel unable to cope.

We provide the following additional support:

- Adults who are having difficulty with a class or group should in the first instance seek help from their relevant Middle Leader.
- Adults who need advice on managing the behaviour and attitude of individual pupils should speak to their Middle Leader and Pastoral Leader.
- Adults who feel they have been subject to abuse or intimidation by pupils should refer the issue in the first instance to the pupils pastoral leader.
- If appropriate the above issues can be further referred and strategies to address the issues arising can be developed and supported. This may subsequently involve the support of SLT and outside agencies.

Support to adults in developing the positive climate for learning and in positively managing inappropriate behaviour

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:

- A conscious competence in giving praise
- Including behaviour and attendance objectives alongside lesson objectives

- Developing a presence in the classroom
- Using congruence of tone and gesture and tactically ignoring
- Offering assertive statements or directions
- Making use of good question technique
- Using the language of correction
- Offering partial agreements
- Using the language of choice

Avoiding challenging behaviour:

- Be organised and on time
- Try to have a positive or upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending
- Use your initiative, tailoring your actions to individual situations
- Use pupils names rather than referring to them in impersonal terms
- Try to have a sense of humour; be relaxed
- Give pupils a choice or a way out of situations
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.

Diverting challenging behaviour:

- Give pupils responsibility
- Change the subject or the conversation if possible
- Acknowledge the reason for the conflict but say you will help or sort it out later
- If appropriate, accept some responsibility for the situation and offer a new start
- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support.
- Bring humour to the situation
- Talk about pupils who have successfully dealt with other similar situations

Defusing challenging behaviour:

- Use a personal touch – use of name or reference to former achievements
- Offer a dignified way out of conflict
- Avoid personal comments
- Remain calm
- Praise previous good behaviour
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission.
- Smile
- Divert by changing the topic of conflict

Managing challenging behaviour:

- Allow the pupil space – a way out, time-out, etc
- Keep conversation impersonal
- Don't make impossible demands
- Avoid making threats – state facts and make statements
- Follow up what you say you will do
- Avoid physical contact
- Use the agreed system – Head of Department, rota for on-call, Pastoral Leader.
- Try to ensure the safety of others within the group
- Plan for the needs of individuals in the group.
- Avoid confining a pupil who is determined to leave – let him or her go and follow it up later.

- Restraint should only be used in proportion to the nature of the incident and only if there is a threat to the health and safety and property, and must be carried out using agreed restraint techniques. Authorisation for levels of restraint needs to be clear within the school. Every effort should be made to avoid the use of restraint if at all possible, never use force to stop a child simply leaving.

Behaviour for Learning techniques and language scripts

Techniques	Details
Pause-direction	Use a pause after calling a name to establish and sustain attention. "Sharon (pause) ... - back to work, thanks." "Michael ... facing this way and listening, ta".
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands three times; or standing next to a 'learning zone' poster in the room. "Four on the Floor" – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes The teacher may say to a nearby pupil. 'Well done Phil – you remembered to put your hand up to answer a question.'
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: 'Yes, you may have been talking about your work but I would like you to ...' 'Yes, it may not seem fair but ...'
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, 'When you have finished your work, then you can go out' than, 'No, you cannot go out because you have not finished your work.'
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: 'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any'
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: 'I need you to get on with your work or (consequences) – it's your choice.' 'Are you choosing not to follow our rules on ...?' or 'Sit over here or next to Peter (implicit choice).'
Deferred consequences	Deal with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: 'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'
Consequences and sanctions	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: 'Annette – you KNOW that if you're late to lessons without a note you make up the time at lunchtime – full stop' 'What does the Code of Conduct say about how you are expected to enter the room?' 'What's our rule for working noise?'

4.3 Rewards

Staff should consider rewarding pupils. Area Team Leaders must monitor and QA this process half termly and discuss underuse with relevant staff. Students are awarded points for high standards of achievement, excellent attitude to learning and contributions to the school community and supporting both staff and other pupils. A useful way of remembering what to reward is the five 'R's' – RESPONSIBLE, REASONING, RESOURCEFUL, RESILIENT, REFLECTIVE. Points may be awarded in lessons or by Form Tutors, pastoral leaders or any other member of staff using the Behaviour Module in CLASS CHARTS.

The member of staff awarding a point should inform the student of this at the time of awarding.

Example events for which a point should be awarded:

- Excellent attitude to learning
- High quality classwork
- High quality homework
- Meeting or exceeding target level or grade in an assessment, test, module exam or coursework
- Excellent performance in sport, dance, music or drama, either individually or as part of a team
- Improved attitude to learning
- Improved classwork
- Improved homework
- Contribution to the life of the school, e.g. through work as a Prefect, Sports, Dance or Language Leader, paired reading, volunteering or supporting younger students in lessons
- Enterprise
- Initiative
- Independence
- Creativity
- Decency
- Community involvement

Points are used to reward students for performance and behaviour above what is normally expected and should be awarded across the full age and ability range. To ensure that points are valued, no student must receive more than two points in any one lesson or for any one piece of homework.

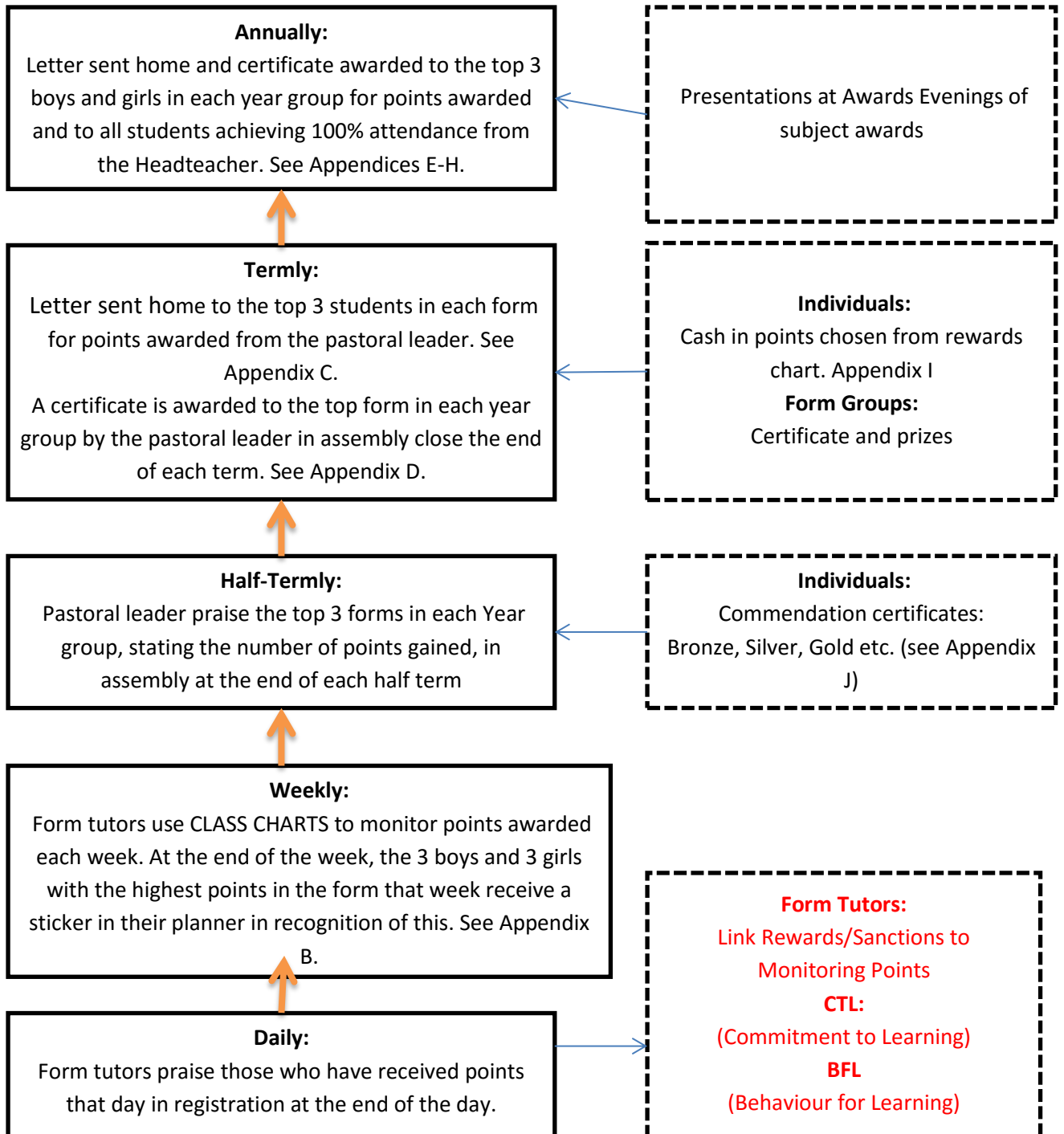
The points system does not prevent the recognition of achievements in other ways; teachers and departments may wish to send home postcards or make phone calls home to praise students in addition to awarding points.

