



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

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|---------------------------|--|---------------|
| Name of Policy | Behaviour for Learning Policy | |
| Lead | Miss N Thompson, Assistant Headteacher | |
| Governor Committee | BSII | |
| Policy Status | Updated | Sept 2022 |
| | Governor Approved | Approved |
| | Date Governor Approved | November 2022 |
| Review Frequency | 2 Years | |
| Next Review | September 2024 | |

1. **PRINCIPLES**

- 1.1. Henley-in-Arden School Behaviour for Learning Policy is based on our “Achieving Excellence Together” motto. As per our school vision, this means that we aim for:
- Excellence in every lesson
 - Excellence for, and from, every pupil
 - Excellence in the details
 - Excellence in customer service
 - Excellent levels of excitement
- 1.2. Good order is maintained through the Behaviour Curriculum specifically the Learning PRIDE award and Character Award. Positive behaviour management is central to achieving high levels of learning and improved attainment
- 1.3. Behaviour for learning is complex; its management starts with the interaction between pupil and teacher in the classroom.
- 1.4. In the Behaviour Curriculum, support and maintenance of the “Getting It Right” and Learning PRIDE culture within Henley in Arden School, will enable every student to achieve their full educational potential
- 1.5. The reinforcement of positive attitudes to learning in a supportive environment helps develop academic, social and learning skills.
- 1.6. Positive learning attitudes are supported by “Getting It Right”, Bonus points and Learning PRIDE as consistent, meaningful and positive rewards
- 1.7. The school seeks to encourage a positive relationship with parents and carers to develop a shared approach and involve them in the implementation of the school's policy

2. AIMS

2.1. At Henley-in-Arden School we endeavour to:

- Provide high quality teaching and learning throughout the school
- Through the behaviour Curriculum, Teach, model and explain appropriate behaviour and establish positive relationships within our community
- Create a positive and safe learning environment for all staff and students
- Motivate students through the regular use of praise and rewards to ensure that all students can receive recognition of their successes
- Enable students to develop self-discipline by establishing clear behaviour guidelines backed up by appropriate consequences for unacceptable behaviour consistently applied
- Work closely with parents, governors and the local community to promote positive relationships and working partnerships
- Make suitable adjustments for pupils with Special Needs and Disabilities

3. TEACHING AND LEARNING

- 3.1. Programmes of study in a wide range of curriculum areas have the potential to promote and support positive behaviour in school and will seek to do so. Promotion of positive behaviour is implicit within aspects of the school's PSHRE curriculum. Assemblies, extra-curricular activities and social events also seek to reinforce the core principles with regard to behaviour.
- 3.2. As a school which places great emphasis on the promotion of the performing arts, we believe that the arts offer the possibility of helping students understand and challenge their perceptions of the world they live in and question the choices they and others make.
- 3.3. We encourage all students to value and support the learning and development of their fellow students.
- 3.4. Through our PSHRE curriculum we explicitly teach pupils about good behaviour for learning and develop their skills as learners.
- 3.5. All members of the school community teach and learn from each other by example, by explanation and by the ways in which unacceptable behaviour is viewed and responded to.
- 3.6. Full involvement of the wider community and available support agencies will complement existing provision for students.
- 3.7. The use of mentoring by peers, staff and outside agencies will be used.
- 3.8. As students grow through the school there will be explicit opportunities for learning about how to act in keeping with the school's values and beliefs
- 3.9. Reference should always be made to the school's teaching and learning policy in supporting the promotion of positive behaviour

4. ROLES AND RESPONSIBILITIES

4.1. Students:

- 4.1.1. Take responsibility for their own actions.
- 4.1.2. Through Learning PRIDE, allow themselves and others to achieve the highest possible levels of learning.
- 4.1.3. Report any incidents of misbehavior including bullying, aggression and any form of harassment.

4.2. Staff:

- 4.2.1. All school staff ensure that the policy and procedures are followed and consistently and fairly applied.
- 4.2.2. Teach students how to behave well.
- 4.2.3. Create a high quality learning environment promoting good behaviour
Implementing the agreed policy and procedures
- 4.2.4. Report any incidents of misbehaviour including bullying, aggression and any form of harassment.

