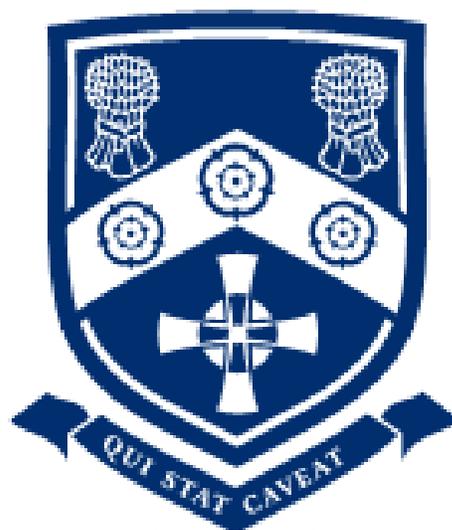




**BARLBY
HIGH
SCHOOL**



Barlby High School Behaviour for Learning Policy

Reviewed/ Readopted:	22 nd January 2020
Approved by (Committee):	LGC



BEHAVIOUR FOR LEARNING POLICY

Introduction

Barlby High School is a place where behaviour management procedures are formulated to ensure the rights of teachers to teach and students to learn, in a safe, orderly and caring environment.

The school recognises the uniqueness of each person and encourages students to develop their individual gifts and talents to the full, whether in spiritual, intellectual, physical, artistic, technical, practical or social fields. Good behaviour and effective behaviour management should help to maximise the opportunities for every child to achieve this aim.

Barlby aims to be a centre of academic excellence and strives to achieve the very highest standards for all students of all abilities. Good behaviour is a necessary condition for effective teaching and learning, and an important outcome of education. Any community requires basic rules in order for it to function effectively and our school community is no different. It is important that all children know what is expected of them and what the limits are. We recognise that rules that are ambiguous or are not universally enforced set children up to fail. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. We want to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes but having clear and consistent sanctions for when things go wrong.

Barlby High School aims to develop and foster at all times the best and most positive relationships between all members of the Barlby community. The good behaviour of young people in our community is not reliant on sanctions but on developing a culture of achievement and success for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and high expectations for all students.

We aim to equip students for a useful life in the community through the acquisition of basic skills and the qualities of self-discipline, tolerance, compassion and forgiveness. We recognise that the vast majority of our students are well behaved, courteous and show respect for each other and the adults with whom they interact. However, there will be a minority, who at times will push the limits. We will always start from the overriding premise that 'we expect good behaviour'. The "Behaviour for Learning" Policy is designed to support our students in achieving this expectation by providing clarity and consistency in terms of our expectations, rewards and sanctions systems.

When writing Barlby High School's Behaviour policy we followed a guide provided by the Department of Education on Behaviour & Discipline in Schools. You can download this document online at: <http://www.education.gov.uk/publications> ref DfE-00058-2011.

Aims

- To contribute to a safe, orderly and caring environment.
- To promote a positive environment in teaching areas and around Barlby High School so that learning can be effective and staff and students feel safe and respected.
- To minimise low-level disruption so that the maximum amount of time is available for learning, enabling all students to have a positive experience of the curriculum.
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- To communicate effectively to students, staff, parents and governors the expected behaviour within lessons and around Barlby High School and the pathways set out for both rewards and sanctions.
- To empower staff with the confidence, skills and knowledge to respond in a consistent and effective way to challenging and difficult situations; thereby reducing conflict and uncertainty in encounters between students and staff and enabling students and staff to emerge from difficulties in a positive manner.
- To develop systems of recording to ensure that detailed information on student behaviour is available to all staff as appropriate.
- To communicate with parents quickly where significant positive or negative intervention has taken place.
- To support the policy with a clear and detailed support booklet so that there is a consistent approach to behaviour management across Barlby High School community.

Principles

We will encourage and promote good behaviour by expecting it.

- The “Behaviour for Learning” Policy is designed to support students in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems.
- The “Behaviour for Learning” policy should allow all staff to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding students for their successes but having clear and consistent sanctions for when things go wrong.
- Students are made aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students’ learning.
- All staff use clear and graduated sanctions where a student chooses a behaviour that is inappropriate.
- The good behaviour of students is dependent on developing a culture of success and achievement for all. This culture will only be attained if all staff work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations of all our students. The system will be introduced after consultation with all staff in Barlby High and its review will be an on-going process. Individual staff may not find every aspect useful but for the system to be effective everyone must stick to it. How well we all implement the system is crucially important to the success of the system and Barlby High School. Change only occurs on a holistic basis.
- A confrontational approach with students is not necessary to ensure rules are adhered to and standards are upheld. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever and whenever it occurs. Confrontation is avoided by staff clearly stating pre-agreed consequences for failing to meet expectations.
- The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around Barlby High School. Rewards will be attained by the majority of students and be shown to be relevant at both Key stages 3 & 4. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negative behaviour created by a small minority.

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Appendix 1

A Student Charter

*All students at **Barlby High School** have certain basic **rights** and **responsibilities**.*

- I have the **right** to learn and the **responsibility** to behave in a way that allows staff to teach and other students to learn.
- I have the **right** to be and feel safe and have a **responsibility** to act in a way that allows other students to be and feel safe.
- I have the **right** to expect that my property remains safe and have a **responsibility** to act in a way that allows my property and that of others to remain safe.
- I have the **right** to be treated fairly and with respect and a **responsibility** to treat others fairly and with respect.
- I have the **right** to have my efforts recognised and have a **responsibility** to recognise the efforts of others.
- I have the **right** to attend a pleasant school and the **responsibility** to keep it pleasant
- I have the **right** to benefit from the good name of Barlby High School and have a **responsibility** to dress and behave in a way that builds upon this reputation.
- I have the **responsibility** to meet Barlby High Schools **expectations** as determined by the School Council and displayed in every classroom.

Appendix 2

Expectations in class and around Barlby High School

It is important that all students know what is expected of them and what the limits are. The aim of this policy is to be open and fair with students, presenting them with clear rules that are about removing barriers to learning and reducing low-level disruption.

Rules and procedures must be consistently applied. This will require all staff to challenge unacceptable behaviour wherever and whenever it occurs.

Staff have a duty to set a good example at all times for others to follow and not to imitate any bad examples of poor behaviour we see around us. All behaviour must be based on consideration for other people. These rules, therefore, are not designed to make life difficult, or to curtail the student's freedom, but to help ensure the safety and convenience of all members of Barlby High School, and the people who live in the neighbourhood.

The one rule for all members of Barlby High School community is everyone should act with courtesy and consideration to others at all times

Expectations for lessons –We must:

- Arrive on time, fully equipped, in correct Barlby High School uniform, and ready to start the lesson in silence.
- Take our planners to every lesson, have them opened on the desk.
- Follow instructions the first time they are given. "First time Every time".
- Concentrate and participate.
- Speak and act towards others with both courtesy and respect.
- Not distract others – allow teachers to teach and others to learn.
- Complete class and homework to the best of our ability and meet all deadlines.
- Take pride in our work and keep books, including planners, in good condition.

Expectations around Barlby High School – We must:

- Be in morning Registration/Assembly before 8:50am and in period 4 by 1.20pm or you will be considered as late.
- Wear full and correct Barlby High School uniform (top button fastened, no noticeable make-up or jewellery) in class and when moving around Barlby High School.
- Avoid confrontation and do as we are told first time, every time.
- Move calmly and quietly about Barlby High School keeping to the left.
- Be polite, use inoffensive language and respect the feelings of others.

- Understand that all forms of bullying are unacceptable.
- Eat only in designated areas and place litter in the bins provided. (No chewing gum is allowed in Barlby High School.)
- Stay on the premises at all times.
- Treat all property (whoever it belongs to) and Barlby High School premises with respect
- Ensure that mobile phones are not seen or heard during the school day. This includes breaks and lunch times.

Appendix 3

The Student Planner

The systems for rewards and sanctions are presented in a visual form and displayed in all the student planners. The student planner is central and vital to the success of the “Behaviour for Learning” policy. Students are expected to take the planner to every lesson. It should be placed on the student’s desk, and opened at the correct page at the start of every lesson. Staff should use the planner for recording rewards and sanctions, thus providing an on-going record of each student’s behaviour (both positive and negative). The planner should be used as the first and most regular means of communication with parents. The planner is checked regularly to ensure students, staff and parents are using it effectively.

