



Behaviour Policy

Review: July 2022

INDEX

| | |
|-----|-------------------------------|
| 1. | Introduction |
| 2. | Our rights |
| 3. | Our responsibilities |
| 4. | Developing positive behaviour |
| 5. | School reward system |
| 6. | Interventions and support |
| 7. | Classroom strategies |
| 8. | Subject support |
| 9. | Whole school support |
| 10. | Out of class incidents |
| 11. | Internal Isolation |
| 12. | Permanent exclusion |
| 13. | Attendance and Punctuality |

1. Rastrick High School Behaviour policy - Introduction

Everyone at Rastrick High School will be aspirational, positive and creative members of society and will fulfil their potential.

At Rastrick High School, we aim to create and sustain a community of which we all feel proud; a community, which allows our children to aspire and feel safe, supported and respected. We will continue to develop an effective climate for learning to support our children's endeavours and respect the rights of everyone in the school community. We will recognise and celebrate our students' achievements and reward them for their efforts.

The behaviour for learning policy represents the school's key values and all staff and pupils must adhere to them. These values are articulated in the school's Rights and Responsibilities charter and all associated procedures and systems are in place to support the values of the school.

Our collective values are articulated in the Rights and Responsibilities charter (see below).



2. Our Rights

All members of Rastrick High School have:

- The right to learn
- The right to teach
- The right to aspire
- The right to be respected
- The right to be supported
- The right to feel safe

3. Our Responsibilities

All members of Rastrick High School have a responsibility to:

- Be punctual, prepared and productive in every lesson
- Speak politely and calmly to everyone
- Help and support others when they are in need
- Be good role models
- Be aspirational and encourage others to do so
- Treat everyone as we would like to be treated

Staff are expected to use and model the Rights and Responsibilities charter as part of the whole school strategy to develop the school's climate for learning.

All members of the Rastrick High School are expected to display positive behaviour at all times both on and off the school premises or wherever they are identifiable as part of the school community. The Rights and Responsibilities charter is applicable to every member of our school community.

4. Developing a culture of positive behaviour – Engagement for Learning

We have high expectations of the students at Rastrick High School and believe positive relationships, outstanding teaching, and regular and sustained use of praise and rewards leads to good behaviour. In addition, all Staff are encouraged to use the whole school rewards system to support our expectations.

Developed by our students and staff for our students and staff; our Engagement for Learning model provides the school community with clarity of expectations around positive learning behaviour. Students and staff refer to these expectations during lessons and at key reflection points during the year so that students are challenged to be the best they can be.

ENGAGEMENT FOR LEARNING



1

I meet all the expectations of a grade two and in addition:

- I **actively contribute** to lessons, **collaborating** with my teachers and my peers; supporting my learning and the learning of others.
- I seek and **engage** with **opportunities** to extend my learning in the classroom.
- I demonstrate a **passion** for learning through **independent** research and/or engaging in the **enrichment** opportunities.

2

- I am always **prepared** and **productive** in lesson; I complete all tasks to the best of my ability.
- I always **contribute** during lessons and, when the opportunity arises, I **collaborate** with my teacher and my peers.
- The work that I produce is a **true reflection** of what I am capable of.
- I understand and can articulate how my current learning fits into my learning journey using "Waypoints"
- I am a reflective learner who fully **engages** with the **feedback** I am given.
- I always follow 'High 5' and take pride in the presentation of my work.
- I always produces **homework** to a high standard.

3

- I am **prepared** for lessons with expected equipment/kit.
- I am not always **productive** in lessons - I complete the minimal amount of work I can.
- I sometimes **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I sometimes miss opportunities to **engage** with the **feedback** I am given.
- I sometimes follow 'High 5' and do not always take pride in my work.
- I sometimes complete **homework** that meets expectations.

4

- I am rarely **prepared** for lessons with expected equipment/kit.
- I am rarely **productive** in lessons; I often don't complete tasks set.
- I rarely **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I often miss opportunities to **engage** with the **feedback** I am given.
- I rarely follow 'High 5' and do not always take pride in my work.
- I rarely complete **homework** that meets expectations.