4.3. Parents:

- 4.3.1. Support school policies.
- 4.3.2. Encourage good behaviour
- 4.3.3. Respond positively to opportunities offered by the school to work together for the pupil

4.4. Headteacher:

- 4.4.1. Lead the school and be responsible for the implementation and day-to-day management of the policy and procedures.
- 4.4.2. Promote, recognise and encourage positive behaviour for learning.
- 4.4.3. Promote a zero tolerance for bullying, aggression and prejudice.

4.5. Governors:

- 4.5.1. Review the policy at regular intervals
- 4.5.2. Ensure the particular needs of pupils and parents are listened to and addressed appropriately

5. SCOPE

- 5.1. The principles and aims of the behaviour policy apply not only throughout the day but also before and after school on the journey to and from school; it should be carefully noted that the law allows that pupil's behaviour outside of school is subject to the same range of sanctions (including exclusion) as behaviour in school.
- 5.2. Expectations and codes of conduct established will be adhered to whenever and wherever students are involved in school related activities

6. SUPPORT SYSTEMS FOR PUPILS

- 6.1. Every pupil should have at least one adult in school to whom they feel they can turn when in need.
- 6.2. Each pupil has a tutor, Pastoral Manager and Progress Leader who will get to know them and support their well being.

- 6.3. There will be regular contacts with home once a term for all pupils and more regular contacts in case of need. Parents/carers have a right to be informed about school life.
- 6.4. There is a system of mentoring from student to student as well as other interventions to proactively support and manage Mental Wellbeing.
- 6.5. The pupils' school information booklet will outline expectations and there is a small amount of scope for home-school communication. It is expected however that the majority of communication between school and home will be via electronic means: points gained or lost as part of the consequences and rewards scheme will be communicated via the School Comms website or app (or similar); "Show My Homework" (or similar) will be used to communicate homework tasks.
- 6.6. Mentoring of individuals or small groups will take place led by teachers, teaching assistants, pastoral managers or outside agencies as agreed by the Pastoral and Leadership Teams. **Appendix B** shows mentoring used in school
- 6.7. A small number of pupils with particular needs will have access to the Student Support Centre (SSC) by agreement with members of the Pastoral Team.
- 6.8. Where there is a risk of permanent exclusion, some or all of the following may be instigated: personalised timetable; alternative (i.e. off-site) provision; pastoral support plan. Use of external support agencies. There is likely to have also been contact with the Area Behaviour Partnership Co-coordinator to find an inclusive curriculum for the student.
- 6.9. Where there is a recognized high level of need an Early Intervention Care plan may be instigated and/or support from the Family Information Service.

7. SUPPORT SYSTEMS FOR STAFF

- 7.1. Behaviour management will be a regular agenda item at pastoral team and pastoral board meetings.
- 7.2. Training opportunities for staff to reflect on and share their skills to include
 - 7.2.1. Whole staff INSET,
 - 7.2.2. Opportunities for lesson observations and feedback.
 - 7.2.3. Opportunities to feedback ideas and concerns via meetings
 - 7.2.4. Regular updates/revisits of issues (include policy review)
 - 7.2.5. Peer support (Team teaching, coaching, access to teaching assistants)

8. SUPPORT FOR PARENTS

The school will provide:

- 8.1. Access to a named person for initial discussion of concerns. This will normally be the form tutor in the first instance.
- 8.2. Information regarding their child's behaviour through daily school comms notifications as well as the attitude to learning grade as displayed in the interim reports issued 3 times a year

REWARDS AND SANCTIONS

9. REWARDS

9.1. In order to support learners in maintaining high standards of behaviour, the school operates a system of rewards and sanctions. It is expected that the use of rewards and development of positive relationships will support good behaviour for learning. The expectation is that all students "Get it Right". The PRIDE award ensures those that do daily are rewarded. Our aim is to motivate young people by rewarding good behaviour and achievement always.

9.2. **Getting it right points:**

9.2.1. Students are rewarded for "Getting It Right" (GIR) in every lesson. They therefore start every lesson with a positive credit; this is managed by giving all pupils 1000 points at the start of each academic year.

9.3. **Bonus points:**

9.3.1. In addition to GIR points, students can receive bonus points for outstanding behaviour such as progress and effort over a period of time, kindness, community or extracurricular commitment.