The flow diagram on the following page illustrates the rewards system within which points are recognised and rewarded. A summary of this is displayed on classroom walls for student and teacher reference, demonstrating progression from one stage to the next as a pyramid. See Appendix K.

Points System leading to:

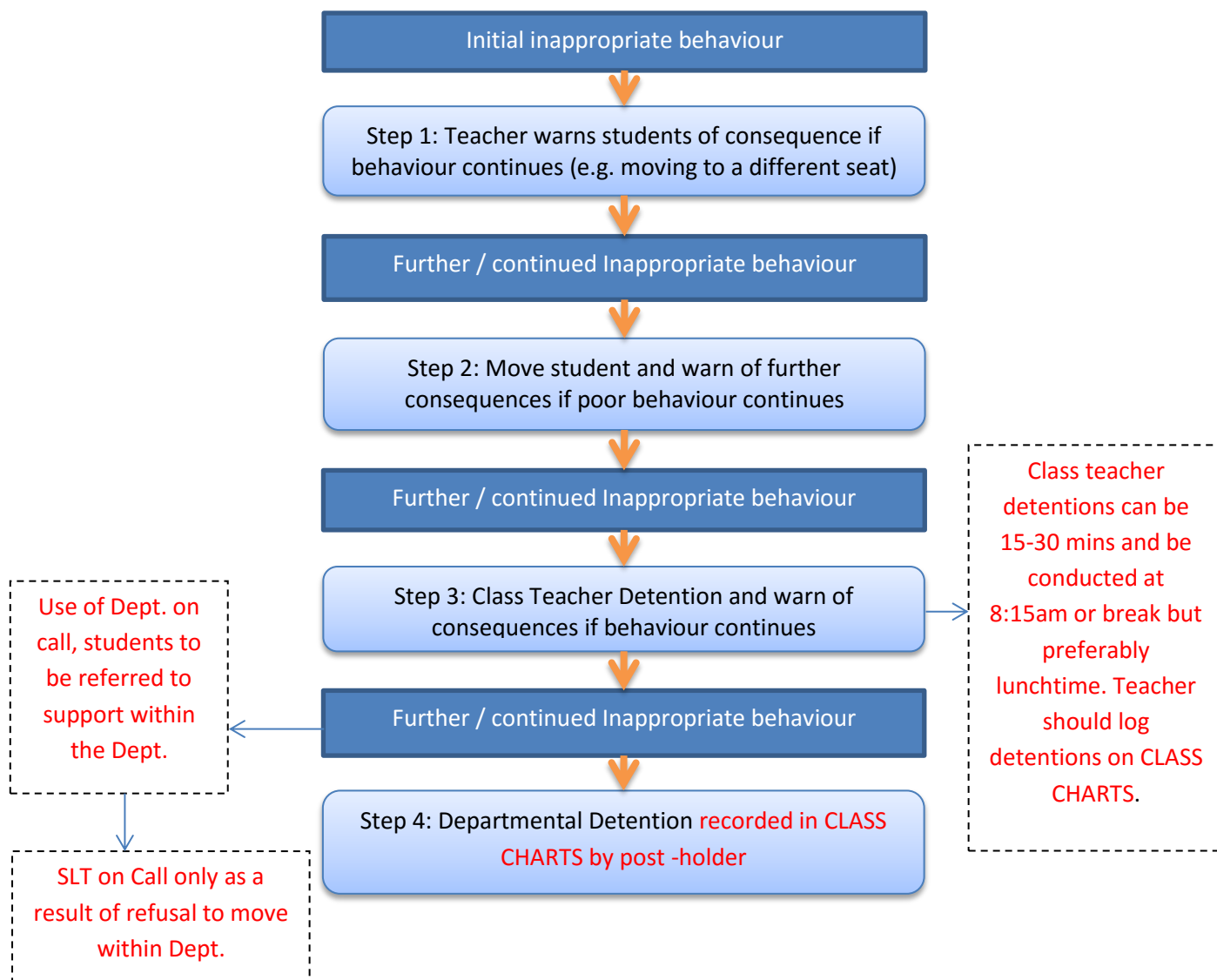
- Termly certificates for: attendance, effort or attainment
- Weekly recognition at form and year level
- Rewards and celebration evenings
- Table of rewards that includes equipment, trips and visits, lunch vouchers

REWARDS



4.4 Behaviour, Responses and Sanctions

When poor behaviour occurs initially, it is important that students are given the opportunity to improve their behaviour and learn how to behave more appropriately. As such, initial poor behaviour in the classroom should be responded to by warning a student of the consequences if their poor behaviour continues, followed by in class action by the class teacher and then, if this fails to bring about an improvement in behaviour, use of the departmental on call system. This process is illustrated below.



There follows an agreed framework of responses to generic behaviours and examples of possible sanctions. This cannot ever cover all eventualities and to try to create a tariff system that covers every possible incident is both unworkable and potentially divisive.

This table provides a framework of expectations for students and what staff should expect in terms of their involvement and that of others within the school.