5

- I am never **prepared** for lessons with expected equipment/kit.
- I am never **productive** in lessons and I rarely complete the tasks set.
- I never **contribute** to lessons.
- The work that I produce is not a **true reflection** of what I am capable of.
- I regularly miss opportunities to **engage** with the **feedback** I am given.
- I never follow 'High 5' and do not take pride in my work.
- I never complete **homework** that meets expectations.

Please click here for more information on Engagement for Learning - [Engagement for Learning - Rastrick High School](#)

5. The schools reward system

At Rastrick High School, we reward all pupils who make significant progress or contribute positively to the school and the local community.

A member of staff can reward a student in several ways. These include:

Verbal praise; 'catching them being good'

Written praise; 'What Went Well'

Displaying work

Use of the plasma screen

Awarding Achievement Points

Weekly recognition by tutors in tutor time

Assemblies

Year and whole school presentations

Subject commendations

Reward Assemblies and excursions

Positive comments placed on the schools SIMs

In addition, the school recognises students through the school's Attitude to learning grades. These grades are shared with parents and carers four times a year at every assessment point. A full description of the ATL criteria can be located on the school's website

The whole school rewards system

If a pupil has met the criteria as set out in the guiding principle of the rewards system, staff may make one entry per event onto SIMS. The comments made on SIMS must be specific to the event and refer to why the student has been rewarded. This is reinforced in tutor time during the positive reflection and celebrations of the week.

For full guidance on the whole school rewards system refer to the flowchart below (Appendix 2)

We aim to reward and recognise students at RHS for the following:

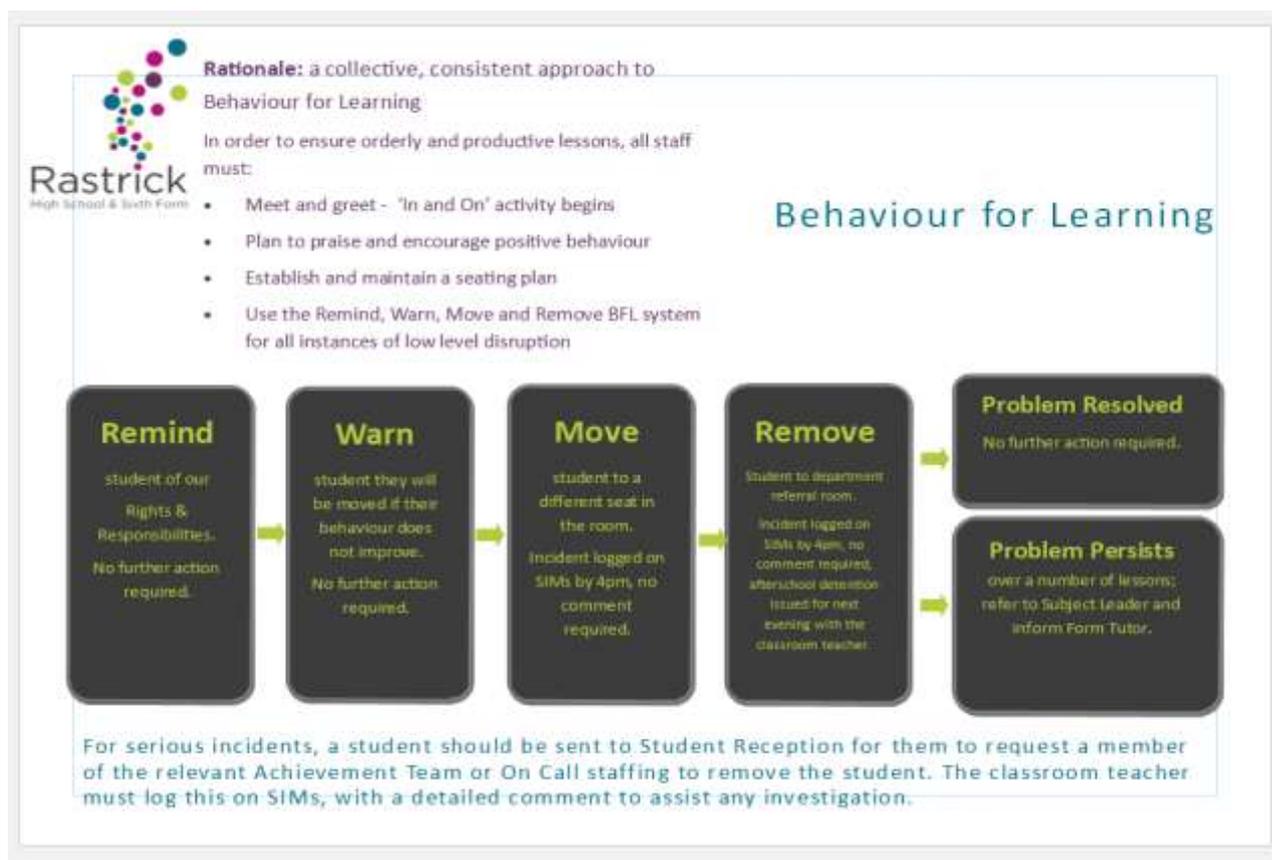
- Progress
- Effort
- Extra - curricular activities
- Contribution to school community



