



REDRUTH SCHOOL

School Discipline and Pupil Behaviour (Behaviour for Learning) Policy

This policy was adopted on 13th September 2017

The policy is to be reviewed September 2019

The name of the designated teacher is Mrs Alex Kettlewell

BEHAVIOUR FOR LEARNING POLICY

Behaviour *for* Learning

Vision and Values

The School aspires to provide a well ordered and disciplined environment in which teaching and learning can flourish. The behaviour policy is rooted in an ethos of rewarding good behaviour wherever possible. Our aim is to produce a behaviour management system, based on clear boundaries and known consequences, which provides a clear framework for all student behaviour related issues. We believe that good behaviour is a prerequisite to successful teaching and learning. We aim to be clear in our expectations, to enable students to take responsibility for their own behaviour and empower all staff to manage behaviour appropriately. We view very seriously the disruption of other people's learning.

The Aim

To provide everyone in the school with a clear understanding of which behaviours and achievements are rewarded, and which behaviours are not acceptable at Redruth School and what consequences are given.

To encourage students to take responsibility for their own behaviour, giving them a **choice** about how they behave. For example: A C3 is a consequence of **your** misbehaviour. **You** decide. **You** make the decisions about your behaviour. It is **your** responsibility.

Key Points

There is a need for clear boundaries for all members of the school community. All actions have consequences both positive and negative.

The principles of Behaviour for Learning are based on clear warnings leading to logical consequences when warnings are not heeded. **No member of staff can take action against a student outside this framework, unless there are exceptional circumstances.**

Behaviour *for* Learning

Rewards and Praise

The power of praise should never be underestimated in terms of:

- Motivating students
- Raising self-esteem
- Promoting and encouraging self-belief
- Reinforcing positive patterns of behaviour and work

Five or six times as many rewards should be issued in the school as consequences. Rewards for achievement will be publicly displayed for all to see on the reward notice boards.

All rewards are recorded in the students Achievement Log in SIMS.

Praise needs to:

- Be sincere and enthusiastic
- Communicate personal approval
- Make connections between positive student responses and achievement
- Reinforce high expectations

We reward for behaviours such as:

- Good sustained effort
- Good achievement and attainment
- Good attendance
- Improvement in subject performance
- Other positive contributions to the community

Nine levels of Reward (R)

R1	Praise
R2	House point
R3	Subject postcard
R4	Student of the Week
R5	Bronze Certificate
R6	Silver Certificate
R7	Gold Certificate
R8	Student of the Month
R9	Presentation Evening

Applying Praise and Rewards

R1 Praise will be given verbally, if a student:

- Works well
- Behaves in accordance with school expectations
- Answers questions in class
- Participates in classroom discussions
- Is helpful to others
- Meets deadlines for homework and coursework
- Looks smart

R2 House point awarded if a student:

- Produces work or H/W above what is reasonably expected (put R2 issued when writing feedback)
- Receives 3 or more R1's in a single lesson
- Actively contributing to the smooth running of the lesson (doing jobs/taking on roles)
- Is actively supportive of others and shows exceptional responsibility
- Positive contribution to the school community/ volunteering
- Positive contribution to the local community/ family / CCA Awards
- Contributions to the environment/ recycling
- Has 100% punctuality across a week (tutor to award)

- Has 100% attendance across a week (tutor to award)
- Demonstrates outstanding BFL
- Excellent progress against target for a piece of work
- Excellent classwork/ project work
- For being on or above target in 6 subjects following an Assessment Point
- Attendance at extra-curricular clubs
- Representing the school
- House sport / Competitions/ quizzes
- Student buddy, prefects, mentors, class ambassadors
- Student of the week

R3 Subject postcard

- Consistent high quality work/presentation/effort over a half term

R4 Student of the week

- Nominated by teachers and announced weekly in assembly for high quality work, Consistent outstanding behaviour, “going the extra mile”

R5 A Bronze certificate is awarded:

- When a student has collected 50 house points
- Bronze improved attendance certificates are awarded each term if a student’s attendance improves by the % agreed on their attendance target card.
- A student is on or above target in 6 subject areas following an Assessment Point

R6 A Silver certificate is awarded:

- When a student has collected 100 house points
- Silver 100% attendance certificates are awarded each half term
- A student is on or above target in 7 subject areas following an Assessment Point

R7 A Gold Certificate and a letter home from the Headteacher:

- A student has collected 200 house points
- Gold 100% attendance awards given for the entire year
- A student is on or above target in 8 subject areas following an Assessment Point

R8 Student of the Month

- Awarded from student of the week nominations

R9 Celebration Evenings and Prom

- Staff nominated

Trips and Visits/Privileges

All extra-curricular activities are recognised as a privilege, and promoted as such to the students. There should be clear criteria against which a student can be judged to have earned the right to participate in these activities.