9.3.2. Staff seek every opportunity to recognise progress in particular sustained progress through the Bonus system.

9.3.3. Students who receive Bonus points are able to enter the termly lottery for reward treats and events.

9.3.4. Examples of reasons why Bonus points may be awarded are:

- Subject Awards
- Sporting honours, trophies
- Musical certificates
- Prizes for competitions
- Lifestyle
- Consequences and rewards scheme points.
- Arts awards and badges
- Attendance and punctuality certificates and prizes
- School newsletter and social media forums
- Awards Evening
- Sports Day and Colours assembly
- Music, drama and dance performances

9.3.5. Bonus points do NOT add to the total number of GIR points held by a pupil. This is done to avoid the common phenomenon whereby pupils with generally poor standards of behaviour are "over-rewarded" for behaviours which, for other well-behaved pupils, would be the norm.

9.4. **Learning PRIDE Award:**

9.4.1. Both forms of rewards are vital for students who wish to achieve the Henley Learning PRIDE award. This is an award scheme managed independently by students; details are contained in the student booklet.

9.4.2. Students work toward success in 5 areas signed off over the academic year.

9.4.3. At the end of the Academic Year the PRIDE Event celebrates all students who have achieved this prestigious award and 2 students for each Year Group are selected for the additional accolade of Head Teacher's Award.

9.4.4. Academic progress in relation to targets is a recognised expectation for each of the bronze, silver or gold levels of the award.

9.5. **Additional praise notifications**

9.5.1. In addition to Bonus points, parents can be informed of good behaviour through the schools home-school communication app. These notifications allow

parents to receive positive news about their children but they do not have a “points” value.

9.5.2. Praise notifications do not attract “points” in any way; this is done to avoid the common phenomenon whereby pupils with generally poor standards of behaviour are “over-rewarded” for behaviours which, for other well-behaved pupils, would be the norm.

9.6. More details on the consequences and rewards scheme, including guidance on the issuing of rewards is contained can be found in Appendix A.

9.7. The Assistant Head (Pupil Progress) and Progress Leaders use their designated budget largely to support PRIDE and the Bonus events. In addition mindfulness is supported.

10. SANCTIONS

10.1. Behaviour management is the responsibility of the individual teacher in the classroom and they should always play a central role in the application of sanctions. All teachers have the right to expect support if and when it becomes necessary. Where sanctions are found to be necessary in order to establish boundaries and ensure that all students are able to learn and progress it is assumed that the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Where it is deemed necessary sanctions applied should be used sparingly and fairly and could include those detailed below. The student's special needs and any disability will be taken into account.

10.2. Pupils may occasionally be removed from lessons for a short period as a means of defusing situations. They should not normally be removed for more than 10 minutes and should remain under the teacher's supervision; the amount of time out of the lesson is at the teacher's discretion. They should not be sent to work elsewhere without prior agreement with the person whose responsibility they become.

10.3. A small number of Special Needs pupils will carry a card to allow them to leave a classroom if deemed necessary by the pupil or teacher. These pupils will be highlighted on the SN register and have a designated place to go and tasks to complete.

10.4. If a pupil is persistently mis-behaving they will be placed on report. This will be managed departmentally in the first instance but could lead to a form tutor's report and then a Progress Leader report. In more serious cases Leadership team can become involved. Departments use differing records for reports; Tutors blue booklets, Progress Leaders pink booklets and Leadership team Yellow booklets. There is also a Green Praise Report Booklet. All completed reports will be added to the pupil's file and classcharts.

10.5. Staff can use the D4 for their lesson, to be used in emergency situations for the removal from lessons by SLT to a parking lesson in the first instance. Removal from a lesson should be followed up and dealt with by the teacher involved with support from their Head of Department in a reintegration meeting before return to the class. If subsequent lessons are missed due to timing of such meetings, work should be sent to refocus where the child will attend until it has been completed. Work will be marked. Students will not return to lessons after a D4 lesson isolation a reintegration meeting has taken place that includes contact with home. Ongoing interventions may include a personalised contract or a departmental report.

- 10.6. Isolation is a high level sanction which is only given by SLT. Details of how isolation works is shown in **Appendix D**
- 10.7. Fixed term exclusions or permanent exclusions are a final sanction to be authorised by the Headteacher and are for the most serious and persistent offences. **Appendix E**
- 10.8. Permanent exclusion may be appropriate for the most serious offences as determined by the Headteacher and governors.

