



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Behaviour Policy	
Lead	Miss N Thompson, Deputy Headteacher	
Governor Committee	BSII	
Policy Status	Updated	July 2021
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	Date Governor Approved	November 2021
Next Review	June 2024	

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 for your child's year group either by phone or using the contacts page on our website

Year Group	Member of Staff
Years 7,8 and 9	Mrs Natalie Pearsall
Years 10 and 11	Miss E Fulljames

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COMMUNICATIONS

Teachers record sanctions and rewards on Sims and 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.

EXPECTATIONS WITH REGARD TO PUPILS

Students are expected to show Learning PRIDE in the classroom. If you are seen doing so within a PRIDE walk by SLT you may receive additional bonuses.

	In Lessons you ...
PARTICIPATE (Getting It Right Points)	Actively respond to work set Engage in Group Work Active listening Coming Equipped Punctuality
RESPECT	Work with Energy Enthusiasm Kindness
INDEPENDENCE	Problem Solving Working Independently Ensuring Home Learning is of High Quality Regular and effective revision Show Passion for Learning
DEDICATE (Subject Sign Offs)	Visible Progress in books and assessment Resilience Working Hard at all times Meeting Targets
ENGAGE (Energy)	Sitting up and focusing on the teacher Start work promptly Punctual/Enthusiastic

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.

Pupils 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 rewarded. Each pupil is issued with 1,000 "Getting It Right" points at the start of the year. This promotes the expectation that good behaviour is the norm. Misbehaviour around school results in the loss of points recorded with the prefix "C" for "Community". For example, a minor infringement of the uniform policy would result in a C1 being issued. This means that 1 Getting it Right Point is deducted from the pupil's total. Misbehaviour in lessons will also result in the loss of Getting It Right points; these are recorded with the prefix "D" for "Departmental".

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

When poor behaviour is exhibited in lessons (D points), the following should occur:

- a) Warning
- b) D1 (1 point)
- c) D2 (2 points) Leads to immediate detention (Lunch or Break time at the discretion of teacher). Continued low level disruption (i.e. repeated D2 level offences) will result in HOD Discussion/Support leading to Department Report Card (targets agreed at teacher's discretion)
- d) D3 (5 points) leads to a faculty detention.
- e) D4: behaviour which disrupts learning to the extent that a pupil must be immediately removed from the classroom.

When poor behaviour is exhibited around school (C points), the following should occur:

- a) Warning
- b) C1 (1 point)
- c) C2 (2 points)

Accumulation of 2 or more C points in one week leads to Pastoral Lunchtime Detention in the following week)

Accumulation of 5 or more C Points in one week leads to Pastoral After School Detention and (at the Progress Leader's discretion) a Report Card.

Escalation of Detentions

Failure to Attend Faculty/Pastoral Detention will lead to a Head Teachers Detention of 1½ Hours on a Friday Evening. Failing to attend the Headteacher's Detention will result in a day's isolation. Three Headteacher's detentions in one term will result in a day's isolation.

Escalation of Report Card

- During the term, where a spike in negative behaviour is recognised, pupils may be placed on report to the form tutor(blue) in the first instance. If this does not satisfactorily resolve the behaviour they will be placed on Progress Leader report (pink). If this does not satisfactorily resolve the behaviour they will be placed on SLT report (Yellow).
- 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 or D points.

Behaviour Panels

Half termly, students whose behaviour demonstrates deteriorating levels will attend a Progress Leader or a Senior Leader Panel.

Students will be placed on report after this. Each half term if behaviour shows prolonged escalated level these panels will escalate to include parents and governors as appropriate.