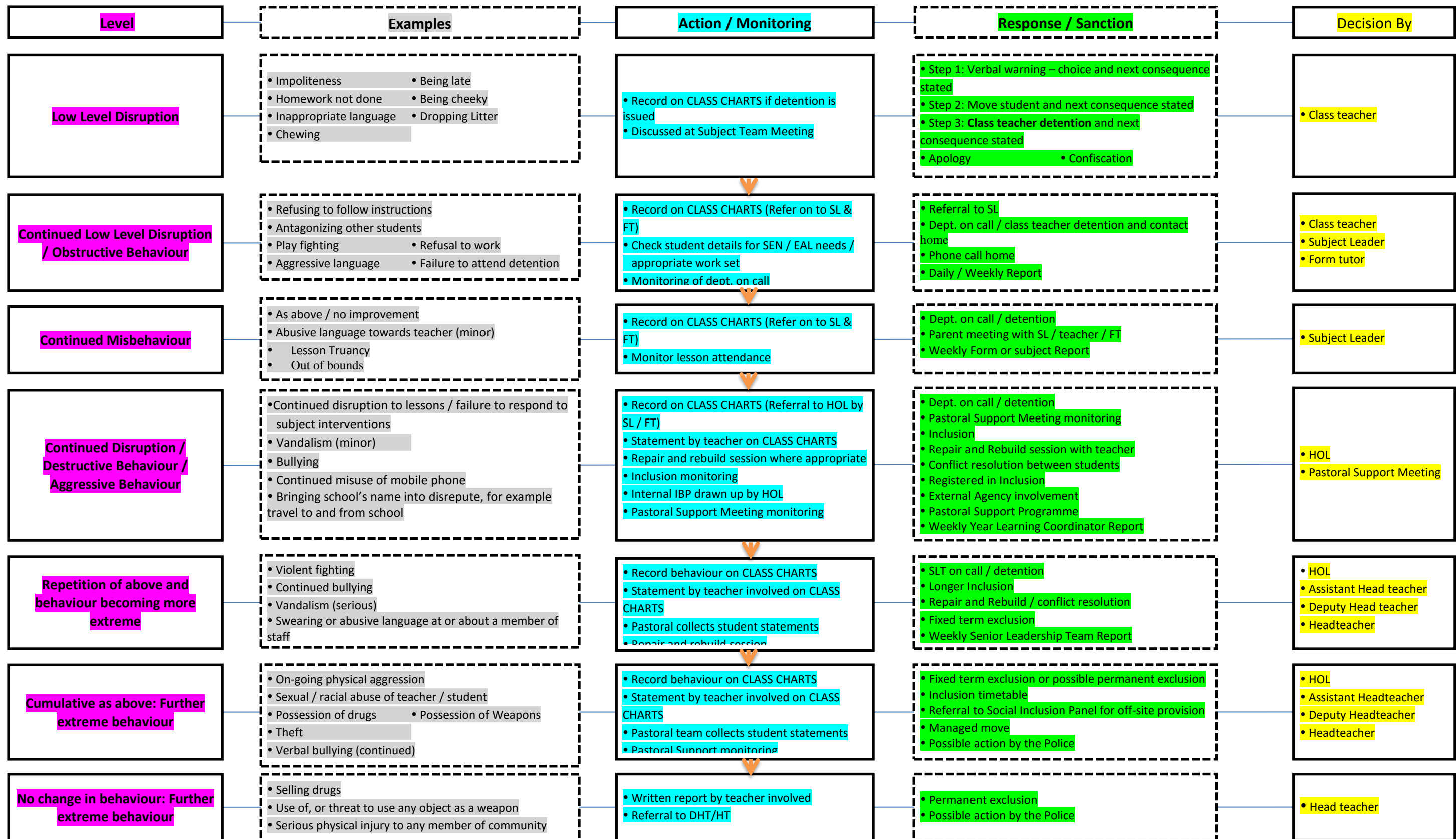
The framework is built around the principle that the most effective deterrent or consequence needs to be both immediate and attributable to the person with whom the issue has arisen; it covers behavioural issues both in the classroom and beyond.

It is important that procedures allow persistent or serious behaviour to be dealt with effectively as shown in the framework but it is equally important that students arrive at each lesson with a clean slate and that minor misdemeanours from previous lessons are not carried over, enabling productive and cooperative relationships between students and teachers.

Appendix K shows the sanctions awarded at each level alongside the rewards pyramid; this is displayed in each classroom.

Appendices L-P show the daily and weekly report cards referred to in the framework.

BEHAVIOUR, RESPONSES AND SANCTIONS FRAMEWORK



Key: SL = Subject Leader, FT = Form Tutor, HOL = Head of Learning

Please see mobile phone policy for further details.

Smoking is a three stage process: first instance - loss of break and lunch for a week; second instance - internal exclusion and third instance - external exclusion

4.6 Reports

Students may be put 'on report' as part of the Behaviour, Responses and Sanctions Framework, enabling aspects of their behaviour, attendance and attitude to learning to be monitored on a lesson-by-lesson basis. The decision to do this will be made by the pastoral team as appropriate and in conjunction with the Form Tutor if the student is to be placed on Form Tutor report. Students may also be placed on subject report by subject leaders who will monitor progress and record on CLASS CHARTS.

Failure to have the report completed or to show the report as requested will lead to a detention and possible escalation of sanctions.

4.7 Detaining Students

The flow diagram which follows summarises the early morning, lunch time and after school detention process as part of the behaviour, responses and sanctions framework. It states how the detention process operates for both poor behaviour and attitude to learning in lessons and around the school site. This shows the distribution of detentions across the week, illustrating how persistent poor behaviour or failure to attend detention may quickly be addressed.

On occasions where a student has been allocated detentions as part of the system of detentions on the following page, these take priority and class teachers will need to give detentions on a different day.

When a teacher allocates a student to a detention on the system, a detention letter is automatically generated by the school office. This is shown in Appendix R.

DETENTIONS

To receive email alerts enter your email address, in accordance with the instructions in the user guide.

All detentions must be recorded on CLASS CHARTS.

CLASS TEACHER DETENTION

STUDENT PUT ON DETENTION AT **BREAK, LUNCH TIME** or **AFTER SCHOOL** by the class teacher
The teacher decides when the detention will be held and the duration (30 minutes max.)

MUST BE LOGGED ON CLASS CHARTS

FAILURE TO ATTEND ESCALATES TO CLASS TEACHER / HOD AFTER SCHOOL DETENTION

CLASS TEACHER / HOD DETENTION

AFTER SCHOOL MONDAY, TUESDAY OR WEDNESDAY 3.15-4.00 (45 MINS)

FOR FAILURE TO ATTEND CLASS TEACHER BREAK OR LUNCH TIME DETENTION

MUST BE LOGGED ON CLASS CHARTS

FAILURE TO ATTEND ESCALATES TO ATL AFTER SCHOOL DETENTION

PASTORAL DETENTION

THURSDAY 3.15-4.15

FOR FAILURE TO ATTEND
PASTORAL DETENTION e.g. lates
MUST BE LOGGED ON CLASS
CHARTS

FAILURE TO ATTEND LEADS TO SLT
AFTER SCHOOL DETENTION

ATL CURRICULUM DETENTION

AFTER SCHOOL THURSDAY 3.15-4.15 (1 HR)

FOR FAILURE TO ATTEND CLASS TEACHER / HOD AFTER SCHOOL DETENTION

MUST BE LOGGED ON CLASS CHARTS

FAILURE TO ATTEND ESCALATES TO SLT AFTER SCHOOL DETENTION

SLT DETENTION

FRIDAY 3.15-4.45 (90 MINS)

FOR FAILURE TO ATTEND ATL CURRICULUM / PASTORAL AFTER SCHOOL DETENTION(S)

MUST BE LOGGED ON CLASS CHARTS

FAILURE TO ATTEND AUTOMATICALLY MOVES TO INTERNAL ISOLATION

AFTER SCHOOL DETENTIONS

SLIPS WILL BE ISSUED TO STUDENTS TO NOTIFY THEM OF AFTER SCHOOL PENDING DETENTIONS – they will be placed in the form wallets daily.