Appendix 4

Key roles in the Welfare System

The role of the Form Tutor

In Barlby High School the Form Tutor plays a vital role in underpinning the behaviour and the Welfare system. They are essential in making sure every student is known personally. They are the first point of call for any communication with parents, subject teachers & other members of staff within Barlby High School community. They ensure all students in their form are aware of and follow Barlby High School rules. They make sure the students in their form are meeting Barlby High Schools expectations in relation to behaviour & academic performance.

It is the Form Tutor’s daily responsibility to ensure all students are prepared for learning, in the correct uniform and in possession of a planner. Spare planners (Planner sheets) should be issued to students who forget their planners along with a lunchtime detention. These planners must be handed back to tutors and any relevant information copied over.

A Form Tutor is responsible for recording codes or detentions in planners when another member of staff has been unable to record it in the planner. This might be necessary if the student did not have their planner when a code or sanction is given.

A charge will be levied for any planner that is lost or needs to be replaced due to graffiti, lost pages or damage. (See Year Leader)

The Tutor should check and sign planners on at least a fortnightly basis and talk with students about their acquisition of rewards and sanctions. Friday will be set aside for planner & rewards checking. Merit totals need to be recorded centrally

in SIMs by tutors on specified dates. At the start of each school year various policies and agreements located in the planner must be signed by parents / carers and checked by the tutors. We expect parents/ carers to sign the planner every week.

If a Form Tutor notices a pattern of poor behaviour e.g. Lates, Homework, Uniform etc. he or she should take up the issue with the student and possibly contact parents.

If the situation does not improve the respective Year Leader should be notified who will take the matter further. (See levels of action and support).

A Form Tutor is responsible for making sure students are using the form period for structured activities when not in assembly. There will be a suggested activity for each day. If there is any free time it can be used for personal reading (DEAR Time). All students should have a reading book in Form Time.

The role of the Year Leader

The role of the Year Leader is to be the main point of contact when the next tier of support is needed after the Form Tutor. They will help support the students in their year to achieve their full potential in the pursuit of academic excellence in an atmosphere of outstanding behaviour and effective student support. They will lead the Form Tutors, monitor the quality of form-times and support form tutors, particularly those new to Barlby High School or new to the profession. They, with support from the Attendance Officer, will track Year group attendance and intervene to reduce the occurrence of persistent absenteeism.

Appendix 5

Applying Rewards

Aim to catch the students being good

The positive part of the "Behaviour for Learning" Policy is the most important and seeks to reward students for their achievement, effort and good behaviour in lessons and around the Barlby high School. The aim of the reward system is to let the majority know that we appreciate their good behaviour and not to focus on the negative behaviour created by a small minority. A consistent approach to the use of rewards is as important as the use of sanctions. The vast majority of students are generally well behaved and so it follows from this that the number of students receiving recognition and rewards should always be significantly greater than the number receiving sanctions. Regular use of both verbal and non-verbal praise (when appropriate) is an essential tool for all members of staff. The issuing of merits is a key process in the rewards strategy.

IT IS ESSENTIAL THAT ALL STAFF REWARD ALL STUDENTS, REGARDLESS OF AGE AND ABILITY, CONSISTENTLY! The Faculty Leaders will monitor to make sure every member of their department is regularly issuing merits to all students.

Merits (Stamps)

All students should be awarded merits from all members of staff (including non-teaching colleagues). Subject merits should be awarded for excellent achievement and effort in lessons. Good Citizen merits should be awarded for good behaviour and acts of kindness or contribution to Barlby High School community. Merits should be awarded to students of all abilities and ages. The general rule is to only award one merit for each student in each lesson for oral contribution. Merits should not normally be awarded in multiples unless they are being given in recognition of outstanding effort shown when completing a Year 7 or 8 homework project as this represents several weeks' worth of work. All merits should be earned to retain 'street value' but, as every lesson we teach gives students an opportunity to show us what they can do, few lessons should go by, without merits being awarded.

Merits will be collected in the relevant section of the planner. At certain thresholds, students will qualify for awards certificates – bronze, silver, gold, platinum and titanium. The system will be run by a member of the Inclusion Team who will allocate the certificates accordingly. Current thresholds for years 7 and 8 are detailed below and the Special Commendation Award will be presented by either the Year Leader, Head of House or Assistant Principal: House System.

Bronze	25 merits
Silver	50 merits
Gold	75 merits
Platinum	100 merits
Titanium	125 merits
Special commendation (badge)	150 merits

Department awards will also be claimed for every 6 and then 15 departmental merits collected and post cards sent home or a Letters of congratulations will be issued. It is the student's responsibility to claim these from the Faculty Leader or subject teacher.

All merits will also be transferred into the House System and will contribute to the overall House Competition. All staff have access to the SIMs showing the number of merits awarded to each student. It will be the responsibility of tutors and Year Leaders to monitor student's progress in their respective tutor group and Year group. This is to monitor the regularity and consistency in which rewards are being awarded by staff, thus ensuring the system is fair and benefits all students of all abilities.

At the end of each term, all students who have achieved the merit target for that term will be entered in a termly Year group prize draw held in a special assembly. (The more merits the more entries into the draw) There will be numerous prizes including something special for one lucky winner in each of the year groups.

Barlby High School will reward the highest overall achiever in each year group with special recognition and a voucher. Special awards (badges) will also be issued to students who achieve a target number of merits in a given academic year; this target will be adjusted by the Assistant Head for Pastoral Care in conjunction with the Year Leaders. The Special Awards will be issued to students at the start of the next academic year.

Appendix 6

Progression of Rewards

Years 7 and 8 as below whilst upper school to be set termly targets

WHOLE Barlby High School

25 Merits

- Bronze certificate
- Issued by Tutors
- One Prize draw entry



50 Merits

- Silver certificate
- Issued by Tutors
- Another Prize draw entry



75 Merits

- Gold certificate
- Issued by Tutors
- Another Prize draw entry



100 Merits

- Platinum certificate
- Issued by Tutors



150 Merits

- Special Award
- Issued by Year Leader
- Another Prize draw entry



TERMLY PRIZE DRAW

- Individual winner
- Runners' up prizes

DEPARTMENT

6 Merits

- Post Cards home
- Issued by FL'S
- Given to student



15 Merits

- Special Letter home
- Issued by FL's
- Given to student



PRESENTATION EVENING

- **Subject winners**
- **Year group merit winners**



Merits must be earned and are awarded for:

- Good work
- Good effort
- Good attitude
- Exceptional behaviour
- Good presentation
- Good manners
- Improved work, attitude etc
- Sustained good work, behaviour etc
- Volunteering
- Making a valuable contribution
- Helping others
- Being a good citizen (reporting bullying, vandalism, stealing etc)

Appendix 7

Applying Sanctions

All staff who teach students (including cover supervisors) should apply sanctions consistently, in line with the processes outlined in this policy and in the spirit with which it has been written. Support staff should tackle all poor behaviour by talking to students in the first instance and then seeking out the support of a teaching colleague (preferably one on duty) if a sanction needs to be administered (with the exception of an “L” code issued by office staff). In most cases an incident report will need to be completed on SIMs.

When applying sanctions, staff should focus on the behaviour and not the individual.

Staff should also state a clear reason why the sanction is being given. There should be no need for confrontation. **Students who argue should automatically move to the next sanction up the hierarchy.** For more serious incidents where a sanction rather than a code is given it must be entered onto SIMs. This allows Year Leaders to monitor patterns of behaviour and take further action if required. It is also evidence which can be printed as a report to show parents to justify when further intervention may be needed e.g. putting a student on report.

A student will start each week and each lesson with a ‘clean slate’. Restoring the working relationship and placing the emphasis on rewarding the student’s positive behaviour is important. However, this does not mean a strategy used in a previous lesson to support behaviour cannot be carried over if it will contribute to effective teaching and learning. For example, if a member of staff has moved a student within the room then they remain in that seat for as long as the member of staff deems necessary.

Where a student chooses not to follow an agreed expectation, sanctions should be used in a hierarchical way to support learning (sanctions pathways). The hierarchy of sanctions indicates to staff and students the level of sanction that will be used by classroom teachers and details the action taken at each stage. It is important that all staff follow them to develop consistency in approach. **Students should very quickly become familiar with the approach and will therefore be making obvious choices if they decide to display poor behaviour.**

Applying sanctions around Barlby High School

To ensure the success of the system, all staff must take responsibility for challenging unacceptable behaviour between lessons, at break and lunchtimes, wherever and whenever it occurs. Always look to be positive and encourage students to correct their behaviour. Request the student planner to record an incident if:

- The student fails to correct their behaviour.
- It is a repeat offence.
- It is a serious offence.