6. Interventions and support

At Rastrick, we are all accountable for supporting students in maintaining the appropriate positive behaviours. We have a collective responsibility to support each other and deal with undesirable behaviour accordingly. We understand that it is not always possible for students to sustain positive behaviour and it is always our intention to support students to modify their behaviour. There are a range of strategies and interventions available in order to achieve this.

7. Classroom strategies



Where a child is unable to sustain good behaviour during lessons, the class teacher will apply the school's behaviour for learning policy. (Please refer to the Behaviour for Learning flow chart above)

If a student fails to meet our expectations, the following will occur:

- The member of staff will follow the BFL flow chart, ensuring that they write the child's name on the behaviour board and remind them of our Rights and Responsibilities
 - If a student is moved within the classroom this information is recorded and analysed so that appropriate support strategies may be put in place
 - If a student is removed from the classroom, they will receive an after school detention of 30 minutes the next evening with the class teacher
 - If a student does not attend an after school detention, they will receive a Departmental detention of 45 minutes, which will take place after school at a time specified by the relevant department. If the student does not attend this detention, they will be referred to their Achievement Team where they will receive an after school detention of 1 hour

In addition to the above, staff may consider:

Contacting parents by phone

Restorative practice

Note in planner

Referral room

8. Subject support

If a pupil continues to be unable to sustain good behaviour within a subject area, Subject Leaders may consider:

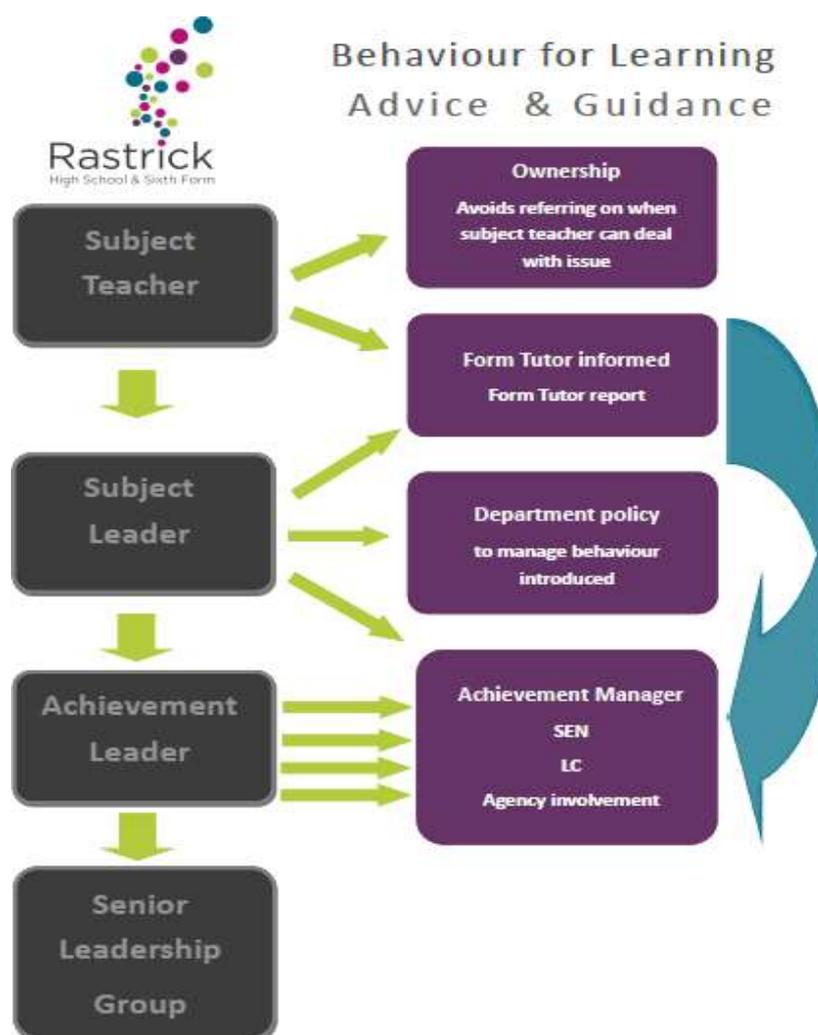
| | |
|--------------------------------|----------------------|
| After school subject detention | Subject report |
| Departmental withdrawal | Contacting parents |
| Move to another group | Restorative practice |
| After school detention | |