11. DETENTIONS

- 11.1. The system is an escalation system where Teachers and departments may issue a D1 or D2 which will incur break or lunch time detentions; d1s in one day across subjects will also incur a lunchtime detention the next day.
- 11.2. Pupils must be given sufficient time to eat, drink and visit the toilet. 3 minutes at break and up to 10 minutes at lunch time should be sufficient. 6 bells will ring to indicate the end of detention and the time for detainees to join the lunch queue.
- 11.3. For more persistent problems (as identified in the consequences and achievements scheme) after school detentions (D3) can be issued. D3s will bring about a next day detention. Legally it is not necessary to give 24 hours' notice but this will be done via classcharts. All detentions will be communicated through the home-school communication app classcharts. In more serious incidents or exclusions, a call home will also be made. A detention register is available in classcharts.

BEHAVIOUR STANDARDS

12. UNIFORM

- 12.1. The school's policy on uniform applies equally during the school day and on the journey to and from school
- 12.2. The school has an agreed uniform for pupils that is detailed in the school prospectus and annually in the student planner. Uniform is seen by the school as a means of helping to maintain a smart and professional appearance that is practical, safe and avoids discrimination. Students are expected to adhere to the uniform list and it is the responsibility of all staff led by Progress Leaders and SLT to enforce the correct wearing of uniform. Consequences for uniform are C points, these are cumulative and therefore students who build up totals across the school will receive a lunchtime or after school detention automatically where appropriate.
- 12.3. Where non uniform items such as hoodies and cardigans are worn these will be confiscated and returned at the end of the school day The school also has the right to provide temporary spare items of uniform such as ties, shirts, skirts, blazers, shoes etc. so that in the short term the student is complying with uniform rules. Refusal to comply with this from students will result in a higher level of sanction. In serious cases of non-compliance with uniform rules, removal of social time may be used to keep the student away from their peers. Parents will be kept informed of these incidents to support the child in maintaining high standards of uniform. In extreme cases where defiance accompanies poor uniform, isolation may rarely be used.
- 12.4. There are a number of specific 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.

- 12.4.1. Trousers and Skirts should only be those available from the approved uniform suppliers.
- 12.4.2. Skirts should be worn at knee length.
- 12.4.3. Jewellery is not permitted, except a watch and one plain ear stud per ear. All other piercings should be removed.
- 12.4.4. Make up is not acceptable nor is the wearing of fake nails or non natural colours.
- 12.4.5. Boots, trainers, open backed or heels more than 2 inches are not permitted. If pupils attend in inappropriate footwear, the school will provide alternative footwear that can be worn for the day.
- 12.4.6. Hairstyles should be neat and tidy. Long hair should be tied back, extreme fashion variations are NOT acceptable include ridged haircuts, skin fades and excessive use of styling products or colour, dyes and dip dyes.
- 12.4.7. All items should be named.
- 12.4.8. "Hoodies" should NOT be worn or brought in to school.
- 12.4.9. School coats should be black, navy or dark grey.

13. MOBILE PHONES

- 13.1. Mobile phone must not be switched at any time between 8:15 and 3:15. They should be out of sight at all times. Any pupil found breaking this rule will receive a C2 (see below). The phone will be confiscated. On the second offence, parents will be expected to collect the phone from school.

14. DRUGS

- 14.1. The use of illegal drugs, alcohol, tobacco, tobacco substitutes and the misuse of prescription drugs will not be tolerated in school. Attention should be paid to the "Drugs Education and the Management of Drug related incidents" policy and in particular that this policy states: "Save in exceptional circumstances, a student will be permanently excluded for possession, possession with intent to supply or supplying controlled drugs, even for a one-off or first time offence"

15. Assault

- 15.1. Physical assault on a pupil or member of staff will not be tolerated.

Appendix A Consequences and Rewards Scheme

Consequences and Achievements Scheme

The consequence system was updated in July 2022

The PRIDE award and Bonus system was introduced in February 2018.

Students will receive a booklet with important information at the start of the academic year. Consequences and rewards are recorded on the school's database (Classcharts and SIMS) and will therefore automatically be communicated with parents via the classcharts app.

Recording behaviours and rewards.

Classcharts is the method by which rewards and sanctions should be recorded. This writes back to SIMS.

A guide on how to record behaviours is included in the Staff Handbook; achievements are recorded in the same way as behaviours. Class charts enables simple recording of consequences and rewards within the lesson; the app can be used around school to enable instant recording.

Poor behaviour and consequences in the community receive a C point which will lead automatically sanctions.

Community actions, such as contributions to the school community or acts of kindness will be rewarded. These are recognised within the Learning PRIDE award.

