

SHENFIELD HIGH SCHOOL



BEHAVIOUR FOR LEARNING POLICY

Ratified by:	Governing Body	Date: 14-10-24
Last reviewed on:	October 2024	
Next review due by:	October 2025	

1 Rationale and Purpose

Shenfield High School provides a safe, secure and supportive environment where all students can learn, and all teachers can teach good and outstanding lessons.

The Behaviour for Learning Policy is built upon the fundamental principles of building positive relationships and supporting students in meeting expectations. This Policy, therefore, is underpinned by a firm belief in restorative approaches, which are underpinned by academic research evidence to support students' learning. Students are expected to engage in all learning opportunities, demonstrating a positive attitude and a desire to achieve the best they possibly can whilst supporting the learning of their fellow students.

The Behaviour for Learning Policy provides clarification, coherence and consistency in understanding and implementing the rights and responsibilities of students and teachers.

2 Objectives

To create a positive learning environment in which students and teachers work together to ensure that the core values of Shenfield High School are upheld so that students' academic potential is maximised.

- Respect
- Responsibility
- Ready to learn
- Challenge
- Collaboration
- Contribution

3 Aims

3.1 In order to achieve our objectives, we aim to:

- Demonstrate respect for ourselves, each other and the whole school community
- Take responsibility for our individual roles in a purposeful, productive community
- Provide a climate that supports students in being ready to learn
- Challenge all members of the community to reach their full potential
- Encourage collaboration between all community members
- Provide opportunities for positive contribution in all areas of school life
- Uphold British values
- Provide an inclusive environment for all in our community

The foundations of the school's Behaviour for Learning Policy are threefold
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3.2 Respect

- We will encourage students to develop a healthy self-respect through high expectations and through rewarding success
- We will encourage students to show respect for all other members of the school community
- We will continue to foster a sense of supportive camaraderie

3.3 Rights

- Students have a right to learn without having their learning disrupted

- Teachers have a right to teach without having their lessons disrupted
- Students have a right to have their opinions heard at the appropriate time, provided that this does not impinge upon the first two rights above
- Teachers have a right to have their instructions followed, as it is they who are responsible for ensuring that all students have access to learning at all times
- All members of our school community have a right to feel safe at all times

3.4 Responsibilities

With these rights comes the responsibility of all members of the school community to act in the best interests of staff and students alike:

As staff of Shenfield High School, we will do our best to:

- Provide an ordered, caring and supportive environment which celebrates diversity and equality. We will also provide for the academic, social, physical and personal development of each individual;
- Treat students and each other with respect, fairness, courtesy and consideration;
- Have high expectations of ourselves and students, acting as appropriate role models;
- Provide a full and balanced curriculum which, as far as is possible, allows and challenges each student to excel and to develop their interests further;
- Promote students contribution towards high standards of work and behaviour;
- Provide regular opportunity and guidance for PREP, whilst building on students' natural curiosity, initiative and talents;
- Promote the notion of collaboration towards development of learning and success;
- Provide accurate and informative assessment information via Go4Schools/Edulink that indicates both a student's stage of progress and their attitude towards learning and school values.
- Keep students and parents/carers informed about school affairs and provide parents/carers with necessary information about their child's general development;
- Give parents/carers regular opportunities for meetings with teachers and be available, by appointment, at other times when concerns or questions arise;
- Keep parents/carers fully informed about important school matters through letters home, the school's website, regular newsletters and social media;
- Listen to concerns and complaints and respond to them efficiently, promptly and sensitively;

As students of Shenfield High School, we expect all students to:

- positively represent all school values:
- Challenge; Collaboration; Contribution; Respect; Responsibility; Ready to Learn
- represent themselves, their family and the school in a respectful and responsible manner at all times;
- consistently attend school punctually;
- wear full uniform with pride, upholding the high expectations of the school environment;

- be polite to other people in school and also in the community; behave in an honest and sensible manner, showing respect for the fabric of school, personal, and others property;
- listen attentively and respect all learning opportunities, as well as the needs and wishes of others;
- take care of school buildings and equipment, helping to keep the environment attractive and free of litter;
- uphold responsibilities in being fully prepared for learning, through both a positive mindset and having all equipment required;
- take advantage of opportunities offered, both educational and extra-curricular. This includes fundamental literacy skills by investing at least 20 minutes per day in reading appropriate text.
- act as a reliable messenger between home and school;
- accept responsibility for actions, respecting consequences and learning from mistakes.
- work hard in lessons to develop ability further and endeavour to overcome challenges
- Use all forms of technology in line with commitments made in the student acceptable use agreement
- keep computer passwords confidential and use the school's computer systems according to the rules and guidance; this includes always following teachers' instructions when provided with technology to use.