Out of lessons, if there is no time to record an incident in the planner or the student does not have it (could be in their bag or locker) then an e-mail should be sent to the student’s form tutor who will write up the entry the following day in tutor time.

Be sure to follow through with whatever decisions are made.

Behaviour codes should be recorded in the notes section at the bottom of the right hand page of the planner. Staff must enter the correct code and put the date and then their initials alongside. Homework & Equipment codes should be put on the left hand side. There will now be a separate detention for Homework. Monday to Friday there will be lunch time detentions. Full details are only required if the sanction is a straight detention. This should be recorded on SIMs; further

action is only needed if a detention is required, (for example if it is a 3rd offence that week, the planner has been forgotten, or it is a serious offence).

For students who misbehave in the lunchtime detention they will be put into an Afterschool Detention. They will be given a 3 D sticker and any future detentions for that term or at the discretion of the Year Leader will be Afterschool. Once any student has received more than three lunch detentions in one half term they will receive a 3 D sticker which informs teachers and Support Staff any future detention for that term will be an After School Detention. These will be run daily between 3.30- 4.30pm by Heads of House, Welfare Team members of the Wider Leadership Team. During these detentions the teacher running it will be discussing how the student can improve their future behaviour.

For students who are regularly in After School Detentions further sanctions may be used which could include:

- Meetings with Year Leader, student and their Parent/Carers
- Being put onto a daily report for a set period to monitor and set targets to improve behaviour (See report system)
- Behaviour Contracts - Pastoral Support Programme (PSP)
- Support from Collaborative / Selby PRS
- Removal from lessons for fixed periods to work in Inclusion and receive support from our Inclusion Team Leader to improve behaviour

For any student who does not attend lunchtime detention in the 1st Instance: The lunch time is Re-issued.

2nd Instance: The lunch time is re-issued and the student will also receive an afterschool. 3rd

Instance: You will receive half a day in IE. Including a lunch time detention on same day.

We will also use the afterschool detention for students who are regularly late to school or who need a more serious sanction.

If a student does not attend an afterschool detention in the 1st Instance: The afterschool is Re-issued

Following Day. 2nd Instance: You will receive full a day in IE. 3rd Instance: You will receive full day

in IE. Including a lunch time detention. If a student continues to miss afterschool detentions parents will be invited into school for a formal meeting where other sanctions may be applied and to discuss a PSP to help support the students in making better choices.

Staff will issue students lunch time detentions in line with the policy this will be logged in the student's planner on the day the detention will be served as well as in SIMs to generate a register for the detention. No reminder will be given to a student so it is important to write 'Lunchtime Detention' in their planner, on the day the detention should be attended.

Appendix 8

Levels of Action and Support for Staff

1. In most cases members of staff will deal with routine incidents themselves, following the policy and guidance outlined elsewhere in this document.
2. If a student should fail to respond positively to the strategies employed by a member of staff in his/her lessons, s/he should be referred to the Faculty Leader. This should happen, for example, if the student has had to be removed from lessons or if s/he has repeatedly failed to complete work satisfactorily. At this stage the FL might be take one or more of the following actions:
 - Seeing the student one-to-one to discuss his/her behaviour, how it needs to improve and what the consequences will be if it does not. Explicit reference should be made to the first point in the Student Charter and the responsibility of all members of Barlby High School to allow staff to teach and students to learn.
 - Contacting the student's parent(s) /carer(s), having first consulted the student's Form Tutor and Year Leader. (Please give a copy of any letters to the Inclusion office for the student's file.)
 - Placing the student on lesson report, monitored by the Faculty Leader.
 - Extended withdrawal from class, e.g. to work under the supervision of the Faculty Leader, team member or other colleague.
 - In serious, persistent cases, moving the student into another group after consulting relevant colleagues and considering the possible impact on the other group.
 - Informal discussion with the Year Leader is often helpful at this stage; it is possible that the student will be causing problems in other areas also.
3. In cases of persistent unacceptable behaviour across more subject areas during lessons or inappropriate behaviour outside lessons, an incident report should be logged on SIMs. The Year Leader should become involved (other than being made aware) only if the student has failed to respond positively to the strategies used by the Faculty. However, in the case of serious one-off incidents (e.g. truancy, aggression towards another student, defiance or verbal abuse) the Assistant Principal for Pastoral Care will also be involved, if s/he is not available, another senior member of staff. The follow-up action taken by the Assistant Principal for Pastoral care will depend on the circumstances but might include:
 - Seeing the student one-to-one to discuss his/her behaviour (as for Director of Learning above)
 - Placing the student in After School Detention
 - Contact with parent(s)/carer(s)
 - Placing the student on Daily Report (Green, Yellow and Red in ascending order)
 - Arranging for the student to be mentored
 - Producing a Pastoral Support Plan (PSP) PEP or CAF where the student is in danger of being excluded.
 - Removal from lessons to work in Inclusion or with Inclusion Team Leader / Student welfare
 - Internal Exclusion
 - Fixed Term Exclusion
 - Permanent Exclusion
4. The Assistant Principal: Pastoral Care should be involved if behaviour continues to deteriorate. At this stage the student is likely to be at risk of exclusion. More serious offences include;
 - Use of abusive/obscene language or gestures to or in response to a member of staff
 - Violent or other dangerous behaviour
 - Continued defiance (e.g. of an instruction to move)
 - Suspected consumption and/or possession of alcohol, drugs or solvents
 - Sexual harassment or abuse (in which case Barlby High School child protection officer should also be informed immediately)
 - Possession of any kind of weapon.

Action taken at this stage is likely to include one or more of the following:

- Contact with parent(s)/carer(s)
 - Regular meetings with Assistant Principal
 - Place on Red Report
 - Internal isolation
 - Formal pre-exclusion warning. (A letter sent to Parents / Carers)
 - Removal from lessons to work in Inclusion or with Inclusion student welfare member staff.
 - Fixed Term Exclusion - These vary in length depending on incident & previous record of behaviour
 - Managed Move to the Rubicon Centre
 - If a student has been given a number of Fixed Term Exclusions a meeting will be arranged with the Governors, the student, parent/carer & pastoral staff. This is likely to lead to a final warning where any future incidents will lead to a Permanent Exclusion.
5. If all appropriate sanctions have not worked and there has been no improvement the Head of School or Vice Principal will issue a Final Warning and a contract will be agreed. If this contract is broken or a serious offence takes place a Permanent Exclusion can be given.
6. Support from Inclusion
 Within the welfare / inclusion area we have one room (room 25) which are used to support our Behaviour Management system. The Inclusion Room is run by the Inclusion Team Leader. In Inclusion we support students who are struggling in the classroom. This may be because of their poor behaviour or if they are emotionally or socially vulnerable. In Inclusion the students will be given strategies and support to help them and to get them back into mainstream lessons and achieve their potential.

Internal Exclusion is a serious sanction for poor behaviour. It is an alternative to fixed term exclusion from school. The student will be supervised in a room with booths where they will be isolated from the rest of the school community for a fixed period. They will be expected to complete all the work set by their subject teachers for their timetabled lessons. They will be in Inclusion for break and lunch breaks. Parents will be informed and they will be expected to attend a reintegration meeting before they will be allowed to return to lessons.

Appendix 9

Exclusion – Information to parents and carers

As a matter of principle Barlby High School will always try to avoid issuing an exclusion. However there are times when it is the appropriate course of action in order to improve student behaviour. **Appendix 10** lays out the sanctions pathways for inappropriate behaviour. These are guidelines as it would be impossible to cover all potential inappropriate behaviour. The right to exclude a student from Barlby High School is held by the Principal. It can be delegated to members of the SLT or Welfare team leader as appropriate. The length of exclusion will be determined by the Principal or delegated member of staff. It will reflect the seriousness and nature of the student behaviour.

Once an exclusion has been issued Barlby High School will contact parents/carers giving details of the reason for and length of exclusion. The student will be sent home if it safe to do so. Otherwise the student will be placed in the welfare area of Barlby High School until the end of the school day. Where a student is demonstrating offensive or violent behaviour Barlby High School may call the police or involve PCSO's.

A letter will be sent to the parent/carers confirming the exclusion and a re-integration meeting will be arranged. The Local Authority is informed of all exclusions and information can be kept for up to 10 years. This information can be disclosed to other agencies as appropriate.