A DETENTION BOARD accessible to students will also be updated on a daily basis.

Class teacher / Department / ATL detentions will be organised and staffed within each area. They can run Monday, Tuesday or Wednesday evenings.

Pastoral school detentions will operate in addition to any subject detentions organised by departments / faculties. Pastoral after school detentions will be held in the Inclusion Unit.

SLT detentions will be held in the Inclusion Unit.

ATTENDANCE REGISTERS TO BE TAKEN. Failure to attend detentions must be logged accordingly on CLASS CHARTS.

Overview

Monday, Tuesday and Wednesday – Curriculum (Class teacher / HOD) Lunch time or 3.15-4.00

Thursday – Curriculum (ATL) 3.15-4.15

Thursday – Pastoral/Key Stage 3.15 - 4.15

Friday – SLT 3.30 - 5.00

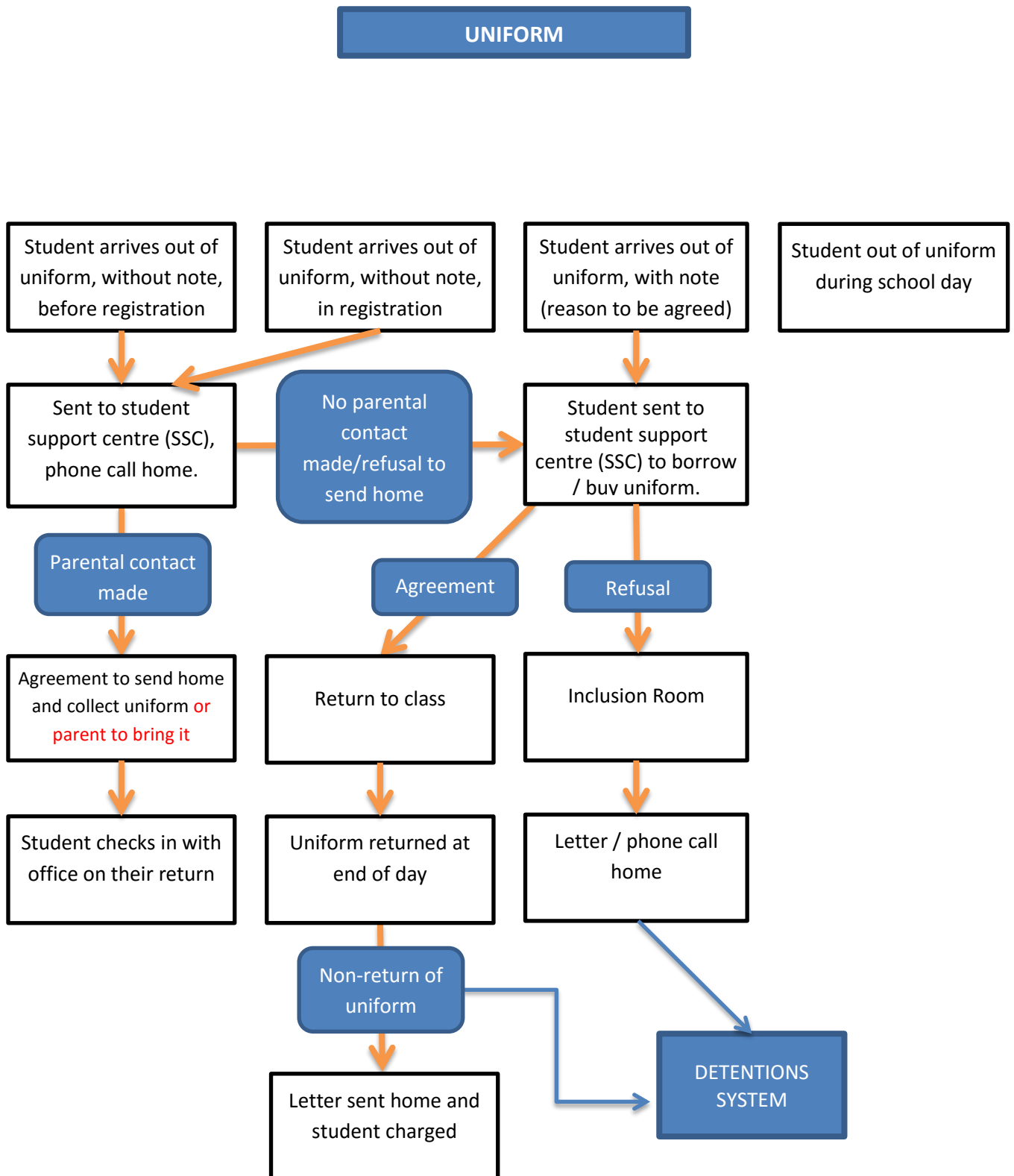
4.8 Computer Behaviour System

All Behaviour for Learning events in lessons, including rewards and sanctions are recorded and tracked using the Behaviour module on CLASS CHARTS. This is accessed through normal class registration. Training is provided for new staff but please ask one of the Assistant Headteachers if you require further training or support.

It is the responsibility of Subject Leaders to monitor the use of the behaviour module by staff in their department and to discuss this as appropriate with individual members of staff and at Subject Team Meetings.

4.9 Uniform

All students in Years 7-11 are expected to wear the school uniform, including PE kit, correctly, and in Years 12-14 to adhere to the Sixth Form dress code. The flow diagram below shows how deviations from the uniform and dress code are dealt with:

