



# HENLEY-IN-ARDEN SCHOOL

*Achieving Excellence Together*

<b>Name of Policy</b>	<b>Behaviour Policy</b>	
<b>Lead</b>	Mr Jonathan Lowdon, Deputy Headteacher	
<b>Governor Committee</b>	BSII	
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## WHO SHOULD I CONTACT AND HOW?

Your first point of contact concerning behaviour should be your child's form tutor whose contact details are available through the school website or by telephoning 01564 792364 between 8:30 and 4:00

In addition, concerns regarding mental well-being can be communicated on the ClassCharts wellbeing area. Tutors will facilitate a response and communicate this to you.

If they are unable to resolve your concerns, please contact the Pastoral Manager or Senior Member of Staff associated with your child's year group either by phone or using the contacts page on our website.

<b>Year Group</b>	<b>Member of Staff</b>
Years 7, 8 and 9	Miss Tara Morris
Years 10 and 11	Mr Joseph Pittaway

## **Communications**

Teachers record sanctions and rewards on Classcharts.

All behaviours, positive or negative are communicated home on a daily basis via Classcharts.

Classcharts also provides an up-to-date report on behaviour for every child and their parents to access. Parents and students all receive a unique code to access Classcharts where they can keep up to date with Praise Points, Consequence Points, rewards and detentions.

## Expectations With Regard To Students

Students are expected to show Learning PRIDE in the classroom. If you are seen doing so within a PRIDE walk by SLT/HOY, you may receive additional Praise Points and Rewards.

	In Lessons you ...
<b>PARTICIPATE</b>	<ul style="list-style-type: none"> <li>Actively respond to work set</li> <li>Engage in Group Work</li> <li>Actively listen</li> <li>Are correctly equipped</li> <li>Show punctuality</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>Work with Energy</li> <li>Work with Enthusiasm</li> <li>Show Kindness</li> </ul>
<b>INDEPENDENCE</b>	<ul style="list-style-type: none"> <li>Problem Solve</li> <li>Work Independently</li> <li>Ensure Home Learning is of High Quality</li> <li>Complete regular and effective revision</li> <li>Show Passion for Learning</li> </ul>
<b>DEDICATE</b>	<ul style="list-style-type: none"> <li>Highlight visible Progress in books and assessment</li> <li>Show Resilience</li> <li>Work Hard at all times</li> <li>Meet Targets</li> </ul>
<b>ENGAGE</b>	<ul style="list-style-type: none"> <li>Sit up and focusing on the teacher</li> <li>Start work promptly</li> <li>Are Punctual/Enthusiastic</li> </ul>

## Unacceptable Behaviour

Students should show Learning PRIDE. Any behaviour which negatively impacts upon the learning or welfare of others is unacceptable in Henley in Arden School. Any behaviour which encourages, celebrates or promotes the learning of an individual or others is to be rewarded.

Students are expected to consider their conduct within lessons and within the community. They are expected to:

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment.

Poor behaviour has consequences; good behaviour is praised, recognised and formally promoted. Henley students must have the expectation that good behaviour is the norm. Misbehaviour around school, in lessons or in the wider community results in the loss of points recorded with the prefix "C" for "Consequence. For example, a minor infringement of the uniform policy would result in a C1 being issued. This means that a – is given to the student on their negative C points. Departments manage the sanctions within their subject areas whilst C points build up across the school and sanctions occur weekly as a result of a cumulative build up.

## Escalation of Points System (Behaviour)

In lessons -

1. Verbal Warning – This is given to students to amend low level behaviours in lessons – i.e. not focusing on tasks.
2. C1 – (See Appendix 1 for behaviour list)
3. C2 – (See Appendix 1 for behaviour list)
4. C3 - (See Appendix 1 for behaviour list)
5. C4 - (See Appendix 1 for behaviour list)
6. C5 - (See Appendix 1 for behaviour list)
7. C6 - (See Appendix 1 for behaviour list)

## Escalation of Detentions

Failure to Attend After School detentions will result in an upscaled detention at the next level and potentially a SLT detention of 1½ Hours on a Friday Evening.