Parents will receive daily updates of the achievements or behaviours of their children via email and/or the School Gateway app or website. (This may not always be possible if achievements have happened in extra-curricular work and therefore after the communication time daily)

A Note on Departmental Detentions

Please look at the C2 category and note that a C2 is given for "persistently or repeatedly doing any C1 misdemeanour". Note also "*subject specific offences should result in a departmental detention*", these are denoted with a D1,2 or 3 within the consequences system. Therefore, individual faculties or departments hold detentions additional to the central school detentions. This allows departments to deal directly with repeated issues such as failure to hand in homework. Even if a misdemeanour is dealt with within a department, it should still be recorded on SIMS. This allows pastoral staff to track behaviour consistently. Note that missing a detention is a C3 offence and that this automatically leads to a detention (of the next step up from the missed detention).

The Consequences and Rewards scheme – information for students

The student booklet outlines expectations:



Pupils

Pupils who break the rules will know the consequences.

Pupils who feel that an issue has not been resolved may take up the matter with their form teacher or a member of the Pastoral Team.

The system of consequences is outlined below:

“D” refers to behaviour in lessons; “C” refers to behaviour around school

| | | |
|--|---|--|
| <p>Low Level Disruption in Class:</p> <ul style="list-style-type: none"> • Warning • D1 (1 point)* • D2 (2 Points) leads to Immediate Lunch/Breaktime Department Detention <p>(At Classroom Teacher/HOD discretion)</p> <ul style="list-style-type: none"> • More than 1 D1 across the school in any one day leads to a lunchtime detention |  | <p>Continued Low Level Disruption (ie repeated D2 level offences):</p> <ul style="list-style-type: none"> • HOD Discussion/Support leading to Department Report Card (targets agreed at teacher's discretion) <p>D3(5 points) - After School Detention</p> |
| <p>Poor Community Behaviours (dropping litter etc):</p> <ul style="list-style-type: none"> • Warning • C1 (1 point) • C2 (2 points) • Accumulation of 2 or more points in one week leads to Lunchtime Detention |  | <p>5+ C Points in one week – After School Detention (Discretionary Report Card)</p> <ul style="list-style-type: none"> • Form Tutor Report • PM/PL Report Card • SLT Report Card |
| <p>Failure to Attend Faculty/Pastoral Detention:</p> <p style="text-align: center;">Head Teachers Detention 1 ½ Hours on a Friday Evening</p> <p style="text-align: center;">Failure to attend this will trigger a LOST (Loss of Social Time) for the whole of the next week</p> | | |

- Isolation -** 3 Head Teachers Detention in One Term. No return to lessons until a Parent Meeting has taken place with the appropriate HOF and/or PL. Any behaviour that incurs a C4 (10 points) will result in isolation for the rest of the day whilst investigation happens. After sanction, a meeting with a parent must take place before the pupil returns to lessons.
- Red Triangle -** For the rest of a lesson after a Red Triangle, the pupil will be placed in isolation. There will be no return to that lesson until the classroom teacher and HOD have had a meeting with the student and/or parents. Work must be provided by the classroom teacher until the student returns to the lesson.
- Exclusion -** At the discretion of the Head Teacher, after investigation.

STUDENTS SHOULD STRIVE TO MEET EXCELLENCE IN ALL ASPECTS OF THEIR CONDUCT IN SCHOOL. WHERE THEY FAIL TO DO SO, THE SCHOOL EXPECTS THAT PARENTS WILL SUPPORT THE SANCTIONS OUTLINED. FAILURE TO DO SO WILL REQUIRE A DISCUSSION WITH THE HEAD TEACHER.

To help encourage pupils to achieve highly – and to avoid negative consequences - we will give or take away points. Each pupil will start the year with 1000 “getting it right” points.

Rewards and Consequences

If pupil loses 2 or more ‘C’ points in a week they will get a lunch time detention. If a pupil loses 5 or more ‘C’ points in a week they will get an after school detention the next day. Escalated or serious behaviours will receive a Headteacher’s detention .

These will be recorded in the school's computer system and pupils and parents will be able to track using Classcharts, the app can be downloaded and all parents and students are given passwords.

Pupils with poor behaviour will attend behaviour panels termly and at the end of the year may not be able to access the Learning PRIDE Award or Event. Unacceptably low behaviour at the end of the year will lose the right to be involved in end of year activities such as enrichment week or the Prom. The exact number of points regarded as unacceptably low will be determined in the course of the year.