The responsibilities of all stakeholders regarding the relationship that exists between the students, their parents/carers, staff and the wider school are further detailed within the Home School Agreement document.

4 School Culture

Within the safe, secure and supportive environment of Shenfield High School, it is hoped that all students feel confident to positively contribute and engage in a manner that embodies hard work, perseverance and the overcoming of challenges as a norm. The entire school community should strive to ensure this is part of the day to day culture of the school.

4.1 A culture of celebration

As a means of developing and maintaining a positive culture for personal development, learning, and progress across the school, it is important that:

- Staff actively plan and provide opportunities in each lesson to celebrate **challenge, contribution and collaboration**
- Students strive to **challenge** themselves, **contribute** positively, and **collaborate** with others in every element of school life.
- Parents, Carers and other stakeholders promote the importance of **challenge, positive contribution and collaboration** within the school environment.

In the seeking and recognition of celebration, the concepts of **Challenge, Contribution and Collaboration** should be Inclusive of, but not limited to:

Challenge

Actions that demonstrate a positive mindset towards the overcoming of challenges and barriers faced within learning. This may be established through attitude to learning, the seeking of additional learning opportunities, or response to feedback. This may include working towards or beyond specific learning and personal targets or objectives.

Contribution

Actions that include individuals or groups having a positive impact towards the school environment. Such actions should exemplify school values and may occur within classroom learning, social time actions or extra-curricular commitment.

Collaboration

Actions in which individuals work collectively with their peers or staff to achieve a desired goal or outcome. Collaboration may include elements of teamwork, development of shared approaches, inspiration, assistance or support.

4.2 Celebration Points

In recognition of desired behaviours and approaches, staff should actively ensure 'Celebration points' are awarded under the category of celebration – Challenge, Contribution or Collaboration.

Such points may be awarded through the planned and implemented opportunities within lessons, or the characterisation of these cultural aspects in student's general conduct. In order to award a point, staff must attribute the desired point by logging on SIMS/Edulink under the correct headline.

Staff are required to log a minimum of one celebration point for each aspect within each hour of learning, and in line with staff expectations, encouraged to praise publicly where applicable.

Accumulation of celebration points will assist students in the receiving of long term accomplishments and awards in school, whilst also allowing teaching staff, year teams and support staff to forensically analyse areas of performance in which the students are succeeding.

4.3 KS4 Credits

Within KS4, opportunities for recognition of the three separate entities of Challenge, Contribution and Collaboration should be provided in each lesson, however they should be recorded as collective KS4 credits, providing a more streamlined and established approach for older students. The accumulation of KS4 credits will once again be used as a measure of students' approach to school life, and provide opportunity for further acknowledgement through the means of Headteacher awards. These awards (documented below) should be held in the highest regard and provide a valuable addition to any higher education application.

4.3 SHS Awards

Throughout the academic year, a number of formal events take place annually to acknowledge students' accomplishments and commitments, These events include:

- Musician of the Year Awards
- Sports Awards Evening
- Jack Petchey Award ceremonies
- House Awards
- Year group celebration Assemblies
- End of Year Celebration Awards (Year group based)
- Headteacher breakfasts

Alongside these events, students can work towards a series of awards that focus on their consistent attitude towards school values, celebrating those who personify school values within their daily approach.