Regrettably sometimes student behaviour warrants a final warning. These are given for 'one-off' serious offences or after a period of time on report where there has been no improvement in behaviour. A final warning is issued following a meeting with Governors and unless there is an immediate improvement in behaviour (two week period) a managed move or permanent exclusion will follow.

At any time a parent/carer may request a referral to the Selby Behaviour and Attendance partnership the Selby collaborative. This group is made up of school senior leaders from across the Selby area. The partnership will consider the behaviour record of an individual student and recommend a course of action. This will usually entail a transfer to another school or education provider.

If required, once a decision to permanently exclude a student has been made it cannot be overturned by an outside agency. Where parents feel that there has been maladministration they can appeal to an independent review panel. This panel does not have the power to reinstate a student but it can direct a governing body to review the case and reconsider its decision.

Further details on this can be found at
www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

Alternative provision for permanent excludes or managed moves is organised through the Selby Behaviour and Attendance partnership the Selby Collaborative. No school can be compelled to take a student who has been permanently excluded from two schools and appropriate alternative provision will be organised.

Sanctions Pathways - Examples of Inappropriate behaviour

Low Level

B Behaviour (Low level disruption that distracts students / staff or inappropriate behaviour)

E Equipment (Failure to bring appropriate equipment to lesson or bringing /using inappropriate equipment)

A Appearance (Wearing uniform incorrectly, wearing make-up or a forbidden item(s) of jewellery)

L Late (Late for a lesson or late to school without a good reason)

C Chewing (Chewing or eating during lessons)

W Work Insufficient or poor quality of work in lessons

More important low-level offence

(straight detention the following day)

- Repetition of behaviour in same lesson that resulted in Code being awarded
- No Planner
- Answering back to a member of staff
- Disobedience e.g. reluctance to follow instructions

Medium Level

- Rudeness to members of staff
- Foul language (not directed at staff)
- Blatant refusal to follow instructions
- Leaving lesson without permission
- Intimidating (verbal/physical) another student
- Smoking
- Truancy from a lesson
- Vandalism to Barlby High School property (belonging to Barlby High School / student / staff)
- Misbehaving in detention
- Not attending detention
- Mis-use of Barlby High School equipment

High Level

- Foul language (directed to staff)
- Possession / abuse of drugs (other than cigarettes)
- Possession of / drinking alcohol
- Serious assault of student
- Verbal / physical abuse of staff
- Carrying an offensive weapon
- Setting off Barlby High School alarms
- Serious vandalism (Setting objects alight / deliberately breaking windows etc.)
- Racist or homophobic actions
- Theft
- Cyberbullying/ intimidation through social media

For medium/ high level offences they must be entered onto SIMs as soon as possible, enabling Form Tutors and Year Leader to be aware of the incident and the actions taken, or to be involved in that decision making process.

All forbidden items such as mobile phones, personal music players, jewellery (except one pair of plain ear studs) and make-up must be confiscated and handed in to the office. In all cases a B code should be entered into the planner.

Detentions play a key role in the behaviour for learning policy, the arrangements for which appear later in the policy (p 27)

A student should not receive two Equipment codes in the same day for a lack of equipment. (eg no pen/ ruler)

Appendix 12

Behaviour Codes

Quality lessons that engage students alongside excellent behaviour management strategies (many of which are listed at the back of this policy) are the key to outstanding learning and behaviour.

Giving praise and rewards should occur significantly more often than the giving of behaviour codes. Staff should be constantly seeking the opportunity to acknowledge student achievement which will in turn foster good relationships and encourage co-operation from students.

However, occasionally behaviour codes will need to be issued and below is a guide as to what the codes mean and when and how to use them. Staff are encouraged to use their discretion at all times and actively seek to give students at least one chance if they make a mistake (we do all make them!) without a code being issued.

“A” code. Appearance.

Students should move about the Barlby High School and arrive at all lessons in full school uniform. Blazers should be worn (sleeves should not be rolled up). Uniform should be worn correctly with top buttons fastened, shirts tucked in, ties the right length (At least 7 stripes) etc. In hot conditions these rules can be relaxed in lessons but staff must ensure students leave lessons dressed correctly again.

No visible make-up should be worn or jewellery other than a single or pair of plain ear studs and a watch. No other visible piercing should be worn in school.

Hair must be of an appropriate length (not shaved) and of a single natural colour.

H & E Code

Homework & Equipment codes are recorded on the left hand side of the planner. Detentions are separate & wherever possible the missing homework should be completed in detention. If the homework is not completed this may lead to a further detention.

“E” code. Equipment.

Students should arrive at lessons with all the equipment expected of them by staff. For students with very poor organisational skills or very difficult home situations staff should make special arrangements to provide equipment on an individual basis and not issue codes. Form tutors should also support students in this manner.

“C” code. Chewing / Eating.

The School Hall Annex and the Pods (Languages, Maths and English) areas are the only places students are allowed to eat out of lessons (unless special arrangements are made by staff who are supervising an activity) and all related litter must be placed in the bins provided. Food is not to be consumed outside.

There should be no eating in lessons although drinking water from bottles with safety tops on is generally permitted. If staff provide food / sweets as rewards then they must be consumed in these lessons and not around the Barlby high School or on the way to someone else’s lesson. Some students may need to have medication. Chewing gum is banned from the premises at all times. Anyone found chewing gum should be sent to either the Year leader for an appropriate sanction.

“L” code. Late.

Students must be in assembly or tutor time by 8.50am and arrive at all subsequent lessons on time. It is best to deal with “lates” at the end of a lesson and not in front of the whole class which avoids disruption and spares embarrassment for a student. If another member of staff is alleged to have detained someone (again we all do it) this needs to be followed up but no code issued.

W code. Work.

If a student does not put effort into their work and produces insufficient work during a lesson a “W” code can be given. Every student should be working towards their potential no matter what their ability.

“B” code. Behaviour.

Any form of unacceptable behaviour or breaking of Barlby High School rules should be challenged so that learning is not disrupted. Minor transgressions should normally be followed by a warning and or a rule reminder with a code only being issued if an offence is repeated. If an offence is committed outside of lessons and a student does not have their planner then the form tutor should be sent an e-mail with the accompanying details so they can put the entry in the planner soon afterwards.

Any serious behaviour issues such as disobedience, rudeness, aggression etc should result in an immediate detention being given and not a code. This would also require the completing of an incident report on SIMs and possibly the sending for a senior member of staff. (Faculty Leader if available)

Codes should be recorded in the box situated at the bottom right hand corner of each double page in the planner. Entries should be placed on the right hand side of the box (starting at the top) with the code put first followed by the date then the teacher’s initials. (put last to avoid confusion with the codes e.g. DLC are all codes!)

If the code is the third of the week a detention has to be given by boxing in the code, and writing “Lunchtime Detention” in the planner on the day of the detention up until the morning break of that day (not day of the code being issued). After 3 lunchtime detentions in one half term every detention after this will be an afterschool detention. After the third detention is issued the inclusion team will place a 3 D sticker in the student’s planner to highlight this to the subject teacher. If a 3D sticker is in a student’s planner the teacher needs to issue an after school rather than a lunch detention.

This process is repeated for the 5th and all subsequent codes.

If a student has continual problems with the same code then for a period of a fortnight this code can be highlighted (putting on the left of the box and circled) so that a detention can be issued every time this particular code is issued. Staff need to look out for repeat codes and anyone can give them. They do not count as a code just a reminder that we are focussing on this particular issue.

Codes that lead to detentions will be recorded on the system but not the others.

Form tutors will monitor codes when checking planners on a fortnightly basis and Year Leader or Welfare Team will also be kept informed when issues arise.

Repeat Code – This is a reminder to the student and staff that this code is a particular problem. Each time the student is given this code a detention is issued. Repeat codes should be written on the left and circled.

Appendix 13

Support for students with behaviour difficulties

A number of professionals are involved in providing support for students with behavioural difficulties.

- Subject teachers
- Form Tutors
- Year Leader
- Faculty Leaders
- Inclusion Team
- Barlby Leadership Team
- SEN Department
- External Agencies-for example, Education Psychologist,
- Behaviour Support (including the Rubicon Centre)
- Mentors / counsellor
- Governors

Support for Parents

- Form Tutors / Year Leader
Assistant Principal Pastoral Care /SLT/ Principal
- External Agencies (CAMHS / Agencies in “Selby “
- Governors’ Disciplinary Committee
- Education Access Team
- NYCC Appeals Committee

Appendix 14

Students with SEND

The Equality Act 2010 requires a school to make 'reasonable adjustments' where a student is disabled within the meaning of the Act.