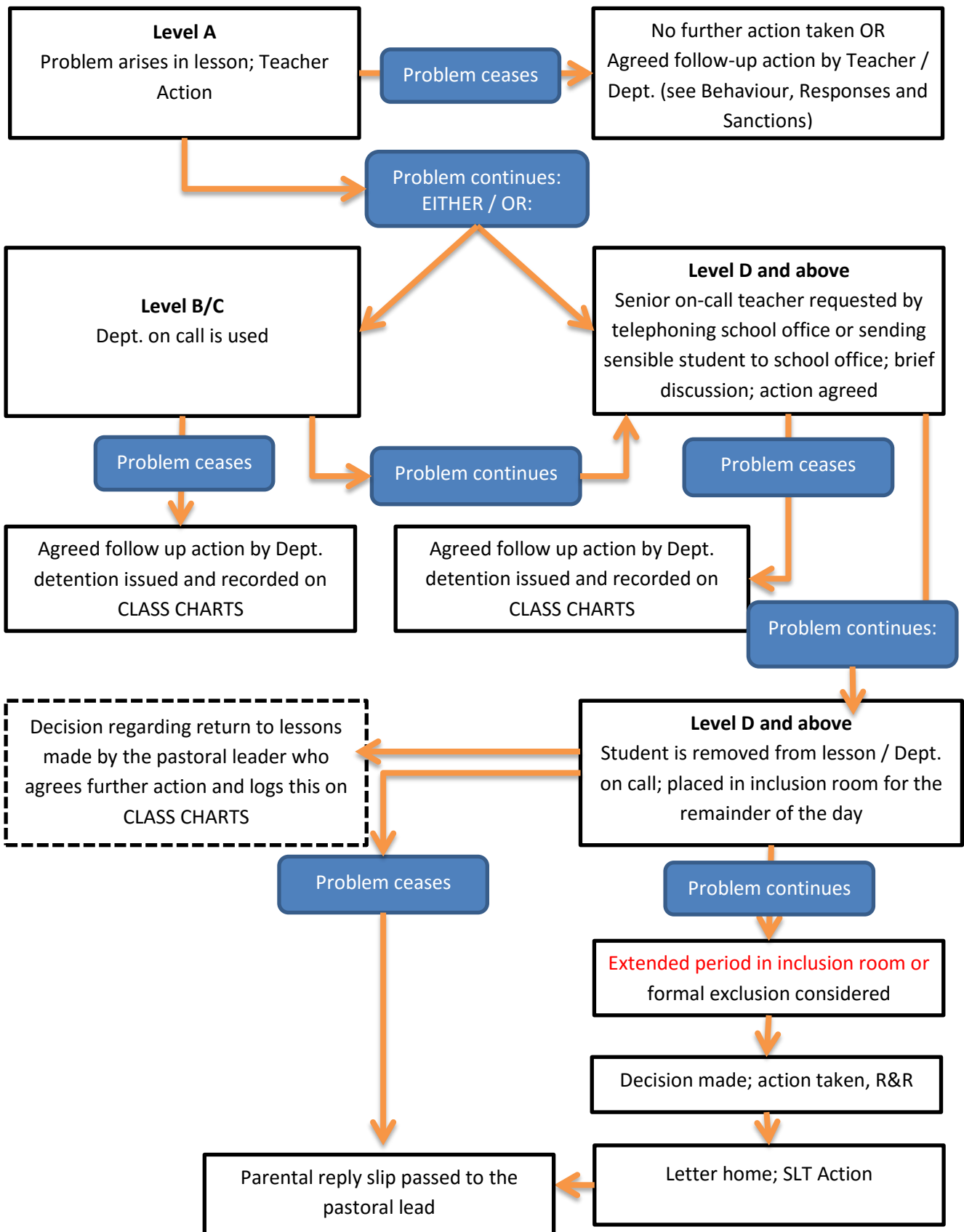


4.10 Inclusion Room and On Call System

Where there is serious or persistently inappropriate behaviour in a lesson, the On Call system will be used. At levels A-C, see next page departmental on-call systems are used, with SLT on-call and the school inclusion room used at levels D and above. The flow diagram below summarises how the on-call and inclusion procedure fits into the Behaviour, Responses and Sanctions Framework.

It is the responsibility of the subject leader and ATL to work together to produce an area on-call timetable by the second week of the autumn term and to ensure that this is kept up to date and passed to the SLT line manager. All members of the area are expected to support each other via this timetable.

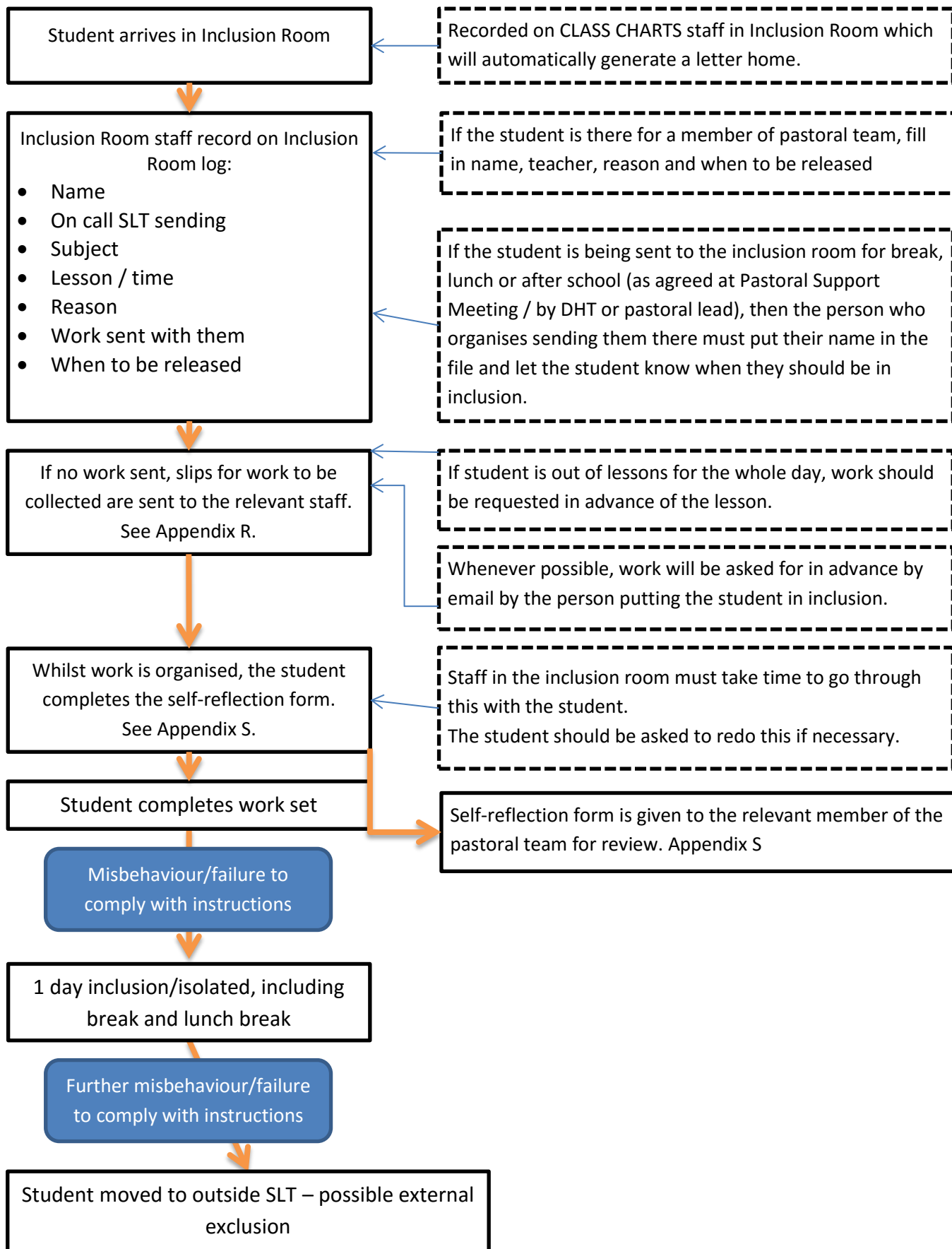
INCLUSION ROOM AND ON CALL SYSTEM



4.11 Inclusion Room

A student who is removed from the classroom due to serious or persistently inappropriate behaviour is taken to the Inclusion Room by the On Call member of staff. The Inclusion Room procedures are summarised following:

INCLUSION ROOM



Rules for the Inclusion Room are displayed on the wall in the inclusion room; a copy of these is shown in Appendix Y.