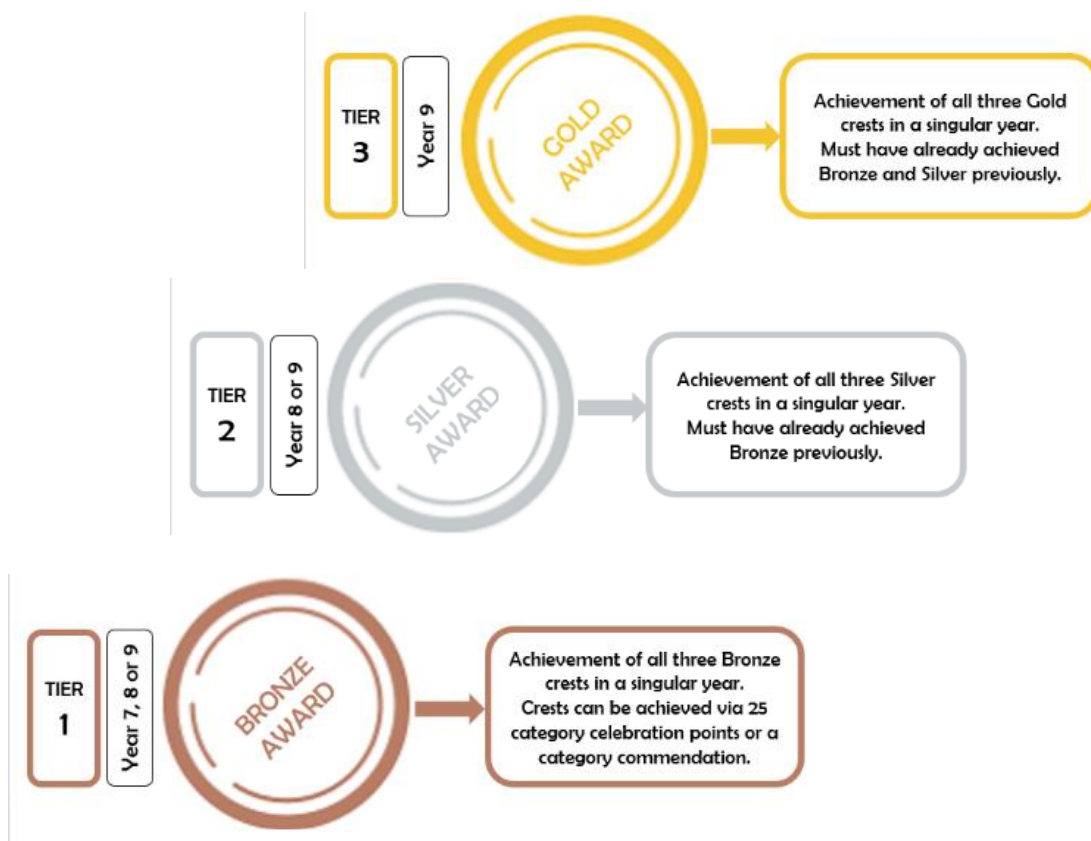
All Awards are celebrated and awarded in line with the schools house system.

KS3 Awards

During their time in KS3, students will have annual opportunities to work towards their Bronze, Silver and Gold awards. Students play an active role in tracking their accomplishments across the year groups, supported by Form Tutors, Year teams and elder members of their House.

In order to receive their award, students must acquire 'Crests' in each of the three C's. These can be attained through continued conduct (C Points) or one off displays of excellence (Commendations).

In the event of a Commendation, this should be signed by the awarding Teacher and Student Head of House before being presented to the tutor and stored in students' Achievement file.



KS4 Headteacher Award

Within KS4, continued opportunities will arise for celebration and recognition. In a more mature and formal manner, students in Year 10 shall be eligible for prestige recognition via a KS4 Headteacher award.

A Headteacher award will be issued upon a number of criteria being monitored, achieved and accumulated. Measures will include KS4 Credits, Attitude to Learning and a successful application that evidences a student meeting the schools' six core values across their tenure.

4.4 'Praise in Public'

Where appropriate, students also receive praise and recognition in a number of other ways that reinforce their efforts and investment. These methods include, but are not limited to

- Verbal feedback/praise
- Written comment on work/in book
- Stickers/Subject stamps
- Phone calls / letters / postcards home
- Certificates
- Student of the Week
- Queue Jumper Passes
- Attendance Awards
- Mention in Assemblies
- Bespoke awards in Achievement Assemblies
- Reward trips

4.5 House Leadership roles

Students who continually meet and exceed expectations by unrelentingly promoting positive values will be granted access to substantial leadership roles within the Student leadership structure. Across a range of sub-committees, their aim is to facilitate change and enable impact across the school. Student Leadership roles are highly valued and follow a stringent application process.

5 The 'Three R' Principles

Where unable to celebrate an individual's contribution to the wider school environment, support will be made available through school support networks and teams to ensure The Three R principles are being met within the individual's conduct as a basic expectation. Where required, the school's stepped intervention system will be applied to ensure appropriate conduct.