A reasonable adjustment may be unique to that individual but where an adjustment will be considered reasonable will depend on a number of factors, which include, but are not limited to:

- The needs of the disabled student
- The effectiveness of the adjustment
- The costs of the adjustment
- The likely impact of the adjustment on other students.

Section 6 of Equality Act 2010 defines disability as a 'physical or mental' impairment, which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities. 'Impairment' can be physical or mental. 'Long-term' is defined as a year or more and 'substantial' as 'more than minor or trivial'.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

The Code of Practice defines Special Educational Needs (SEN) on page 285 and states that; A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The exam regulations board, JCQ, details their 'Reasonable Adjustments' as such:

The Equality Act 2010 requires an awarding (exam) body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment may be unique to that individual.

Examples of reasonable adjustments as detailed by JCQ:

Examples of reasonable adjustments for disabled candidates

- A candidate with Dyslexia needs to use a coloured overlay and a word processor, and requires 25% extra time. The use of a yellow coloured overlay is a reasonable adjustment for the candidate since it helps him to improve his reading accuracy. The use of a word processor is a reasonable adjustment since it is his normal means of producing written work within the centre and is appropriate to his needs.
- A candidate with ADD (Attention Deficit Disorder) has persistent difficulty concentrating and poor working memory. Supervised rest breaks and the use of a prompter, who may need to physically show

him where on a page he had been working in order to re-start his work, would be reasonable adjustments.

- A candidate has Asperger's Syndrome which is formally confirmed by a letter from a consultant paediatrician. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. In other subjects he finishes the mock papers before the end of the test. The SENCo processes an on-line application for 25% extra time on account of his impairment which is having a substantial and adverse effect in those GCSE subjects with extended writing. Without the application of 25% extra time in those subjects the candidate would be at a substantial disadvantage.
- A candidate with a severe vision impairment requires 50% extra time in order to effectively access the modified enlarged papers ordered for her. In papers involving complex layout and diagrams she also requires the use of a practical assistant and a reader to work under her instruction to locate relevant information. These arrangements are approved by the awarding body as the candidate has a substantial and long term impairment.
- A candidate is profoundly deaf and uses BSL as his normal way of working within the centre. The candidate will be provided with modified language papers, a live speaker for pre-recorded components and a Communication Professional. These are reasonable adjustments for the candidate.
- A candidate with profound Speech, Language and Communication Needs (SLCN) is allocated a reader. An on-line application for a reader is approved as the candidate has a substantial and long term impairment resulting in a below average reading comprehension score. The candidate, in light of his substantial difficulties, is presented with a number of prompt cards - "please repeat the instructions", "please read that again", "please read back my answers". The use of a reader and prompt cards would be reasonable adjustments for this candidate.

Examples of reasonable adjustments as detailed by the British Dyslexia Association:

- Provide coloured overlays as some dyslexic learners can experience visual discomfort when they read black text on a white background which can make reading more difficult
- Provide handouts in lessons rather than asking pupils to copy text from the whiteboard or take notes
- Provide all handouts on coloured paper
- Use a sans serif font on all printed materials, such as verdana, arial or calibri and make sure the font is at least 12 point or above
- Change the background colour of a whiteboard or computer screen
- Provide highlighters so learners can track text that has been read, or highlight important pieces of information
- Provide access to assistive technology such as a computer for pupils who find it difficult to read large amounts of text or to write quickly enough in class
- Use multi-sensory ways of teaching
- Allow additional 'thinking' time
- Break information up into smaller 'chunks'

Examples of reasonable adjustments for ADHD:

- *Attention and impulsivity*: private room/quieter room/positioning in room, flexi-time arrangement, headphones, regular supervision, buddy system.
- *Hyperactivity/restlessness*: allowing productive movements at school, encouraging activity, structured breaks in long periods of inactivity.
- *Disorganisation, time management, and memory problems*: Provide beepers/alarms, structured notes, regular supervision with frequent feedback, mentoring, delegating tedious tasks, incentive/reward systems, regularly introducing change, breaking down targets and goals, supplement verbal information with written material.

In conclusion

Each reasonable adjustment will be considered individually in light of the student's needs. Consideration will also need to be given to the likely effectiveness of the adjustment, the cost and likely impact on others.

Every effort will be made to ensure that students are treated fairly and included in all aspects of school life wherever possible.

Appendix 15

Reports & Exclusions

For students with persistent poor behaviour they may be put on report. This is for a fixed period of two weeks for each level of report. If a student's behaviour does not improve further sanctions will apply including a final warning which could lead to a student losing their place at Barlby High School. The student will be given targets and they should give their report to the subject teacher at the beginning of each lesson. The teachers should fill these in at the end of the lessons and say whether they have met the targets. They will also be given an attainment grade. If the student has a poor lesson the teacher responsible for the student will give further sanctions.

Type of Report	Person Responsible	Reason
Subject Report	Faculty Leader or Second in Faculty	Persistent poor behaviour in a subject
Blue Monitoring Report	Form Tutor	Students are picking up codes or there are other concerns. Parental/student request
Green Report	Form Tutor	Student is receiving codes every week and starting to get detentions PSP 1- Contact must be made with parents by letter, telephone or arranging a meeting to discuss concerns.
Yellow Report	Year Leader	Student has not improved Behaviour since been on green report PSP2-Contact must be made with parents by letter, telephone or arranging a meeting to discuss concerns. If the student fails this report they are at risk of a fixed term exclusion

Red Report	Assistant Principal Pastoral Care	A formal meeting should be arranged before the student returns to school. Both parents/carers will need to sign an Acceptable Behaviour Contract. Any unacceptable behaviour whilst on Red Report will lead to a fixed term exclusion
Amber Warning	Assistant Principal Pastoral Care	If the student fails to improve their behaviour they will need given an Amber Warning/PSP 3. A meeting will be held where the Parent & Student will agree & sign the contract. The local authority/ Behaviour support will be informed that the student is at risk of losing their place at Barlby High School. Any further incident of poor behaviour will result in a fixed term exclusion
Final Warning	Principal	A meeting will be held with at least one Governor. A Red Final Warning Contract PSP 4 will be agreed & signed by Parents/Student. Rubicon /Behaviour Support will be aware the meeting will be taking place & if possible they will attend. Any further incident of poor behaviour will result in the student losing their place at the school. The student will be taken to the Selby Behaviour & Attendance partnership Collaborative who will decide on future educational provision