It is important to ensure this aspect of our Behaviour for Learning system both deters students from poor behaviour in the future and teaches them the skills to improve their behaviour.

Our intention is to allow our pupils to be able to learn in a quiet, calm atmosphere. Poor behaviour lowers standards.

When students misbehave a wide variety of sanctions are available including: Inclusion Room, short term exclusions and ultimately permanent exclusion.

Use of our Inclusion room

We have developed the use of an Inclusion Room. The room will be used for pupils who have committed offences that would normally lead to exclusion. Before any student is placed into the room the case must be discussed with a member of the Senior Leadership Team. The parents will be fully appraised of our reasons for using this form of correction in that the use of the room is an alternative to exclusion and appropriate work will be provided for the student. This must link to on-going classwork and will provide for learning to continue so no gap is apparent upon return to the class. Subject leaders are responsible for ensuring that this work is available.

The success of this form of correction will be assessed by the positive response of the student whilst in the room and on re-integration into mainstream education. If it is felt that the pupil has responded negatively or indifferently to the experience then the normal period of exclusion may subsequently occur.

Use of the Inclusion room along with exclusion

This would have the effect of

- a. Reducing the number of days the student spends out of school
- b. Punishing the student whilst enabling them to continue their studies under supervision
- c. Continuing to send out the appropriate message to our other student that certain forms of behaviour will not be tolerated in school

Continuity of education

Students are given work to take home whilst on exclusion. We expect students to continue with work that is fully relevant to the work being carried out in the lessons whilst the student is on exclusion. Students who are excluded will be sent home with this work. The completion of this work pack will be a condition of re-entry into school following the exclusion. This will prevent students from having their educational progress hindered by the exclusion. This strategy should emphasise to students that we will not tolerate certain forms of anti-social behaviour but at the same time their education must continue.

4.13 Parental Access to Sanctions and Rewards Information

It is the intention of the school to move toward online parental access to behaviour records so that parents may access information on their child's attendance and timetable as well as rewards and sanctions.

5. Monitoring

- 5.1 It is the responsibility of Subject Leaders to discuss the implementation of the procedure on a regular basis in departmental meetings, in order to ensure that it is uniformly applied. This should focus on both rewards and sanctions. Subject Leaders are able to gain an overview and breakdown of the use of rewards and sanctions through the behaviour system and training will be provided for this.

Lesson observations and learning walks, both within departments and by the Senior Leadership Team will also contribute to the monitoring of procedure implementation. Where inconsistencies are found, feedback will be given to the teacher and the relevant Subject Leader.

Any concerns with implementation of the procedure should first be raised with the Line Manager, either departmental or pastoral as appropriate to the situation and if there are continued concerns, these should be raised with the SLT in writing.

6. Review

- 6.1 Where staff identify difficulties with the new framework early on in its implementation, these should be reported immediately by email to Kevin Flanagan.

Staff responsible: Kevin Flanagan.

- 6.2 The Behaviour for Learning Policy will be reviewed regularly through Parent Voice every two years. This may of course change in light of new statutory frameworks or nationally or locally agreed frameworks.

7. Staff Responsibility for Improvement

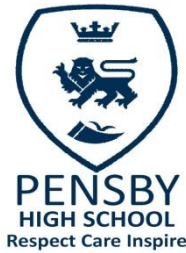
- 7.1 All staff at Pensby High School have a responsibility for ensuring that we work effectively. If you identify potential to improve the process/save money/develop better outcomes for students, staff, parents or the school as a whole please discuss this with your line manager or a member of the SLT.

- 7.2 If there are concerns with regard to the application or outcomes of this process on an individual or third party basis these should be put in writing to the Headteacher. The focus of this policy is to ensure that students behave in a way that supports their learning and that all staff are empowered to challenge poor behaviour and support and encourage good behaviour to improve students learning.

- 7.3 Teaching & Learning: The well-behaved functional classroom and beyond.

Good behaviour and the development of social and enhanced aspects of learning should be promoted at every opportunity; during form time; extra-curricular activities; through PHSE and relationship education and assemblies.

Students should carry this good behaviour into the community, showing respect and being a good citizen.



BEHAVIOUR FOR LEARNING CLASSROOM CODE

- Show that you CARE about learning
- Come to lessons on time and ready to learn
- RESPECT the learning of others
- Involve yourself actively and take RESPONSIBILITY for learning
- Always aim to meet or exceed your target level / grade
- Take INSPIRATION from others

Appendix C: Weekly and Termly Letter of Outstanding Performance

Outstanding Performance This Week/Term

Dear <NAME>

I write to congratulate your son / daughter <NAME> for the high number of points he / she has gained this term. Points are awarded for high standards of achievement, attitude to learning and contributions to the school community and your son / daughter is in the top three boys / girls in his / her form this term for the number of points gained.

This is a significant achievement and one which your son / daughter should be proud of.

Yours sincerely

Mr/Mrs etc or staff name

Appendix D: Weekly and Termly Certificate of Outstanding Form Performance



PENSBY HIGH SCHOOL
FORM CERTIFICATE OF OUTSTANDING PERFORMANCE

Week/Term: _____ Year: _____

Winning Form: _____

Points are awarded to students for high standards of achievement, attitude to learning and contributions to the school community.

This certificate is awarded to the form in each year group who gain the highest number of points in a week/term.

Signed: _____ Date: _____

Appendix E: Annual Letter of Outstanding Performance

Outstanding Performance This Academic Year

Dear <NAME>

I write to congratulate your son / daughter <NAME> for the outstanding number of points he / she has gained this academic year. Points are awarded for high standards of achievement, attitude to learning and contributions to the school community and your son / daughter is in the top three boys / girls in Year X this academic year for the number of points gained.

This is a significant achievement resulting from sustained excellence and demonstrates what a credit <NAME> is to the school. We wish him / her continuing success next academic year.

Yours sincerely

Mr K Flanagan
Headteacher

Appendix F: Annual Certificate of Outstanding Performance



PENSBY HIGH SCHOOL
INDIVIDUAL CERTIFICATE OF OUTSTANDING PERFORMANCE

Points are awarded to students for high standards of achievement, attitude to learning and contributions to the school community.

This certificate is awarded to the three boys and girls in each year group who gain the highest number of points in a year.

Name: _____ Form: _____

Signed: _____
Pastoral

Signed: _____ Date: _____
Headteacher

Appendix G: Annual 100% Attendance Letter

100% Attendance This Academic Year

Dear <NAME>

I write to congratulate your son / daughter <NAME> on having a 100% attendance record this academic year. It is a significant achievement to maintain consistently high levels of attendance and this illustrates your son / daughter's commitment to his / her education and progress.