PRAISE Reports

These Cards (green) 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:

- a) Praise notifications
- b) Bonuses

There are multiple ways you are regularly awarded at Henley:

	Point	Awarded for...
Getting It Right	1000	Award annually (1 for every lesson)
Praise	0	Improvement and keeping your Getting It Right point
Bonus	+1	These are for something outstanding, even more than Getting It Right. SLT stickers on PRIDE Walks can generate a bonus at any time 2 BONUSSES in the same area of PRIDE create a ROSETTE
Tombola		Bonuses act like raffle tickets termly for prizes
Character Award	Top 5 students in each year per term or annually	Certificates awarded termly and annually
PRIDE Award		Annually cards are signed off at Bronze, Silver and Gold Level The PRIDE Event takes place in June

Other acts of praise will include PRIDE walk stickers which carry a bonus point as well as Progress Leader sweet visits that will be random or requested by the classroom teacher.

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.

THE CHARACTER AWARD

Achieved through bonuses that are not academic achievement (Red).

Termly:

The top 5 scores for bonuses will receive the Character Award in each Year group.

Each Year:

At the end of the Year, the top 10 totals for each Year group will receive the Award for Character.

PARTICIPATION	Bonus for Participation PRIDE Walk Bonus for Multiple Praises Bonus for Outstanding Attendance
RESPECT	Bonus for Respect PRIDE Walk Bonus for Outstanding Progress Result Bonus for Outstanding Resilience/Strength of Character Bonus for Outstanding Act of Kindness
INDEPENDENCE	Bonus for Independence PRIDE Walk Bonus for Sustained Outstanding Effort Bonus for Outstanding Improvement Bonus for an Outstanding Piece of Homework
ENGAGEMENT	Bonus for Engagement PRIDE Walk Bonus for Outstanding Representation of HIAS Bonus for Outstanding Community Contribution Bonus for Outstanding Extra Curricular Achievement

PREFECTS

Students in Year 10 can apply for the senior role of Head Boy and Head Girl. The senior positions will be selected from these applicants.

All other students in Year 10 will be considered for the role of prefect. Students will be asked to indicate their interest in being considered for these positions. Historic academic and community contributions will be included in considerations.

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 pupil's name being recorded on the respective honours board displayed either side of the school stage.

SCHOOL UNIFORM AND APPEARANCE

All pupils 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. 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.

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 (not boots); **NO TRAINER 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 with school badge from school supplier; two pleats in front and back must be **below the knee**. (The skirt is designed to be worn low on the waist with the badge visible.)



- Navy blue, full length trousers with the school badge, 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 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. Pupils 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 **below 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 pumps 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.
- Long hair should be tied back with a dark, plain accessory.
- Nails should be neutral in colour and of a length appropriate for participation in PE with safety.
- 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.
- All pupils require a suitable bag for carrying and storage of lesson materials, school books and PE clothing

ALL CLOTHING SHOULD BE CLEARLY LABELLED WITH PUPIL'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.”

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 pupil
- 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. Share in advance the learning plan for any TAs supporting
3. Share the 'big question' with every student
4. Registers completed on SIMS (not necessarily in silence and not necessarily at start of lesson but within five minutes)
5. Actively differentiate tasks to ensure challenge and progress for all
6. 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
7. Maintain an up-to-date list of interventions and a seating plan using Classcharts
8. Use techniques to help maximise student participation in the lesson
9. Actively check individual student progress throughout the lesson using AFL strategies and questioning for learning
10. Ensure students can verbalise their next learning steps and their progress towards these targets
11. Encourage positive behaviour for learning through rigorous use of the new behaviour system
12. Use evaluation of learning and progress to plan the next lesson
13. Plan and set challenging homework using 'show my homework'
14. High quality 'green-pen feedback' should be evident in books/folders, and clearly show the closure of learning gaps
15. 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 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 pupils 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 Progress Leader 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 pupils who are not achieving their potential. Where appropriate, pastoral staff will also advise parents of suitable external support available.

Placement on the SEN Register

Pupils 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.

Serious instances of misbehaviour or persistent misbehaviour (as exemplified in the tables that follow may result in fixed term or permanent exclusion). The list in the tables below is not exhaustive and other situations may occur in which behaviour is regarded as unacceptable to the school because of its impact upon the learning or welfare of others.

Sanctions

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom and the community.

Outlined below are examples of behaviour which are considered unacceptable for pupils and the consequence points which follow. This provides a "tariff" for certain kinds of behaviour but each case must be dealt with according to its merits and based upon the cumulative journey for each child.