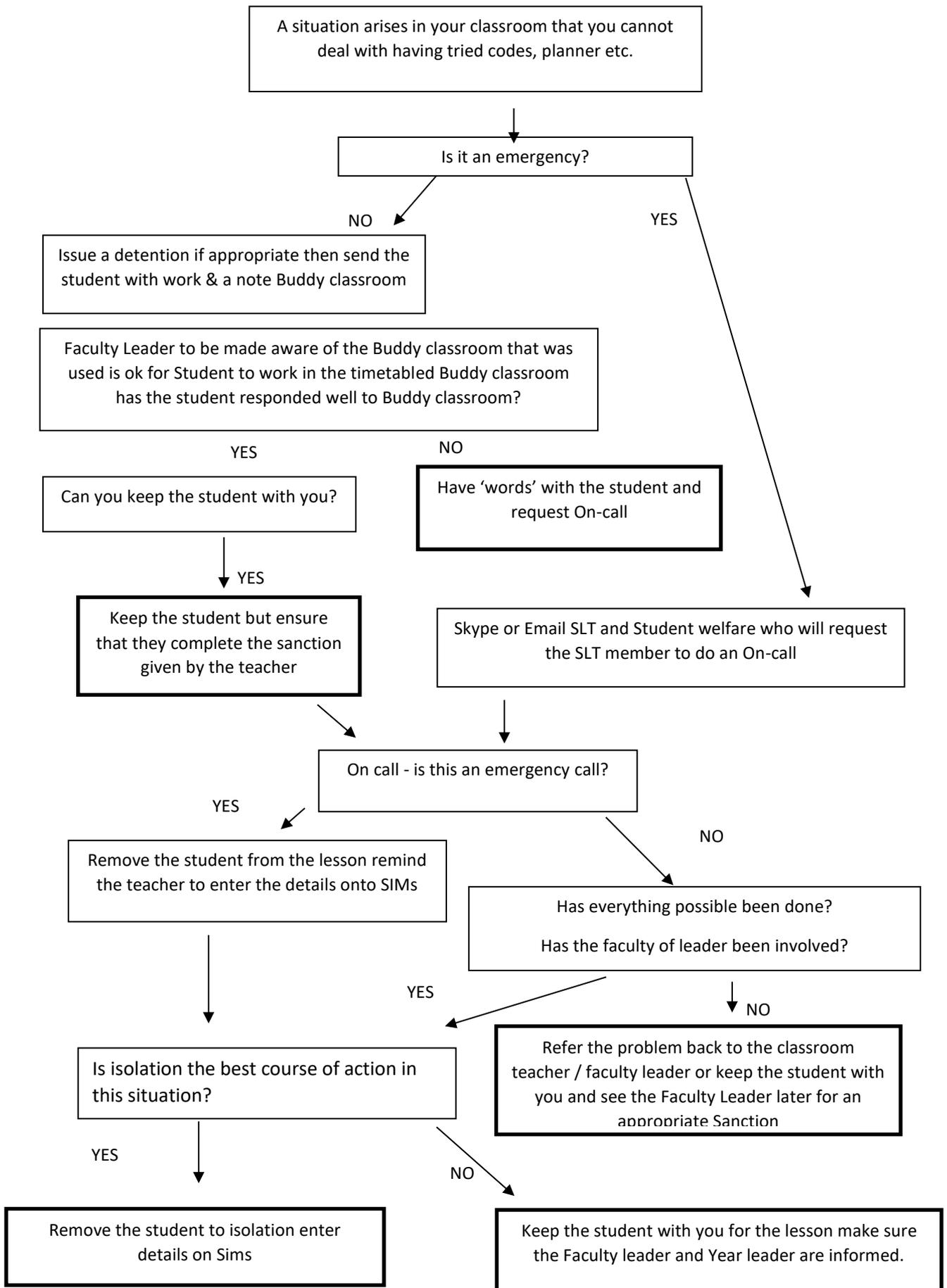
Appendix 16

Exclusion Ladder

Exclusions are used at Barlby High School where the behaviour of students is unacceptable. Below is the Ladder of Exclusion

Type of Exclusion	Reason for Exclusion
Internal Exclusion (1- 3 days)	This will be for Medium Level offence where the student has no record of poor behaviour. The parent/carer will be notified in the same way as an external exclusion and any future incident could lead to a fixed term exclusion.
1 Day Fixed Term Exclusion	This will be given for a second offence after an Internal Exclusion or a more serious Medium/High level Offence. It may also be given if a student fails their yellow report. Reintegration meeting will be held with parents before they will be allowed to come into mainstream lessons.
3 day Fixed Term Exclusion	This will be given for a second offence after a 1 Day Fixed Term Exclusion or serious Medium/High level Offence. Reintegration meeting will be held with parents before they will be allowed to come into mainstream lessons. This may be given if the student fails their red report.
5 day Fixed Term Exclusion	This will be given for a second offence after an Internal Exclusion or a more serious Medium/High level Offence. Reintegration meeting will be held with parents before they will be allowed to come into mainstream lessons. This may also be given after a student has been given and failed an Amber ABC Contract.
Final Warning by Governor's Disciplinary Panel or Principal	This can be issued after a 5 day Fixed Term or if there are any further offences. After the warning is issued any further incident may Lead to a Permanent Exclusion or a Managed Move to Rubicon or another Mainstream School which will be arranged through the Selby Collaborative - Behaviour & Attendance Partnership.

The 'on call' system



Appendix 18

Barlby High School Detention Arrangements

PLACE: **Lunchtime:** Room 13
After school: To be arranged by the teacher on duty.

DAYS: **Lunchtime:** Monday to Friday

TIME: **Lunchtime:** 12.35pm – 1:05pm
After school: 3.30pm – 4.30pm

MAXIMUM NUMBER: 20

SUPERVISORS: **Lunchtime:** Staff rota and Inclusion Team
After school: SLT

Procedures

Any member of staff may place a student in lunchtime detention, following the guidelines set out in Barlby High School behaviour policy.

The member of staff who gives a student his/her third behaviour or homework code (in the student's planner) within a single week, has the responsibility to place a detention in SIMs and update the students planner indicating that the student should be placed in lunchtime detention.

Form Tutors may have to put a student in a lunchtime detention when they transfer information from e-mails which will be sent by staff who witness rules being broken outside of lesson times. On such occasions a student may not have his/her planner or there might not be time to record the incident.

For all lunchtime detentions staff will inform students and write in their planners that they have to attend on the **following school day** and the office will give no reminder. Lunchtime detentions take priority over **all** other extra curricular activities.

After school detentions may be given by members of the Leadership Team or Year Leader only. Students should be informed of their detention and it should be recorded in the student's planner. The Inclusion Team will notify the students Parent/ Carer. (Giving at least 24 hours' notice) For students who are persistently late the Year Leader might make an arrangement with Parent/Carer to put the student in detention.

Supervision of Detention

Inclusion team will support the member(s) of staff in charge each day and be responsible for collecting the detention list from the office. They will then take a register and some of them will go and get any missing students. Students are late if they arrive after 12.40pm. Those students who they cannot find will be marked as absent. The others will supervise the detention along with the duty member(s) of staff. If there is a problem during the detention the staff member will use walkie talkie to contact a senior member of staff on duty. If a student is late they will be issued an L code and serve their detention as normal.

A member of staff, along with a reserve (in red) will be on duty each day using a rota system. Staff may swap duties but must change the official lists in the office so that everyone knows who is on duty each day. If the first named member of staff is away, they will automatically swap with whoever covers for them when they return. A second colleague (the reserve in red) will attend each day but having helped get things started, will only stay if required (more than 20 students in detention, difficult group of students being detained, duty staff absent etc).

For any student who fails to attend detention the office will check the student is in school and why they have missed the detention. If it has been recorded in the student's planner and they have chosen not to attend the Inclusion Team will notify the student's parent/carer that will have after school detention. This will usually be on the next school day so they have 24 hours' notice. The office will record this on SIMs and also in the student's planner.

The member of staff on duty (SLT / Students Welfare Team Leader / HOY) will check that the detention starts properly and that silence is established. A suitable seating plan will help the detention run smoothly only one student to each table wherever possible. Staff will monitor behaviour. Paper and copies of the student charter and Barlby High School expectations need to be issued as soon as possible. (Kept by the desk) Students will also be given a copy of expectations for behaviour in detention to read at the start of the detention. This will remind them that if they misbehave they will be given an Afterschool detention and any future detentions for that term will be Afterschool or an appropriate period. If a student does not meet these expectations they should be given a tick in the appropriate box on the detention list. For any serious inappropriate behaviour the HOY should be informed and they will issue a 3D sticker and transfer the student into the Afterschool detention system for that term or an appropriate period. If appropriate an afterschool detention will be issued and the office will notify the parent/carer.

The Detention will end at 1:05pm which allows students the chance to get their lunch. Staff supervising the detention are to check the tables for graffiti at the beginning and the end of the detention.

The senior members of staff on overall lunchtime duty will also monitor events in the detention room. There is also a Welfare lead in Inclusion if a student needs to be removed.

Appendix 19

Expectations in Lunch Detention

This is a serious sanction and we expect student's behaviour in detention to reflect this by following the expectations below:

- All students will arrive by 12.35pm
- Students will bring a pen to detention
- All students will be silent and sit where they have be told by the teacher running the detention
- There must be no communication of any sort between students
- Students must not continually ask questions or put their hands up
- Students will write at least one and a half sides of A4 or be given an extra detention. (Staff to use discretion for less able students)
- They will continue to work throughout the detention
- At the end of the detention the students work will be collected in & checked and their table will be checked before they are dismissed
- Any poor behaviour will be referred to the Year Leader who will transfer any future detention into the After School detention by placing a 3D sticker into the student's planner until at least the end of the term or at the HOY discretion if it is close to the end of term
- The detention will end at 1.05pm to allow students & teachers the opportunity to have their lunch before the start of afternoon lessons

Expectations in Internal Exclusion

- Students will work in one of the purpose built booths
- Students will work in silence
- Students will complete all work set and to the best of their ability
- All work must be handed in at the end of the day
- Students will NOT have morning break
- Students will eat their lunch in Inclusion
- Any toilet breaks will be during normal lessons
- Students will not damage or write graffiti on the booths
- Duty staff will send for work if it does not arrive (use the student runner)
- Duty staff can use the resources pack in the inclusion room if no work is available
- Duty staff can send for a senior member of staff if any student is uncooperative
- Could All staff supervising check the booths for graffiti at the end of the lesson

Appendix 20

Homework

Homework remains an important part of our students' learning providing an opportunity to consolidate work done in class and assess a student's understanding.