9. Whole School support

Where a student is unable to maintain good behaviour in a number of subjects, or where there has been a serious incident, students may be referred to the school's support teams who may consider the following interventions:

| | |
|------------------------------|---|
| Tutor report | Achievement Manager report |
| Achievement Leader report | Restorative practice |
| Support from inclusion team | Referral for assessment by the inclusion team |
| Referral to the Core Group | Referral to Multi Agency Team (External) |
| Amended timetables | Internal Isolation |
| Fixed term exclusion | Temporary placement in another school |
| Managed move | CAF |
| Referral to outside agencies | Pastoral support plan (PSP) |

All staff must follow the support structure procedure as outlined in the flow chart below (Appendix 4)



10. Out of class incidents

When an incident occurs in social time, the present member of staff should address the issue referring to the school's Rights and Responsibilities charter. If the incident is of such a nature that further action is required, they should seek the assistance of the Achievement Manager of the relevant year group and log the incident on SIMS. If the incident requires immediate assistance, contact a member of SLT or a member of the year team.

11. Internal Isolation

On occasion, due to a one off incident, or a period of repeated disruptive and/or defiant behaviour, it may be necessary to temporarily withdraw a student from lessons for a defined period of time. During this period of time, the student will be isolated within the school's internal isolation unit, where they will be provided with work to ensure they do not miss out on learning. When a student is in the school's internal isolation unit, the day will begin at 08:55 and end at 16:00 hours. Students will be provided with the opportunity to get lunch as normal, and will also take part in some reflective and restorative work to reduce the instances of repeated isolations.

12. Permanent Exclusion

Permanent exclusion is a last resort. The Headteacher may decide to permanently exclude a student for a 'one off' offence these may include;

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Malicious allegations against staff
- Actions which adversely affect the reputation of the school

The Headteacher may also decide to permanently exclude a pupil where persistent and defiant misbehaviour continues despite the application of appropriate sanctions and strategies.

13. Attendance and Punctuality

Good attendance and punctuality is vital to the school's Behaviour for Learning policy, as it ensure students can be punctual and productive in all lessons to maximise their learning opportunities.

Guidance surrounding how the school can support parents and carers concerning attendance and absence can be found on the school's website, under the Parent Zone tab. This also reiterates the school's aim that all students achieve a minimum of 97% attendance, although we expect everyone to strive for 100%.

Punctuality is vitally important in ensuring students make the most of their learning, and in preparing the students for life outside of school. Therefore, the following steps are in place to ensure all students are punctual to school and lessons:

- Students are expected to be on school site no later than 8:45am
- The first school bell sounds at 8:53am and all students should move to their period 1 lessons for a prompt 8:55am start to learning
- Any student who arrives to lesson after 8:55am is late, and will receive a break time detention the same day with the Achievement Team (unless there is valid reason for lateness, e.g. a medical appointment or school bus issues). A text will be sent home to parents to inform them of their child's lateness
- If a student is late to school three times in the week without valid reason, they will receive an after school detention the next evening with the Achievement Team
- If the student continues to demonstrate poor punctuality, they may be placed on Punctuality Report to the form tutor, and then the Achievement Team.

If a student is late to lesson, the classroom teacher may use the following strategies to support in improving punctuality:

Break time detention

After school detention

Note in planner

Communication with parents

Referral to Subject Leader

Subject Punctuality Report

If a student has persistently poor punctuality to school and lessons, they may be referred to the School Welfare Team.