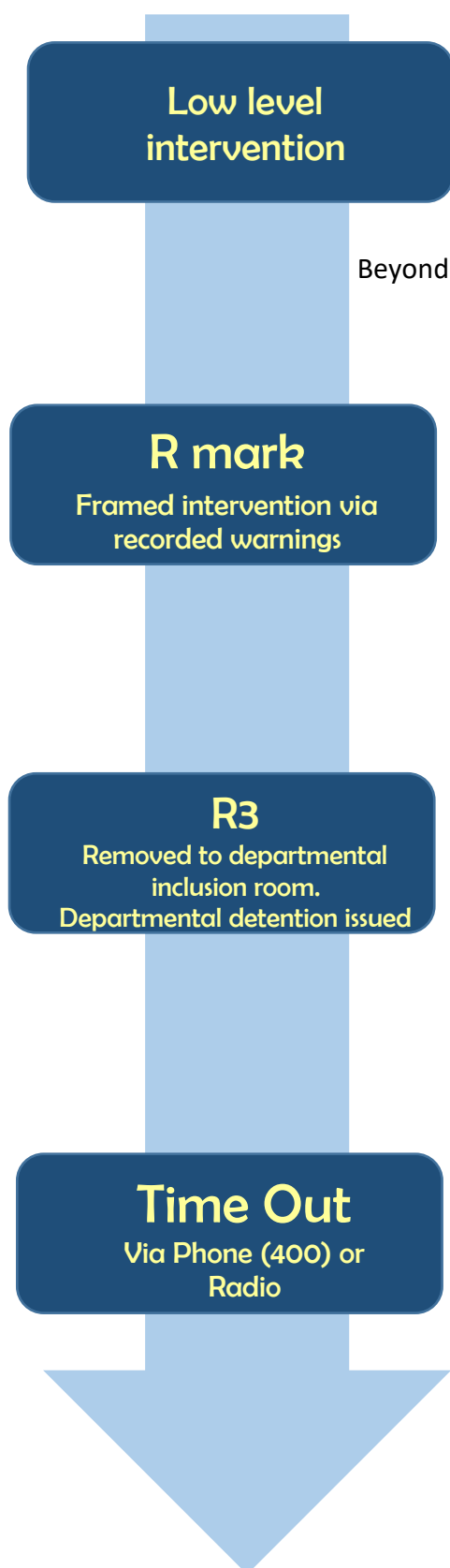
All stakeholders within the school community are expected to endorse the principles below in a consistent manner, creating a school culture where all parties work collaboratively towards the success and personal development of young people.

These principles are entrenched within both the Behaviour for Learning Policy and day to day practice of the school, forming a consistent narrative that echoes the minimum expectations of learners

Be RESPECTFUL at all times	Take full RESPONSIBILITY for your actions	Always be READY to learn
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5.1 Consequences for actions

Where students are not meeting expectations regarding behaviour for learning, they will be supported in doing so using the Shenfield High School Behaviour for Learning stepped interventions.



Stage 1: Low level intervention/Verbal warning

Students are reminded of school expectations in a calm and consistent way. Teacher reminders are delivered in a manner which does not interrupt learning, nor draws public attention to the low level disruption. Interventions are short and focused, often using non-verbal cues and discreet 1:1 dialogue. Students are expected to reflect upon their behaviour, the intervention, and therefore begin to meet expectations.

Beyond Stage One, the highest level of intervention should be recorded on SIMS.

Stage 2: Respect & Responsibility mark (R mark)

Response time

Students are expected to have responded appropriately to low key interventions, however if key principles are still unmet staff should apply the appropriate consequence in a calm manner that promotes a positive response. Students must be made aware of the behaviour mark they have now incurred, and encouraged to make better choices. Behaviour marks should never be displayed publically.

Stage 3: R3 - Remove and Restore

Continued disruption beyond issue of an 'R mark' consequence requires an escalation to R3.

An R3 should once again be issued in a private and dignified manner.

Upon issue of R3, a student must always be removed to the designated departmental inclusion room for the remainder of the lesson. An R3 must always be logged ON SIMS with an accurate reason.

Parents/Carers must be notified via telephone, or a responsive email. Team leaders and classroom teachers will always look to facilitate restorative dialogue so that pupils have the opportunity to reflect on their actions.

Stage 4: Time Out

On rare occasions, Stage four interventions may be required in order to **re-establish** expectations following serious or continued breach of The Three R Principles. Incidents of this nature indicate a student is unsafe to remain in the school community.

In order to pursue a Stage Four intervention, **Time Out** will be applied, ensuring a student is collected by a member of the Pastoral Team or Senior Leadership Team.