Homework must be set regularly and on the day set out on the Homework timetable. (Swapping can occur between departments) It should be fully differentiated to be accessible to all students, marked promptly and feedback given.

Time should be allocated in each lesson to allow students to write down details in their planners and ask questions if necessary. Students with certain needs should be assisted with this process. (A fellow student could check for them or staff could issue printed instructions). Dyslexic students by agreement with FL and SENCO can complete homework on a computer.

We must ensure all homework is completed and handed in. If homework is not done or completed to the best of a student's ability (without a valid reason) then in the first instance a warning should be given and the work requested for the next day or lesson. (Possibly handed in at staff work rooms)

Not having homework to hand in must be credited with a **"H" code**.

If a teacher feels that a student needs to have a detention for homework they should record it in the student's planner. It is the teacher's responsibility to go to detention to check the students are doing the correct work. Staff need only set them on their way and make arrangements when & where the work can be handed in.

Faculty Leaders are responsible for supporting colleagues who have students with persistent homework problems within their subject. This may well involve contacting parents / carers and liaising with Tutors and Heads of Year and recording details on SIMs.

Homework club will still be run but only for students who choose to be there.

Each time a member of staff has to apply a sanction for homework issues they must make a note in the planner on the appropriate page. This will allow staff to see if there are issues in other subjects. If a student does have similar issues in several other Faculties then an incident slip needs to be completed on SIMs and the appropriate Heads of Year will get involved. (The Faculty still has to take responsibility for getting in the work).

In all cases homework must be completed, handed in and then marked.

Appendix 21

Attendance and lates

Barlby High School has a good record for attendance and punctuality but must not get complacent over these issues.

The caring ethos of the Barlby High School, reinforced in assemblies, tutor time, across the curriculum, the extensive extra-curricular programme and the positive reward system makes Barlby a safe, happy environment, conducive for learning and personal development.

This record is constantly monitored by tracking updated statistics, responding to Parent evaluation forms, working with the School Council and using and reacting to Local Authority data such as the anti-bullying survey.

Some students do have a problem with attendance and lateness and in such cases the Attendance Officer will inform Form Tutors who will take the initial lead in dealing with the situation, which may well involve talking with the student and parents/ carers.

All students who arrive to school late on a morning will enter the school at the side entrance and will be record as late by the prefects. We appreciate that there are often genuine reasons for a student to be late and if this is the case no sanction will be given. Students who are persistently late or avoid being given a code will face more serious sanctions. After a student has been recorded late more than three times they will be given a separate detention with a Year Leader from 12.35 – 1:05PM in Inclusion. This will happen every time they are late for the rest of that term or at the discretion of their Year Leader.

If a student's lack of punctuality continues problems must be referred to the Year Leader who will be supported by the Attendance Officer & Welfare Support Officer. In some cases the Year Leader will have to send an official letter of warning to a family. If this does not have the desired effect a Governors' Attendance Panel will be convened.

In extreme situations the Referral & Assessment Team may have to instigate the possibility of a fixed term penalty being administered or Court proceedings being pursued.

In all situations positive support will be offered to a student and his or her family and not just a progressive sequence of sanctions.

Appendix 22

Professional expectations of staff at Barlby High School

In order to implement the new “Behaviour for Learning” Policy it is essential that all members of staff fully support the use of rewards and sanctions. Individual colleagues may not find every aspect useful but everyone must stick to the system as change only occurs on a holistic basis

In the classroom

- Use the Student Planner as per the “Behaviour for Learning” policy.
- Be on time to your lesson and show that you expect the students to do the same.
- There should be a formal and prompt start to all lessons. Where possible, students should line up outside of the teaching room in an orderly manner. Students should enter the room quietly and, where applicable, stand behind their chairs.
- Staff should check that students are in correct uniform.
- Students should sit down in silence when told to do so, take out their planners and open them at the correct date, and be prepared to work.
- A register should be taken and filled in on SIMs; any suspicious absences should be reported immediately to the office.
- Permission must be sought from the teacher for students to remove jumpers and undo top buttons.
- Staff should not allow eating or the chewing of gum in lessons.
- Students are permitted to drink water in lessons with the permission of the teacher.
- Expect and insist on silence when you are speaking.
- Always challenge racist, sexist and homophobic comments or language. Do not ignore bad language or negative comments about colleagues. Do not be drawn in to conversations about colleagues with students.
- Students should not normally be sent out of the classroom, e.g. to go to the toilet, except in exceptional circumstances. Students should only be sent on essential errands, and on their own.
- If a student is sick, they should be sent to the medical room and accompanied by a reliable student who can return to class to report the action to be taken e.g. student to be returned to lesson after treatment, stay in sick room or be collected by parent.
- In certain cases it may be necessary for a student to be put outside a classroom for a ‘cooling off’ period of no more than 5 minutes. The student remains the responsibility of the classroom teacher.
- In the case of persistent disruptive behaviour from a student or a one-off serious incident staff should refer to the on call system.
- At the end of the lesson, students should place chairs behind tables and all litter should be placed in the bin. Textbooks and other teaching materials should be collected in.
- Students should be dismissed on time in an orderly manner and wearing Barlby High School uniform correctly.
- Support colleagues by ensuring you leave the classroom in the condition you would expect to find it, including a clean board. Report graffiti /damage as soon as possible
- At the end of period 5, ensure all windows are closed and lights and electrical equipment are switched off.

Outside the classroom

- All staff are expected to challenge inappropriate behaviour and incorrect uniform when moving around Barlby High School between lessons, at breaks and lunchtimes.
- All staff are expected to support the ‘Behaviour for Learning’ policy.
- All staff & students should take responsibility for maintaining the standard of Barlby High School building and premises.

Appendix 23

Positive Behaviour Strategies

Prevention is better than cure. Effective classroom managers prevent misbehaviour rather than waiting until it has occurred and then trying to deal with it. Research has shown that effective teachers teach and model good behaviour and have high, positive expectations of students. These teachers will use assertive discipline. Less effective teachers can be non-assertive, passive, inconsistent and give up easily; or hostile, using an angry voice, sarcasm or abuse and threatening body language.

The following are recommended strategies for promoting positive behaviour:

- Be on time to your lesson and show you expect the students to do the same
- Encourage a positive attitude to the lesson by being welcoming and positive about the students as they enter the room. If students are negative, look to focus on those who are more positive.
- Stay quiet and calm – if you don't, who else will?
- Use the students names, make eye contact, smiles etc
- Think about your body language, look relaxed and you will communicate that you are in control (even when you feel you're not)
- Have high expectations of work as well as behaviour
- Move around the room to be seen as in control of the space
- Scan the room – keep your eyes peeled for problems before they arise
- Use a seating plan so that moving a student within the room is accepted as your right – boy/girl, alphabetical, by ability etc
- Be consistent in your dealings with students, they have a highly developed sense of fairness. Be confident in following Barlby High School procedures, if you do, you will receive the full weight of management support
- Criticise the behaviour not the student
- Use frequent verbal praise and follow Barlby High School rewards systems – it is suggested that praise statements should outnumber correction statements by at least 3 to1
- Display students' work and keep displays fresh
- Follow things up quickly, don't make a threat you are not prepared to carry out – make sure you do carry out threats – or try not to make them
- Avoid whole class sanctions. The majority of our students are well behaved and co-operative most of the time! Behaviour problems are rarely caused by all the students in a class and such whole class sanctions can lead to resentment and further problems.