Learning PRIDE Award

The Learning PRIDE Award is a scheme designed to encourage various positive behaviours, some of which fall within the remit of this policy. One criteria for receiving a PRIDE reward is the retention of a high number of getting it right awards. These thresholds are set purposely high in order to encourage very good levels of behaviour

Bonus Points and Praise notifications

All students can gain Bonus points termly and therefore be entered in the Tombola lottery for rewards. Pupils need to earn a number of bonus points to achieve a PRIDE award.

All students can receive praise notifications; these have no points attached to them but serve as an effective way to communicate to parents that a pupil has done particularly well.

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|---|
| C1/D1 – Low level disruption in lessons which is beginning to impact upon learning and well being <i>1 point subtracted from your total</i> |
| Examples include: lack of equipment; no homework; distracting others or dropping litter. However, there are other reasons why a teacher may issue a C1. |
| C2/D2 – Repeated or persistent disruption <i>2 points subtracted from student total</i> |
| If you persistently or repeatedly do things which are in the C1 category your teacher may give you a C2 which will result in you losing 2 points. Use of a mobile phone for any reason will also lead to a C2 (note that the normal sanctions for having your phone on during the day will also apply). |
| C3 – Significant disruption that directly impacts on learning and well-being <i>A C3 behaviour will lead automatically to a detention; 5 points subtracted from student total</i> |
| Examples include: seriously disrupting a lesson; being late to school or being rude to others. However, there are other reasons why a teacher may issue a C3. |
| C4 – High level disruption and offences <i>The consequence arising from a C4 behaviour will be determined by a member of SLT or Progress Leader; 10 points will be subtracted from the student total.</i> |
| Examples include: serious disruption to the lesson; bullying; illicit substances (such as cigarettes or e-cigarettes); defiance to a member of staff. However, there are other reasons why a teacher may issue a C4 or C5. |

For staff: List of possible offences and their category

| |
|--|
| C1 – Low level disruption in lessons which is beginning to impact upon learning <i>1 point subtracted from student total</i> |
| Poor uniform (e.g. shirt untucked, no tie, incorrect footwear) |
| Shouting out |
| Distracting others |
| Eating, drinking (except water), chewing |
| Off-task |
| Minor damage to property |
| Minor lateness to lessons/reg |
| Out of bounds |
| Eating outside of designated areas |
| Jumping the queue |
| Dropping litter |
| D1 – Low level disruption within lessons where Faculty detention is more appropriate for enhanced progress. <i>1 point subtracted from student total</i> |
| Lack of equipment |
| No homework |
| Lack of effort |
| Poor attitude to learning |
| Inadequate work |
| D2/C2 – Repeated or persistent misbehaviour <i>2 points subtracted from student total; subject specific offences (D2) should result in a departmental detention</i> |
| Persistently or repeatedly doing any C1/D1 misdemeanour |
| Mobile phone used for any reason (phone should be confiscated) |

| |
|---|
| Poor behaviour at break or lunch time, taking another students ball |
| D3/C3 – Significant disruption that directly impacts on learning and well-being <i>A C3 offence will lead automatically to a detention; 5 points subtracted from student total</i> |
| Failure to attend PL, SLT or HT detention |
| Major damage to property |
| Disruption to the lesson |
| Missed detention (subject/PL/SLT) |
| Serious lateness to school (same day detention with SLT – not after school) |
| Serious lateness to lessons (departmental detention for first offence; repeated lateness to be monitored by PL & PM) |
| Rudeness to others |
| C4 – High level disruption and offences <i>The consequence arising from a C4 offence will be determined by a member SLT; 10 points will be subtracted from the student total. (If the consequence is an isolation this will replace a detention as the sanction issued)</i> <i>A Red Triangle call out can be used to call for assistance; do not use the Red Triangle for a C1-3 offence. SLT, PL, PM will decide on the outcome of the C4.</i> <i>Consideration of exclusion or permanent exclusion is likely following offences of this nature.</i> |
| Smoking / possession of smoking materials |
| Serious disruption to the lesson |
| Truancy |
| Assault |
| Bullying |
| Prejudice Incident including use of Hate language |
| Sexual Harrassment or Abuse |
| Fighting |
| Illicit substances |
| Theft |
| Verbal abuse to teacher |
| Verbal abuse to pupil |
| Defiance |

For staff: List of possible positive behaviours for which bonus points and/or praise notification can be used.