Failing to attend the SLT detention will result a week of LOST (Loss of Social time at Lunch) in addition to a day in Isolation. Three Headteacher's detentions in one term may result in further sanctions.

## Behaviour Panels

These will ordinarily occur termly and will be lead either by the Head of Year (HOY) or a member of SLT. It is likely students will be placed on a report card at these meetings.

Behaviour Panels may be organised at any other time where behaviour is showing a worrying trend

## Escalation of Report Card

- During the term, where a spike in negative behaviour is recognised, students may be placed on report to the form tutor (Green) in the first instance. If this does not satisfactorily resolve the behaviour, they will be placed on Head of Year report (Blue). If this does not satisfactorily resolve the behaviour, they will be placed on SLT report (Yellow).
- Parent meetings will take place between the HOY & SLT stages to discuss escalating concerns
- Students returning from exclusion will ordinarily be placed on SLT (yellow) report. This will de-escalate as appropriate.
- Students who attend a behaviour panel will be monitored at the appropriate report level.

Please see **Appendix A** for a list of behaviours and their consequent C points

## PRAISE Reports

These Cards will be used where appropriate to support focus on improved behaviour.

# Getting It Right at Henley-in-Arden School:

## The Positive Reward System

It is important that achievement and good behaviour are rewarded. Positive recognition can be communicated daily as Praise Point notifications through Class charts.

There are multiple ways you are regularly awarded at Henley:

	<b>Point</b>	<b>Awarded for...</b>
<b>Praise Points</b>	1-12 points	Award in school on a daily weekly and termly basis.
<b>Kindness Vouchers</b>	1 point	Showcasing/exhibiting kindness around school to a fellow student or member of staff.
<b>Wheel of Fortune</b>	0	A fortnightly rolling reward that is available to students as per the below:  Week 2 – Top 25 students in each year group (in terms of Praise points achieve in the two-week period) are added to a random name generator. 5 winners are drawn at Random and presented with a sweet treat.  Week 4 – Most improved 25 students in each year group (in terms of Praise points achieve in the two-week period) are added to a random name generator. 5 winners are drawn at Random and presented with a sweet treat.
<b>Tombola Entries</b>	1-12 points	These are awarded automatically when students achieve a certain level of Praise point.
<b>Zero Hero</b>	0	A termly celebration of those students who have only received Praise points all term.
<b>Subject Shout Out</b>	2	These are awarded weekly by all departments across the school to 2 students per Year group for their efforts in lessons.
<b>Henley Hero</b>	2	These are awarded weekly by Form Tutor for the highest amount of Praise points in each Form.

<b>Attendance Certificates</b>	0	Awarded ½ termly for 100% attendance and Improved attendance
<b>Character Award</b>	Top 5 students in each year per term or annually	Certificates awarded ½ termly and termly and annually
<b>Governors Character Award</b>	Invited to the Whole School Awards Evening	2 students annually Community Contribution Most Character bonuses in a Year
<b>PRIDE Award</b>		Annually cards are signed off at Bronze, Silver and Gold Level  The PRIDE Event takes place in June
<b>Head Teachers Award</b>	Invited to the Whole School Awards Evening	Progress Leaders choice of top 2 Gold PRIDE Award winners annually

Other acts of praise will include PRIDE walk stickers which carry a P3 Praise point well as Head of Year and SLT sweet visits that will be random or requested by the classroom teacher. A range of other initiatives to boost immediate rewards will also be facilitated throughout the year such as Reward walks and Reward Year group Trips.

½ termly students have a reward assembly to celebrate praise points, zero heroes and attendance. Termly a bonus tombola will also facilitate prizes.

The Annual PRIDE event is generated from the summary of bonuses and whole school approach.

Students are expected to wear their PRIDE colours on their blazer.

Two exceptional Gold PRIDE winners will receive the Head Teachers Award annually in each Year group

**The school Awards Evening is an annual event where Subjects direct awards for individuals. Year 11s are also merited for their Academic and Progress achievements.**

# **Student Leadership Team and Prefects**

## **Student Leadership Team**

Students in Year 10 can apply for the senior role of Head Boy and Head Girl.