Yours sincerely

Mr K Flanagan
Headteacher

Appendix H: Annual 100% Attendance Certificate



PENSBY HIGH SCHOOL
100% ATTENDANCE

Congratulations on the achievement of 100%
Attendance at school this academic year!

Name: _____

Form: _____

Signed: _____

Date: _____

Pastoral

Signed: _____

Date: _____

Headteacher

Appendix I: Rewards table

Student version

REWARDS

LEVEL	SAMPLE REWARDS	POINTS
BRONZE	<p>VIP PASS TO GO TO FRONT OF LUNCH QUEUE</p> <p>BRONZE LUNCH MEAL DEAL VOUCHER (main meal + cake / cookie)</p> <p>BRONZE LUNCH MEAL DEAL VOUCHER (wrap + cake / cookie)</p> <p>BRONZE LUNCH MEAL DEAL VOUCHER (Panini + cake / cookie)</p> <p>SPORTS BOTTLE</p> <p>BRONZE STATIONERY SHOP VOUCHER</p> <p>KEY RING</p> <p>SPORTS BAG</p>	<p>25</p> <p>BRONZE</p> <p>BADGE</p>
SILVER	<p>SILVER LUNCH VOUCHER (Pizza / burger + twisty fries + cake)</p> <p>SILVER LUNCH VOUCHER (Baguette / Bagel + drink + cake)</p> <p>SILVER LUNCH VOUCHER (Wrap + drink + cake)</p> <p>SILVER LUNCH VOUCHER (main meal + drink + cake)</p> <p>SILVER LUNCH VOUCHER (Pasta King + drink + cake)</p> <p>CALCULATOR</p> <p>DONATION TO A CHARITY OF YOUR CHOICE</p> <p>SILVER STATIONERY SHOP VOUCHER</p>	<p>50</p> <p>SILVER</p> <p>BADGE</p>
GOLD	<p>£5 LIVERPOOL ONE GIFT VOUCHER</p> <p>£5 CINEMA VOUCHER</p> <p>£5 AMAZON VOUCHER</p> <p>GOLD STATIONERY SHOP VOUCHER</p> <p>TOP TRUMPS FOOTBALL CARDS</p> <p>DONATION TO A CHARITY OF YOUR CHOICE</p> <p>LUNCH TIME VIDEO AND 'BRONZE' MEAL DEAL FOR ONE</p> <p>AFTER SCHOOL DISCO TICKET AND 'BRONZE' FOOD FOR ONE</p>	<p>100</p> <p>GOLD</p> <p>BADGE</p>
RUBY	<p>DONATION TO A CHARITY OF YOUR CHOICE</p> <p>LUNCH TIME VIDEO AND 'SILVER' MEAL DEAL FOR ONE</p> <p>'TREAT A FRIEND' LUNCH TIME VIDEO AND 'BRONZE' MEAL DEAL FOR TWO</p> <p>'TREAT A FRIEND' TO LUNCH (Boxed Pizza / 3 toppings + drinks + cake)</p> <p>'TREAT A FRIEND' TO LUNCH (Burger + fries + drinks + cake)</p> <p>RUBY STATIONERY SHOP VOUCHER</p>	<p>150</p> <p>RUBY</p> <p>BADGE</p>
SAPPHIRE	<p>£10 LIVERPOOL ONE GIFT VOUCHER</p> <p>£10 CINEMA VOUCHER</p> <p>£10 AMAZON VOUCHER</p> <p>STANDARD FOOTBALL</p> <p>SAPPHIRE STATIONERY SHOP VOUCHER</p>	<p>200</p> <p>SAPPHIRE</p> <p>BADGE</p>

	DONATION TO A CHARITY OF YOUR CHOICE 'TREAT A FRIEND' TO LUNCH TIME VIDEO AND 'SILVER' MEAL DEAL 'TREAT A FRIEND' AFTER SCHOOL DISCO AND 'BRONZE' FOOD FOR TWO	
EMERALD	DONATION TO A CHARITY OF YOUR CHOICE 'TREAT 2 FRIENDS' TO LUNCH (Boxed Pizza / 3 toppings + drinks + cake) FOR 3 'TREAT 2 FRIENDS' TO LUNCH (Burger + fries + drinks + cake) FOR 3 PREMIUM FOOTBALL EMERALD STATIONERY SHOP VOUCHER	250 EMERALD BADGE
DIAMOND	£15 LIVERPOOL ONE GIFT VOUCHER £15 CINEMA VOUCHER £15 AMAZON VOUCHER DELUX FOOTBALL DONATION TO A CHARITY OF YOUR CHOICE DIAMOND STATIONERY SHOP VOUCHER	300 DIAMOND BADGE
PLATINUM	'TREAT A FRIEND' LASER QUEST FOR TWO MAKE A SUGGESTION OF WHAT YOU WOULD LIKE (subject to approval)	350 PLATINUM BADGE
ATTENDANCE		
½ TERM 100% ATTENDANCE		ADD 25 POINT
1 TERM 100% ATTENDANCE		ADD 60 POINTS
2 TERMS 100% ATTENDANCE		ADD 150 POINTS
1 YEARS 100% ATTENDANCE		ADD 250 POINTS

Appendix J: Commendation Certificates



PENSBY HIGH SCHOOL

BRONZE COMMENDATION CERTIFICATE:

Points are awarded to students for high standards of achievement, attitude to learning and contributions to the school community.

Name: _____

Form: _____

Signed: _____

Date: _____

Headteacher



PENSBY HIGH SCHOOL

SILVER COMMENDATION CERTIFICATE:

Points are awarded to students for high standards of achievement, attitude to learning and contributions to the school community.