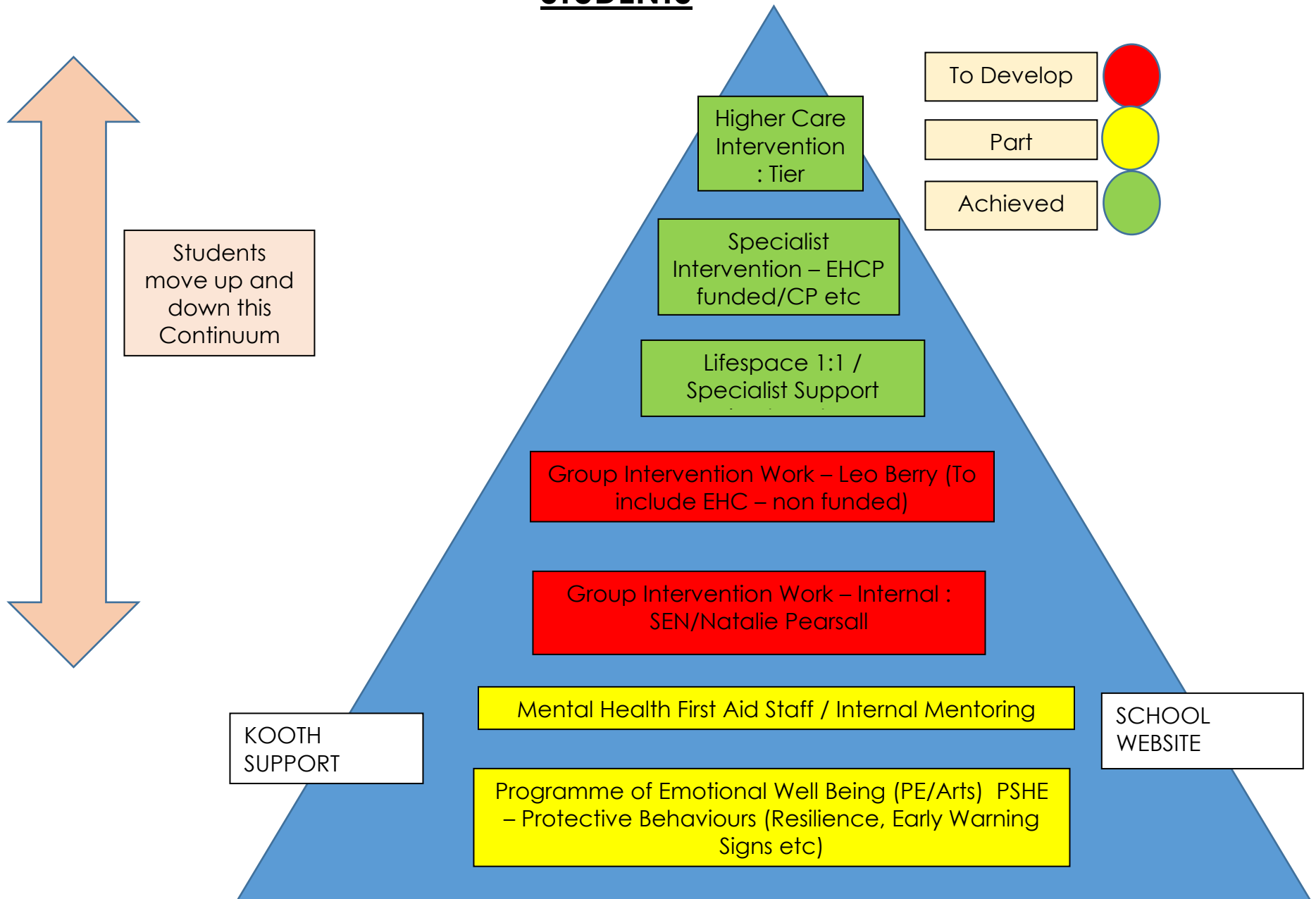
Appendix B

Mental Wellbeing to Include mentoring

Summary

Mentoring has been well established at Henley and forms a fundamental basis for the student and staff support for mental wellbeing.