The process involves a letter of application, an assembly presentation and interview.

Senior Prefects are awarded for Community, Careers, Literacy, Library, Performing Arts, Sports and STEM. These positions are applied for directly to the associated Heads of Department.

All senior positions have a piped blazer – Yellow for Head Boy and Girl and Deputy Head Boy and Girl. Purple for the Senior Prefects with responsibility.

## **Prefects**

Prefects are awarded a badge and a tie and all students wishing to apply for the senior positions in Year 11 will be selected from these applicants.

All students in Year 10 will be considered for the role of prefect. Students will be asked to indicate their interest by email to their tutor/SLT organising Prefects. In being considered for these positions, historic academic and community contributions will be included in considerations.

On appointment all students receive training and support for safeguarding and supporting the younger student body. Students form part of the leadership of the student community and as such are encouraged to be strong role models.

## **Awards Evening**

Success is celebrated through a wide variety of rewards, the most prestigious of which are the High Bailiff's Award for Academic Excellence and the Rotary Award for Academic Progress, both of which lead to the student's name being recorded on the respective honours board displayed either side of the school stage.

# School Uniform and Appearance

All students wear school uniform and the highest standards of dress and appearance are expected at all times. Uniform should be worn with pride whilst at school and on the journey to and from school. Fashion trends must be reserved for out of school wear. Top buttons are to be done up and shirts tucked in.

School uniform can be obtained at Early Years, 407 Stratford Road, Shirley. This also includes a range of P.E. kit that is recommended for school use by Henley in Arden School. If it is not possible to get to the shop for a specific item, Early Years will deliver to the school, their telephone number is 0121 733 1456, or email: [earlyyears@hotmail.com](mailto:earlyyears@hotmail.com).

School uniform is also available from National Schoolwear, 3-4 Bulls Head Yard, Alcester, their telephone number is 01789 400344 or email: [phil@alcesternsc.com](mailto:phil@alcesternsc.com) or **Monkhouse, 1 Mell Square, Solihull B91 3AZ, their telephone number is 0121 733 1456**

## School Uniform

### Boys

- Navy blue blazer with the school badge
- Years 7, 8 and 9 - light blue shirt
- Years 10 and 11 - white shirt
- School clip on tie
- Charcoal trousers purchased from the school supplier
- Navy blue 'V' neck jumper with an optional gold stripe at neck
- Black socks only
- Shoes plain and black leather (not boots); **NO TRAINER/CANVASS SHOES**



### Girls

- Navy blue blazer with the school badge
- Years 7, 8 and 9 - light blue school shirt (not fitted) to be worn with tie
- Years 10 and 11 - white school shirt (not fitted) to be worn with tie
- School clip on tie
- Navy blue skirt from school supplier; two pleats in front and back must be **APPROPRIATE IN LENGTH – 1 MOBILE PHONE WIDTH ABOVE THE KNEE.** (The skirt is designed to be worn low on the waist)



- Navy blue, full length trousers, purchased from school supplier
- Navy blue jumper, 'V' neck with an optional gold stripe at neck
- Black ankle socks or black tights
- Plain black shoes; no boots, buckles or platforms with maximum 2" heel; **NO TRAINER/CANVASS SHOES**



## Coats

- These should be smart navy, black or dark grey coats and for outdoor use only

## Appearance

There are a number of regulations aimed at preserving high standards. Students or parents are advised to ask before rather than after about specifics if there is likely to be any doubt. School is not the place for fashion clothing.