Departments manage the D point sanctions within their subject areas:

	Points	Incident	Management	Dept/Faculty
D1	1	No Homework Failure to Follow instructions Inadequate Work Poor Attitude to work Shouting Out/ Distracting Others Lateness to lesson Lack of equipment	Subject Teacher Discretion	Break/Lunch Detention
D2	2	No Homework Failure to Follow instructions Inadequate Work Poor Attitude to Learning/off task Shouting Out/ Distracting Others	Subject Teacher Discretion	Break /Lunch Detention
D3	5	Serious/persistent behaviour issue Seriously late coursework/homework Refusal to work Failure to follow instructions Serious Lateness to lessons	Subject Leader Referral	Faculty Detention
D4	10	Red Triangle – Subject Isolation	Subject Leader/Teacher : Parent Meeting	Removed from subject lesson until further notice

C Points are cumulative. Any member of staff may apply these. Pastoral detentions are run weekly at lunch and after school by the pastoral team:

C1	1	Swearing/Inappropriate Language Unkindness / rude to others Uniform / Jewellery / Equipment etc. Anti-social behaviour Minor Lateness	Lunchtime detention	In relation to uniform issues, students will receive warnings and consequences as appropriate. If this fails to bring about improvement items will be loaned from school and ultimately students placed in isolation until uniform is solved.
C2	2	Mobile Phone Out/Use Inappropriate Comments Uniform / Jewellery / Equipment etc. Bullying – Minor Anti-social behaviour	Lunchtime detention	Note that the phone will be confiscated. On the second receipt of a C2 for this, parents will be expected to collect the phone from school.
C3	5	Damage – Property Serious Rudeness Use of Prejudice Language Bullying Serious Lateness to school Serious Rudeness to staff Serious misuse of Mobile Phone	Pastoral After School	
C4	10	Fighting Prejudice incident Bullying Theft Possession of Illicit Substances (including smoking) Antisocial behaviour Truancy Verbal Abuse – Teacher Verbal Abuse – Student	Instant Isolation and pending investigation	Potential Exclusion (1 day, 3 day, 5 days, permanent)
		Failure to attend an After School Detention	Head Teachers Detention	
		3 x Head Teachers Detention (One Term)	Isolation	
Exclusion		3 x Isolation (One Term)	Exclusion (1 day, 3 day, 5 days, permanent)	

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 whose behaviour in community time is unacceptable may find themselves LOST.

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 happens in the community, the Progress Leader will ask the pastoral manager to collate an Incident Referral. The referral is recorded on the school system.

It is the responsibility of the Year Team (Tutor, Pastoral Manager and Progress Leader) to monitor pupils' behaviour across the curriculum. This is done weekly. They will become involved if a pupil'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, a referral will be collated and appropriate action taken.

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

Refocus (Isolation)

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 supervised with work in refocus. Such serious disruption will facilitate a parent meeting/contact. Work in refocus is supervised and in line with lesson work and is subject to marking and feedback from the classroom teacher.

Where a Refocus (Isolation) is planned, staff will be informed and it is expected that appropriate work is sent for independent and relevant study.

Specifically, students may be placed in isolation if:

- 3 Head Teachers Detention in one term have taken place; this would be the escalated sanction for the next high level incident.
- Failure to attend Head Teachers detention.
- Any behaviour that incurs a C4 or D4 (10 points) and requires immediate investigation.

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

Lesson Exclusion

Where disruption is directly affecting the learning of the class, subject teachers should send a sensible pupil to the pastoral office to inform the team of the situation.

A member of the Senior/Pastoral team will collect the student from the lesson. The teacher should send relevant work. The student will remain in isolation for further lessons

in that subject until the classroom teacher and/or HOD have had a meeting with the student and/or parents. Parents will be contacted when a pupil has had to be removed from a lesson. Work must be provided by the classroom teacher until the student returns to the lesson.

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 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 pupils are provided with work for the duration of the exclusion.

A reintegration meeting will be organised on the pupil'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).