MENTAL HEALTH AND EMOTIONAL SUPPORT AT HENLEY IN ARDEN SCHOOL - STUDENTS



| Yr Group | Mentor group | Purpose | Evaluation |
|--|---|---|--|
| All | Tutors, SLT and other staff | Improving academic standards i.e. attainment | Progress Leader analysis of effort and achievement grades |
| Individuals all years. | Lifespace | Various but includes working with disaffected to improve motivation and teach skills such as anger management | Monitoring by pastoral team by discussion with parents, pupils and Lifespace |
| Yr 11 selected pupils needing more input | SLT, Progress Leader 10-11 | Raising attainment and reducing disaffection | Analysis of GCSE grades compared to predicted grades |
| Yr 7-11 | Academic mentoring for 7, 8, 9, 10 & 11 | Raising attainment and reducing disaffection | Analysis of grades, levels of progress being made compared to target grades |
| All | SLT | Disciplinary panels | Number of detentions, isolations and exclusions |
| Individuals – from all year groups | Learning Support team | Small group and individual support according to identified IEP targets | Through IEP review process |
| Pupils on report | Progress Leaders, pastoral manages and tutors | Changing behaviour patterns | Monitoring of reports |

Appendix C

Detention Procedure

1. Detention rota will be issued at the start of the year
2. Detention registers are available in Classcharts. Homework detentions should be issued work for students. SEN support is available for these students in CO.
3. Staff should actively discuss why students are in detention at the detention.
4. Students should complete the behaviour reflection sheet.
5. Staff are to complete the detention register, students who do not attend should be upscaled after staff have checked attendance..
6. Pupils should go directly to the hall.
7. Work set for detentions is the responsibility of the teacher who will provide the necessary resources.
8. Community service may be given if deemed appropriate for community sanctions.
9. Absent pupils should be marked as "not attended"
10. Keep an eye on pupils to maintain an appropriate (usually silent) environment.
11. Students who do not attend an after school detention will receive an automatic Head Teachers detention, if not attended this will be automatically LOST (Loss of Social Time)

Appendix D: Isolation Procedures

Isolation (C4/D4) is an extremely serious sanction given to pupils for :

- Serious disruption to lesson (Lesson isolation – starts with parking)
- Serious incident of E.g., Prejudice/Fighting - pending investigation. To ensure the safety of the community.

A pupil can only be put into isolation following a decision of a member of the senior leadership team.

Where isolation is in place of a fixed term exclusion, is a pre-planned sanction or to ensure the safety of the community whilst a serious incident has occurred. Work is sent for by the pastoral team, from the timetabled subject staff. It should be relevant, accessible and assessed on return to the lesson. The relevant supervisory member of SLT/ELT, should monitor the quality of work sent and/or being completed and where necessary send for additional work via the pastoral team. Students who have received an isolation will have a reintegration meeting with their Progress Leader and their parents/guardians before returning to lessons.

Rules

Staff supervising (normally this will be SLT/ELT/ Pastoral Managers)

1. Pupils should sit separately and complete work sent by colleagues. If work does not arrive it must be chased.
2. Insist on silent work
3. Allow 2 minute toilet break in the middle of lessons i.e. when others are not around.
4. Lunch will be made available away from the other student's social time.
5. If there are behaviour problems use the normal procedures
6. Keep an eye on the desks – no graffiti!

Appendix E: Exclusions

This appendix sets out the policy and practice to be followed for pupils who are excluded from Henley-in-Arden School either for a fixed term or permanently

Exclusion is for serious breaches of the school code of conduct.

1. The decision to exclude will be taken using written information including pupil and teacher statements. These need to be detailed, dated and signed.
3. The decision to exclude permanently or fixed term can only be taken by the Headteacher or, when specifically instructed to do so by the Headteacher, by the Deputy Headteacher when the Headteacher is not available.

When a decision to exclude is taken:

1. School secretary provides paperwork for pupil to take home
2. Copy of paperwork should be posted home
3. Secretary should inform the attendance officer and put a note on the SNB and through to the Progress Leader
4. Progress Leader or member of SLT to phone parents and letter to be written if appropriate. Note of contact to be placed on pupil file.
5. Office to ascertain pupil timetable and request work for pupil to complete during the exclusion. This should be delivered to the office or might be collected by reception pupils. Ideally it should be ready to go home with the pupil after the exclusion. Alternatively parents may collect the work.
6. Pupil should be interviewed by a member of SLT to finalise the facts/judgments of the case and to give the pupil an opportunity to put their side of the events. The significance of exclusion should be explained.
7. On return to school the pupil should be placed on report – probably to the Progress Leader or a member of SLT to support their return. This will usually be for 1 week.
8. SLT to review numbers of exclusions and their reasons.
9. Persistent offenders will need regular review