- Skirt length must be **of an appropriate length (1 mobile phone width above the knee)** and purchased from the school supplier; school badge must be visible at the waistline.
- Jewellery is not permitted, except a watch and one plain ear stud per ear. **Nose studs and other piercings are not allowed.**
- Make-up is not acceptable in lower years; if make-up is worn by older pupils, it must be subtle and not noticeable.
- Boots, trainers, open backed or heels more than 2 inches are **not** permitted. If pupils attend in inappropriate footwear, the school has a selection of black shoes that can be worn for the day.
- Hairstyles should be neat and tidy. Fashion variations **NOT** acceptable include ridged haircuts and excessive use of styling products or colour, dyes, dip dyes. This list is not exhaustive.
- Nails should be neutral in colour and of a length appropriate for participation in PE safely.
- All items should be named.
- "Hoodies" should **NOT** be worn or brought into school.
- Outdoor coats are acceptable and should be smart navy, black or dark grey only; **NOT** denim, leather or multi-coloured.
- Coats must be removed upon entering a building.
- All students require a suitable bag for carrying and storage of lesson materials, school books and PE clothing

## **ALL CLOTHING SHOULD BE CLEARLY LABELLED WITH STUDENT'S NAME**

Further details on uniform can be found on Information/Policies tab on the School website.

# Expectations With Regard To Staff

## Teaching & Learning Non-Negotiables

*"To make education an enjoyable experience which will help develop a life-long love of learning."*

"Every member of staff deserves the right to uninterrupted teaching"

Our Vision is achieved through the commitment and quality of the teachers and support staff, working in close partnership with parents in a caring and open manner. We celebrate achievement and believe young people flourish when there is security, good self-discipline and a strong code of conduct. We have the highest expectations of all members of our community.

Staff plan to be able to facilitate high levels of Learning PRIDE.

- We aim for Excellence in every lesson
- Excellence for, and from, every student
- Excellence in developing kind and forward-thinking citizens
- Excellence in supporting all to achieve
- Excellent levels of excitement and engagement in the whole school experience

1. Plan high quality learning experiences for every lesson
2. Introduce and maintain standard operating procedures for their classroom entry and exit routines.
3. Share in advance the learning plan for any TAs supporting
4. Share the 'big question' with every student
5. Registers completed on SIMS (at the start of every lesson)
6. Actively differentiate tasks to ensure challenge and progress for all
7. Ensure you greet students at the door and check their uniform. During the course of the lesson check their equipment. Make sure they leave the room in an orderly fashion
8. Maintain an up-to-date list of interventions and a seating plan using Classcharts
9. Use techniques to help maximise student participation in the lesson
10. Actively check individual student progress throughout the lesson using AFL strategies and questioning for learning
11. Ensure students can verbalise their next learning steps and their progress towards these targets
12. Encourage positive behaviour for learning through rigorous use of the new behaviour system
13. Use evaluation of learning and progress to plan the next lesson
14. Plan and set challenging homework using 'show my homework'
15. High quality 'green-pen feedback' should be evident in books/folders, and clearly show the closure of learning gaps
16. Mark for literacy by applying the whole school codes and guidance.

## **Expectations With Regard To Parents/Guardians**

It is vital that parents ensure they have access to the School Comms and Classcharts systems and are therefore able to receive all messaging and reporting support shared by the school. Classcharts offers a quick and effective method by which wellbeing concerns can be logged for additional support.

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour, sign home school agreements both on commencement of placement at Henley but also yearly via either email or Classcharts.
- inform staff of any concerns
- inform school when students have reasons where they are unable to attend, work with school to achieve at least 96% attendance.
- respond to concerns raised by members of staff
- ensure students come to school correctly equipped and prepared to work
- attendance at after school detentions is expected. The school will endeavour to provide 24 hours' notice however this is not always possible and is not a prerequisite of attendance.

It is of vital importance that interactions with staff remain measured and professional. At no time will it be accepted for staff to receive any form of abuse, whether in person, over the telephone or via written form.

## **Support Structures For Pupils Causing Concern**

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Hed of Year/ Pastoral Managers and in all cases parental involvement is essential.

## **Pastoral Team Support and Signposting**

The teaching and pastoral teams work together to empower students to access learning and make good progress. There are many avenues both internal and external that will be utilised in signposting appropriate support. In all cases appropriate permissions will be attained.