Positive Language to Manage Behaviour

Least to most intrusive	Teacher Technique	Description	Example
Verbal messages	Non-verbal, privately understood signs (PUS)	The Look Moving closer to the pupil who is not behaving appropriately	Finger to lips Touching your own head to remind pupil to remove
	Tactically ignore (for now)	Choose not to notice specific behaviour from a specific pupil. You may or may not discuss with the pupil later in the lesson	Pupil chewing or tapping throughout the lesson
Description of Reality (DOR)	Description of the behaviour	A short description, without apportioning any blame, and is a powerful non-confrontational way of dealing with inappropriate behaviours	Jane, (tactically pause), you are playing with the blinds and you need to be finishing your work.
	Separate the behaviour from the pupil	What a student does is <u>not</u> the same as who they are	'Tom, you have really worked hard but your behaviour has been poor'
Simple Direction	Behavioural Direction	Directs an individual or group by referring explicitly to the expected behaviour	'Mary, face the front and listen to the instructions'
	'Whenthen' direction	Expresses a situation in a positive way and puts the onus on the pupil	It is better to say, 'John, <u>when</u> you have finished your work <u>then</u> you can go out' rather than, 'No, you can't go out because you haven't finished your work'

Rule Reminder	Rule Reminder	Briefly reminds the individual or group about an agreed rule	'Mary remember our school rule about eating in class'
	Proximity Praise	Ignore the 'target' student but praise a student nearby who is doing the right thing. When the target student changes their behaviour, praise them	'Well done David, you remembered to put your hand up to answer the question'
Question and feedback	Don't ask 'why'	Use 'what' and 'how' rather than 'why' or 'are you' to ask prompt questions about inappropriate behaviour	What's happening here? What should you be doing?
Blocking or assertive statements	Broken Record Technique	A calm and persistent approach to students who question or challenge. Simply repeat your directions two or three times	'Put your pen down, Kerry and look this way. Pen down, Kerry. Pen down, Kerry. Thank you
	Partial Agreement	Deflects confrontation with students, including those who need to have the last word	'Yes, you may think it is very unfair, but you still need to do your detention'
	Take-up Time (TUT)	Follow an instruction with a pause to allow student to comply. This allows students to save face. Tactically ignore sighs, comments	'You need to start your work now, Linda. I'll be back when I've helped Jo'

Choice and Consequence	Choice	Giving a limited choice can reduce confrontation and conflict. It provides a language for managing behaviour and gives the pupil responsibility for their own behaviour	'Lisa, put your mobile in your bag or give it to me until the end of the lesson' 'Paul, you can either do your work now or at break with me'
	Consequence and Sanctions	Needs to be in line with agreed school policy	'Remember the school rule, Ben. Chewing in class results in a detention'
	Deferred Consequence	If you deal with the unacceptable behaviour later, it removes the 'audience'. Dealing with a pupil on a 'one-to-one' basis is more likely to have a more positive outcome.	'We need to sort this out, Wayne, but I'm busy teaching now. I'll see you at the end of the lesson'
Exit Procedure	Removal from situation	When none of the strategies the teacher has used have been effective, it may be necessary for the pupil to be removed from the classroom	<u>Follow the agreed school procedure, with the appropriate back up, to effect this.</u>

Appendix 24

How to promote listening skills in students

- Model to students, every time there is interaction between teacher and student.
- Exaggerate facial expressions, e.g. raising eyebrows, to show listening.
- Keep the listening time short by having a variety of activities.
- Make expectations clear at beginning of the year, display, reinforce.
- Use visual prompts, e.g. apparatus, to focus students' attention.
- Use a quiet voice, so that students cannot talk over you while still listening.
- Use non-verbal cues, e.g. placing finger to lip, so that the whole class does not listen when one student is corrected.
- Use questioning to check that students have been listening.
- Require students to listen to each other, e.g. set a task for them to collect ideas or find out where they disagree.
- If you need to remind a student to listen, give the reason why: 'you need to listen because ...'.
- Move around the room.
- Use group work. It is easier for students to listen in a pair or small group than as a whole class.
- Use intonation, not a monotonous voice.
- Get students to evaluate each other's answers.
- Exaggerate body movements to add clarity.
- Get students to build on the first student's answers.
- Use 'hands-up' to vote on whether each student agrees or not.
- Set expectations, e.g. when to use a 'playground voice', 'presentation voice' or 'partner response voice'.
- Don't talk over students who are talking.
- Stop in mid-sentence and wait for quiet before continuing.
- 'Entertain' students so that they are interested and want to listen. Sometimes do the unexpected.
- Say things that students want to hear. Avoid nagging. Be positive.
- Establish a group expectation that ideas will be shared and used for learning, e.g. 'We all listen to the student/teacher who is talking to the whole class'.
- Move away from the student who is talking to the whole group, to encourage speaking loud enough for everyone to hear. Stand at the back of the class during presentations.
- Use 'listening objectives' as well as curriculum objectives.
- Have a task for students to do as soon as they enter the room. Quietly remind individuals to begin. When everyone is on task, begin speaking.
- Give enough time for everyone to have considered the answer to the question before taking an answer.

Appendix 25

Positive Correction Skills Staircase

Positive Teaching

Systems in place. Rules established. Clear expectations. Calmly assertive. Rewards and sanctions/consequences in place. Planned response/gut reaction.

Tactical Ignoring

Combined with Proximity Praise. Difficult skill but effective conscious decision not to react to certain student behaviours. Also a form of non-verbal communication to all students – demonstrating you are focused on the main issue and not getting ‘sucked in’/wound up/worn down by secondary behaviours. Decision to prioritize behaviours and not deal with all low level ones.

Non Verbal Clues

PUS (Privately Understood Signals). The ‘Look’ – a cue that carries a clear (unspoken) message, reminder, direction. Minimizes need for teacher to verbalize behaviour every time. Least intrusive. Conveys a clear simple message. Saves interrupting the flow of the lesson. Can be positive/negative.

Take Up Time

Refocus eye contact and proximity away from student following a request/direction – walk away confidently as if you expect that the student will do as asked. Avoids unnecessary confrontation and conveys leadership.

Obvious Description of Reality (ODOR)

Incidentally, briefly and politely describe your ‘shared reality’ (You’re strangling each other....You are chewing gum in class....I’m speaking politely...). Often it is enough to make the issue clear without having to directly tell the student what to do. Give time for them to take up the ‘cognitive shortfall’ – allow them to process what’s needed/to process ‘obvious’ expectation. Combine with ‘stuck record’ ‘I’ statements and ‘inclusion’ statements e.g. refer to ‘our class’ not ‘my class’ or ‘your class’.

Simple/Repeated/Conditional Direction

Simple – refer directly to expected behaviour. Being positive/ brief – not using negative phrases/descriptions. Tell them what they should be doing, not what they shouldn’t be doing (I want/you need to get on with your work....not....you’re wasting time yet again).

Repeated – Allow TUT and use ‘stuck record’.

Conditional – When....then....If....then..... Preferable to ‘No, you can’t because....’ And therefore prevents argument. Gives ownership for their behaviour back to the child YOYOB (you own your own behaviour)

Repair and Rebuild

When the behaviour has been dealt with, the relationship with the student needs to be re-established in order to maintain a positive working relationship.

Partial Agreement

Partial Agreement is a gift with students who want the last word. Enables a teacher to block out a student’s procrastinating argument. Teacher partially agrees with student and then restates rule/request e.g. A student chewing gum – teacher reminds him of rule. Student challenges ‘but Mr Brown lets us chew gum’. Teacher *partially agrees* ‘Maybe he does’. Teacher then restates/redirects ‘but in this class the rule is no gum. The bin is over there (ODOR). Allow TUT.

Rule Reminder/Routine Restatement

Remind of class rules/routine rather than tell off about what doing wrong e.g. Barlby High School rule is 'shirts in'...rather than....how many times do I have to tell you about having your shirt hanging out. Use with stuck record and take up time. It is important that rules and core routines must be taught at all levels during the Establishment Phase of the year.

Questions and Feedback

The teacher uses an imperative form of question rather than an 'open' form e.g. 'What are you doing?' 'What should you be doing?' 'What is our rule for?' These sorts of questions direct responsibility to the student rather than asking for reasons.

Avoid unnecessary questioning such as 'Why?' 'Are you..?' 'How many?' 'Why did you do that?' 'Are you doing this deliberately?' 'How many times had I told you about this?' Do you really want to know the answer and would it be productive?

Simple Choice

Use the 'language of choice'... 'If you choose to give your homework in late then you are choosing to stay in at lunchtime for a detention'. This puts responsibility for the behaviour back to the student (YOYOB).

Warning/Consequence

A warning is only given ONCE.

Consequences – it is the *certainty*, not the severity, that is most important.

Consequences (positive or negative) may be immediate or deferred but must be *consistent* and fit in with the agreed systems of Barlby High School.

Name on Board

This gives a signal to the student and the rest of the class that the behaviour is being dealt with and that the consequence will be applied if required. It need not interrupt the flow of the lesson. It is a visual reminder for deferred consequences.

Consequences Applied

These should fit in with the established systems set up within Barlby High School and should be in a 'staircase' of intensity.

Follow Up/Follow Through

The certainty and consistency is the most important aspect.

Appendix 26

Acknowledgements

- Government Research
- Government Guidelines