Serious breach of The Three R Principles will result in intervention via sanction, as outlined below.

All Time Out calls will be logged and recorded on SIMS centrally by The Pastoral team as a means of maintaining consistency of practice.

5.3 After School Detentions

Where student conduct does not meet expectations, detentions take place between 3pm and 4pm and will be served as a result of sustained disruptive behaviour and failure to

respond to lesser interventions, such as failure to attend lunchtime detentions and sustained disruption to curriculum lessons.

A 3 to 4 may be applied by SLT, Team Leaders, and the Pastoral Team, who will liaise with Parents/Carers to inform and provide appropriate notice.

All 3 to 4 sanctions must be recorded via Student Services.

Despite the entitlement of teachers to issue after school detentions without notice (Department for Education, 2016), Shenfield High School will always endeavour to give prior notice and actively work with parents to ensure after school sanctions can be served effectively within a sufficient time frame.

6 Continued breach of expectations and values

In all instances where the expectations of Shenfield High School are heavily compromised or consistently undermined, contact with parents/carers will be a priority of teaching staff, Team leaders, Pastoral staff or members of SLT. In the interest of student support, it may be appropriate for members of staff to meet with parents/carers. If contact cannot be made via telephone and there is no response to email or letter, a home visit may have to take place.

In order to address continued behaviours, the following may be applied:

6.1 Senior Leadership Team Detentions

Persistent behaviour issues will result in an after-school detention issued via the Behaviour and Standards Team on behalf of the Senior Leadership Team, who will supervise the sanction. Students are expected to meet all expectations within the detention, following all instructions and upholding the school's key values. Students will be expected to show significant improvements in behaviour and engagement following such intervention.

6.2 Internal Suspension

Serious breaches of the Behaviour for Learning Policy will result in students serving a "fixed term inclusion" which will take place in the 'Internal suspension room'. In order to return to mainstream at the end of the fixed term:

- Students must follow the rules clearly laid out in Internal suspension
- A reintegration meeting with parents must take place
- Students must reflect on their behaviour and endeavour to put things right as appropriate
- Students must demonstrate an understanding of school expectations and a willingness to meet them in the future.

If a student is unable to follow the rules of internal suspension, or in situations where students are breaching the school's policy on multiple occasions, the school reserve the right to escalate the consequence for a student to an off-site suspension (see 6.3).

- The Headteacher or Deputy Headteacher

- The Assistant Headteacher for Behaviour and Attendance

6.3 Off-Site Suspension

For serious or continued breaches of the school's behaviour for learning policy, a student may be suspended for a period of time of the school's discretion. Length of suspension will be dependent on the severity of the incident and taking into account whether it is a recurrence of a previous breach. Students should complete all provided school work whilst serving a suspension, and will complete a formal reintegration with senior members of staff at the end of any suspension period. This meeting will act as part of a reintegration period where students will be supported in understanding and restoring the expectations of our shared community.

Upon their return to school, a student will have a reintegration day which is run through the internal suspension facility. The purpose of this day is to ensure that the necessary restorative, safety and well-being measures are placed around the child to ensure that curriculum re-engagement is successful.

Any off-site suspension issued by the school will be authorised by:

- The Headteacher or Deputy Headteacher
- The Assistant Headteacher for Behaviour and Attendance

6.4 Pastoral Support Plan

Students who do not respond to the positive interventions the school puts into place could find themselves at risk of Permanent Exclusion. The school will support these students by implementing a Pastoral Support Plan (PSP):

- 12 weeks in duration – reviewed at 3,6 and 9 weeks
- Can be terminated if behaviour deteriorates
- On Report
- Specific support
- Clear consequences for failure to meet targets

6.5 Formal Warning System

The success of the school and all the students within it depends upon students working well and behaving properly. Students who continue to misbehave are failing to comply with the school's standards, rules and ethos. The school will do everything it can to support students. However, on occasions, it may be necessary for students to be issued a Formal Warning, the structure of which is as follows:

- First Verbal Warning
- Second Verbal Warning
- First Written Warning (Issued directly from the Headteacher)
- Final Written Warning and Governors informed

The purpose of the warning system is to indicate to students and their parents that concern about not meeting the school's expectations is escalating and to indicate that the student's place in the school may be put in jeopardy if such misbehaviour persists.