Staff will share actions and respond to wellbeing concerns via the Classcharts system of reporting.

## **Mentoring**

A team of staff and students are trained to act as mentors within the school. Where this is appropriate pastoral staff will signpost to support and encourage students who are not achieving their potential. Where appropriate, pastoral staff will also advise parents of suitable external support available.

## **Placement on the SEN Register**

Students on the register are monitored by the SENCO and appropriate interventions are put in place.

## **APPENDIX A:**

### **Procedures For Dealing With Unacceptable Behaviour**

**Any behaviour which negatively impacts upon the learning or welfare of others is unacceptable in Henley in Arden School.**

#### **Sanctions**

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom and when on duty around school.

Outlined below is the escalatory Consequence system displayed around school and to students. C Points are cumulative. Pastoral detentions are run weekly at lunch and after school by the pastoral team

#### **Report Cards**

Weekly analysis of consequence points will inform interventions. On an individual level, report cards will be used as a means of monitoring behaviour but also as an opportunity to celebrate positive behaviour. These are also escalatory starting with reports to the form tutor, then to the Progress Leader and then to SLT.

#### **Loss of Social Time (L.O.S.T.)**

Students who fail to meet expectations may also Lose their Social Time. Social Time may be LOST on a weekly basis or through a lunchtime detention set by pastoral. Students lunch will be collected on the final lunch bell on that day which will also indicate the end of the detention.

#### **Who Deals with Misbehaviour?**

Misbehaviour in the classroom should be dealt with initially by the classroom teacher. At the teacher's discretion the Head of Department (HOD) can be involved. After the HOD has dealt with the matter in line with their departmental policy, this is recorded on the school system.

If an incident escalates further, or needs further intervention, the students HOY

It is the responsibility of the Year Team (Tutor, Pastoral Manager and Head of Year) to monitor student behaviour across the curriculum. This is done weekly. They will become involved if a student's behaviour is causing concern in a number of subject areas. A report card is likely to be the outcome in most cases.

Where behaviour has escalated, further action may be required from SLT.

In some cases, one-off serious incidents immediately trigger a referral after investigation and may result in exclusion.

#### **Refocus (Isolation) and Parking**

This is kept to a minimum across the school. Work is set for students by their classroom teacher. Members of the Senior Leadership Team and/or Pastoral Team are available throughout the day to support teaching colleagues.

Where a request for removal is made, they will be sent with work to the parking lesson in a classroom with a member of ELT/SLT. The removing member of staff will complete a restorative conversation with either the student or parent prior to the end of the day. This is to ensure that there is a clear understanding of why there was a barrier to learning and to discuss appropriate support strategies to ensure that the child can return to the lesson and achieve success.

Such serious disruption will facilitate a parent meeting/contact. Should there be lessons prior to the arrangement of this meeting students will attend refocus before return to the class and an agreement has been made.

Work in refocus is supervised and in line with lesson work and is expected to be completed to the best of the student's ability. Staff supervising Isolation can also help students individually if necessary.

Where a Refocus (Isolation) is planned, staff will be informed and it is expected that appropriate work is sent for independent and relevant study. Staff supervising refocus will complete the refocus register which is live, and computer based.

Specifically, students may be placed in isolation if:

- Any behaviour that incurs a C5 sanction and/or requires immediate investigation. (This include prejudice incidents and any incident where a students or staffs wellbeing is at risk)
- There is a report of a high- level behaviour concern which is under investigation.

Note that students who have been excluded will be kept in the isolation room until a reintegration meeting has taken place.

## **Suspension/Exclusion**

The Headteacher (or a member of the SLT deputising for the Head in his absence) is the only member of staff who can sanction a **fixed term suspension or permanent exclusion**. If the Headteacher is absent, decisions concerning exclusions must be approved by him. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion. Excluded students are provided with work for the duration of the exclusion.

Following parental notification in October of 2024 – possession of a vape will result in a one-day suspension.

A reintegration meeting will be organised on the student's return. Students will not return to lessons until this has taken place. On return to school the student will be placed on a report card (usually SLT).