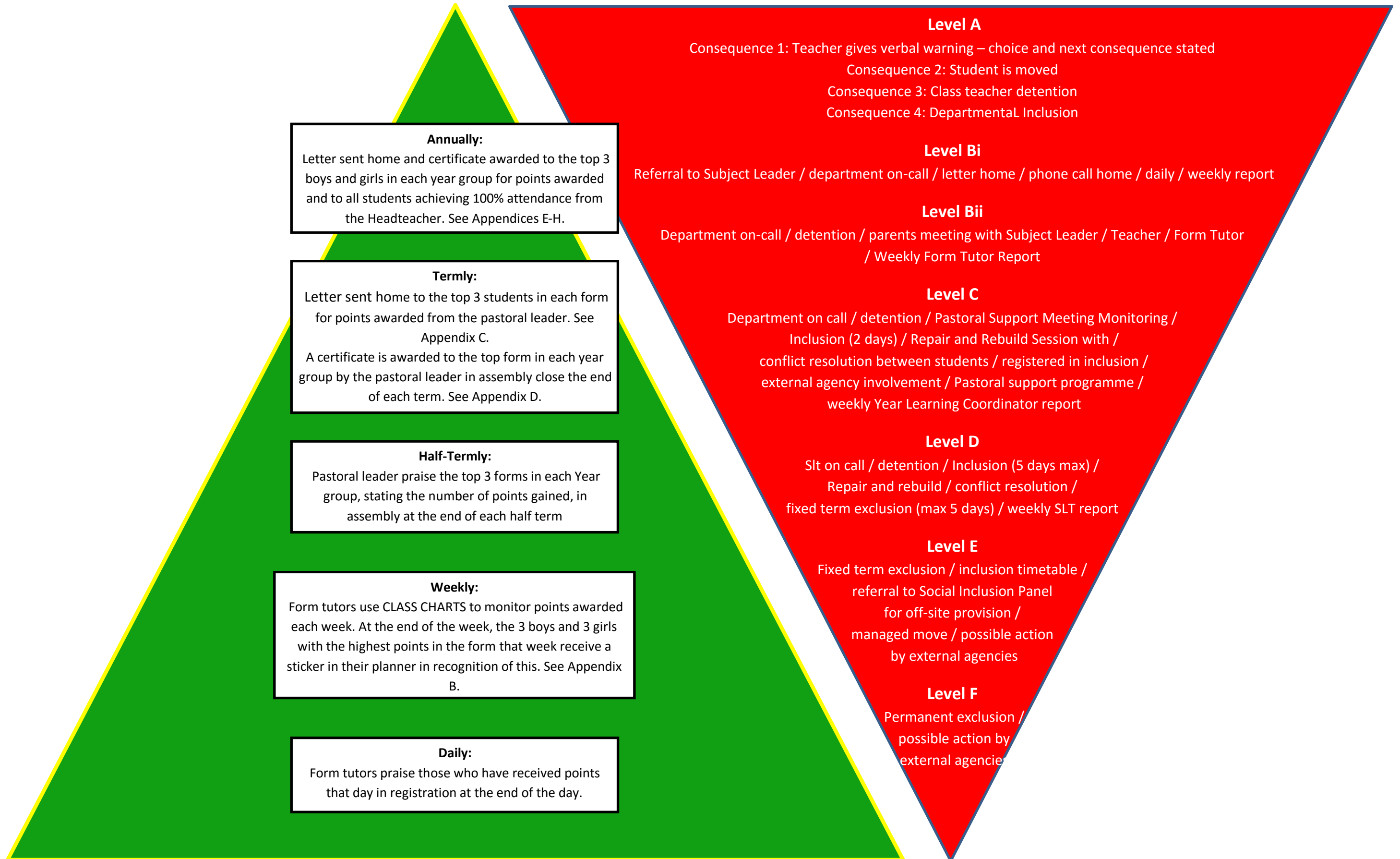
Name: _____

Form: _____

Signed: _____

Date: _____

Headteacher



Appendix L: Daily Form Tutor Report Card

PENSBY HIGH SCHOOL
FORM TUTOR REPORT CARD - DAILY

Name: _____

Form: _____

Date: _____

Reasons for being on report:

Period	Comments	Signed
Registration		
1		
2		
3		
4		
5		
Registration		

Parent / Carer's Signature: _____

Form Tutor's Signature: _____

To be shown to the Form Tutor at the end of the day. Failure to do so or an incomplete report will result in a detention.

Appendix M: Daily Pastoral leader Report Card

PENSBY HIGH SCHOOL
PASTORAL LEADER REPORT CARD - DAILY

Name: _____

Form: _____

Date: _____

Reasons for being on report:

Period	Comments	Signed
Registration		
1		
2		
3		
4		
5		
Registration		

Parent / Carer's Signature: _____

Form Tutor's Signature: _____

Pastoral leader's Signature: _____

To be shown to the Pastoral leader at the end of the day. Failure to do so or an incomplete report will result in a detention.

Appendix N: Daily Senior Leadership Team Report Card

PENSBY HIGH SCHOOL
SENIOR LEADERSHIP TEAM REPORT CARD - DAILY

Name: _____

Form: _____

Date: _____

Reasons for being on report:

Period	Comments	Signed
Registration		
1		
2		
3		
4		
5		
Registration		

Parent / Carer's Signature: _____

Form Tutor's Signature: _____

Senior Leadership Team Signature: _____

To be shown to the member of the Senior Leadership Team you are on report to at the end of the day. Failure to do so or an incomplete report will result in a detention.

PENSBY HIGH SCHOOL
FORM TUTOR REPORT CARD - WEEKLY

Name:

Form:

Week beginning:

Comments:

Reasons for being on report:

	Reg	1	2	3	4	5	Reg
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Signed: _____ (Parent/Carer)

Signed: _____ (Form Tutor)

To be shown to the Form Tutor at the end of each day. Failure to do so or an incomplete report will result in a detention.

PENSBY HIGH SCHOOL
PASTORAL LEADER REPORT CARD - WEEKLY

Name: _____

Form: _____

Week beginning: _____

Comments:

Reasons for being on report:

	Reg	1	2	3	4	5	Reg
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Signed: _____ (Parent/Carer) Signed: _____ (Form Tutor) Signed: _____ (HOL)

To be shown to the Pastoral leader at the end of each day. Failure to do so or an incomplete report will result in a detention.

PENSBY HIGH SCHOOL
SENIOR LEADERSHIP TEAM REPORT CARD - WEEKLY

Name:

Form:

Week beginning:

Comments:

Reasons for being on report:

	Reg	1	2	3	4	5	Reg
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Signed: _____ (Parent/Carer) Signed: _____ (Form Tutor) Signed: _____ (SLT)

To be show to the member of the Senior Leadership Team you are on report to at the end of each day. Failure to do so or an incomplete report will result in a detention.

Appendix R: Work for Inclusion Room Slips

Work for Inclusion Room

Room: _____ Period: _____

Please provide work for _____. They are working in the inclusion room.

Thank you

Work for Inclusion Room

Room: _____ Period: _____

Please provide work for _____. They are working in the inclusion room.

Thank you

Work for Inclusion Room

Room: _____ Period: _____

Please provide work for _____. They are working in the inclusion room.

Thank you

Work for Inclusion Room

Room: _____ Period: _____

Please provide work for _____. They are working in the inclusion room.

Thank you

Appendix S: Inclusion Room Student Reflection Form

Student Reflection Form

The purpose of this form is to allow students time to reflect on issues, behaviours or situations that adversely affect the classroom learning environment. A student issued this form must complete it before returning to class.

What did I do that was wrong, hurtful or harmful to others or me?

Argumentative Disruptive Disrespectful Destructive

Abusive Rudeness Confrontational Other

What I did to be removed from the class: _____

What I should have done: _____

What I will do different next time: _____

Required _____
Student Signature

Required _____
Pastoral staff signature

Appendix T: Inclusion Room Rules

INCLUSION ROOM

- When you arrive in the inclusion room, complete a “Student Reflection Form”. The Inclusion Room Teacher will talk to you about this when you have completed it.
- Do not talk to or distract other students.
- Focus on your Student Reflection Form or your work.
- Follow instructions given by the Inclusion Room teacher first time.

Failure to attend the Inclusion Room for detentions results in the following consequences:

- Failure to turn up for a break detention (e.g. for being out of bounds)– 20 minutes after school the following day
- Failure to turn up to a lunch detention – an hour in Middle Leaders detention
- Failure to turn up for a Middle Leaders detention - 1 day in the inclusion room including lunch and break.
- Failure to comply with instructions when in the inclusion room – 1 day inclusion with Pastoral lead or SLT, no breaktime or lunchtime