6.6 Off-site direction

In circumstances where serious and/or persistent breaches of the schools behaviour policy occur, an off- site direction via an Alternative provision or other Mainstream school may be used within the schools general powers as a means of improving behaviour. Under such circumstances, periodic review of the students conduct will be undertaken to assess improvement in behaviour. A formal reintegration will take place should the student return to the school, providing an opportunity to discuss the management of their future behaviour.

7. Permanent Exclusion – See also exclusions policy

In extreme cases when the misbehaviour represents a serious threat to other students, staff or to the life of the school, or when all other discipline strategies have been exhausted, a student may be required to leave.

Parents will be informed of any exclusion as soon as possible with a follow up letter giving details and explaining the parents' responsibilities and rights, including how an exclusion can be challenged.

8. Ready to Learn expectations

In upholding school standards and requirements to be 'Ready to Learn', the following protocols are applied:

8.1 Uniform

The school's Uniform policy is a readily available document that defines the specific requirements of student attire. Where students do not meet requirements without a valid communicated reason, staff will consistently intervene. 'Valid' reason lies in the interpretation of the school in applying the policy.

Where students are able to correct uniform omissions, they must do so immediately. Persistent reminders may require a loss of social time. Staff reserve the right to confiscate items outside of policy requirements, such as Jewellery or hoodies.

Students unable to correct uniform omissions will be issued a 'Ready to Learn – Uniform' card and a same day detention.

8.2 Punctuality to School

Punctuality to school is an essential skill that identifies a student's attitude towards school life. In accordance with attendance protocols, students arriving late must arrive via the late gate (up until 9am) and via reception thereafter. Students arriving late without a valid pre communicated reason by parents/carers will be issued a same day detention.

8.2 Punctuality to lessons

Students are expected to transition calmly and promptly between lessons. Bells are provided during unstructured time to provide ample warning and organisation to ensure punctuality. Students acquiring persistent late marks to lessons within a singular week will serve a detention the following week. Failure to correct punctuality issues will lead to an escalation of consequence.

8.3 Social time detentions

Detentions are issued in line with removing poor behaviour during unstructured time, and for instances where Ready to Learn expectations are not met.

Lunchtime detentions re issued for a period of 30 minutes, meaning arrival no later than 1.25pm. Students arriving late will be required to recomplete the detention, whilst those absent will be referred for 3 to 4 Detentions (noted in 5.3).

9 The Law

9.1 Power to use reasonable force

All members of staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

When a member of staff has had to use any force in dealing with a student the incident should be reported and a written account given to the Headteacher within 24 hours. Where any use of force is reported to a member of staff they should report the matter immediately to the Headteacher or a senior member of staff.

9.2 Confiscation of inappropriate items

Members of staff can confiscate students' property. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

9.3 Power to search students without consent

The school does not need the student's consent to search them, or their belongings, including digital technologies such as mobile phones, if it is suspected that the student has in their possession a prohibited item such as:

- alcohol
- drugs
- stolen items
- tobacco, cigarette papers lighters and e-cigarettes
- fireworks
- pornographic images
- material or content that could cause harm to others
- material or paraphernalia related to extremism
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any items or paraphernalia deemed to be associated with the use of prohibited substances
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

All weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Pastoral Team to decide if and when to return a confiscated item.

There will normally be 2 members of staff present during a search – a person to do the search and a search witness, at least one of whom will be the same sex as the student. The student may be asked to remove outer clothing only.

Refusal to be searched will be met with a Fixed Term Exclusion for the security of the school community.

9.4 Students' conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises. If this is necessary, we will investigate, inform parents/carers and use the sanctions available in the Behaviour for Learning Policy to support good order and good discipline within our community.

10 Mobile phones and other communication devices

Mobile phones or other communication devices such as smart watches are not permitted to be used on the school site between 8am – 4pm, nor as part of additional or extra-curricular activities without the explicit permission of a staff member.

Inappropriate or untimely use of a communication device that undermines the school values and expectations will lead to confiscation under the empowerment of Section 91 of the Education and Inspections Act (2006).

Upon confiscation, a device will be held until collected by parent/carers or another designated and appropriate adult.

11 Related Policies

The school's Behaviour for Learning Policy works in conjunction with, but is not limited to, the policies identified below:

- Attendance Policy
- Child on child abuse Policy
- Online safety Policy
- Equality and Diversity Policy
- Keeping Children Safe in Education
- Safeguarding Policy
- Sex and Relationships Education Policy
- Uniform Policy
- Special Educational Needs Policy