Students who have not behaved well enough to attend a trip will be given a target of improvement to earn the right to gain this privilege.

Behaviour *for* Learning

Repair and Rebuild

Maintaining good relationships between staff and students is a key factor in maintaining positive behaviour and encouraging successful learning. Therefore it is important to ensure all disruptive behaviour and the resulting consequence is resolved with an apology from the student and a positive acceptance from the member of staff.

8 Levels of Consequence (C)

All Consequences follow a single reminder/verbal warning from a member of staff. **Sanctions are not sequential in nature and can start anywhere.**

Verbal warning/reminder

C1 Second verbal warning

C2/CH2 Staff consequence

C3/CH3 Faculty / Pastoral detention 20mins (lunch to be eaten afterwards)

C4 After school detention 3-4pm Mon – Thursday (behaviour)

CH5 After school detention on a Friday with a senior leader 3-4pm (homework)

C6 Internal Exclusion or Extended Day

C7 Fixed Term exclusion

C8 Permanent exclusion

Staff must log C2, CH2, C3 and CH3 detentions on SIMS (with the comment section completed).

After School C4/ CH5 – the senior leader or pastoral leader taking the detention, logs who is present remembering to check attendance logs for that day. At least 24 hours' notice must be given to parents/ carers by the pastoral leader or faculty leader

C6, C7, C8 will be logged by the Pastoral team.

Applying Consequences

All staff must set out clearly the school expectations and explain the classroom rules to all their teaching groups. Students must be given a fresh start in every lesson.

All Consequences follow a single reminder from a member of staff.

C1 Second verbal warning: A student, who is disruptive, rude, shouts out, behaves inappropriately or in a way which stops the learning of others in class following an initial warning. The teacher logs this on SIMS.

C2 / CH2 Staff consequences: A student continues with any inappropriate behaviour after being warned. The teacher makes a note of the name for record purposes. Examples of C2, CH2 consequences are:

- Failure to complete homework on time without a satisfactory explanation/note
- Being more than five minutes late to a lesson

- Failure to follow staff instructions accurately and promptly

When students display C2/C3 behaviour in their lessons, staff should ensure strategies are planned and put in place to aid students successful participation in future lessons

Students should only be sent outside to 'cool down' for a short time (this should be for no longer than 5minutes), with clear instructions on staff intentions and re-entry to lesson. Students should NOT be sent outside as a consequence.

Lateness to school in the morning – students who arrive after 8.35 without a valid reason will be given a late mark by their tutor. The list of students with a late mark will be sent to the Progress Room by the Attendance Officer and students who are late will report to the progress room during first break where a late form will need to be completed. Tutors will fill in how many minutes a student was late by on SIMS. If the student was late for a valid reason e.g. bus was late, then the comment box will be completed by the tutor and the student will not need to complete a late form during first break. (see C4).

C3/CH3 Faculty Detention (20 minutes work in silence eat after detention) given if a student persists with inappropriate behaviour after a C2. Examples of C3/CH3 consequences are:

- Leaving classroom without permission
- Using ICT to access software not directly related to the lesson*
- No homework after a second opportunity to complete

If a student continues to misbehave after reaching a C3 consequence then they should be Parked. *Parking is not a sanction in itself (it is a strategy). If a student is Parked they will still be expected to fulfil a faculty consequence.*

Pastoral detention (20 minutes work in silence eat after detention) given If a student behaves inappropriately any time they are not in lessons. Examples of C3 consequences are:

- Poor behaviour in the corridors or outside at break or lunch time, before or after school

If a student still continues with the unacceptable behaviour after receiving a C3 and being Parked then the member of staff 'On Tour' should be called.

Failure on any target cards (student receives an "x") will result in C3 consequences or above.

C4 After School Detention (1 hour after school –Mon to Thursday for behaviour) Students who require an 'On Tour' intervention can be entered for a C4 after school detention. Examples of C4 consequences are:

- Bullying
- Aggression to another student
- Misbehaviour during a C3 detention
- Failure to attend a C3 Faculty Detention

Persistent lateness to school on more than 3 consecutive occasions in one half term will result in students being asked to make up time missed after school.

Receiving a C4 detention should result in the parents/carers being notified by the text system, through our attendance officer, giving at least 24 hours' notice. The pastoral leader taking the detention, logs who is present remembering to check attendance logs for that day.
NB - students may be asked to litter pick during a C4.

CH5 After School Detention (1 hour after school for failure to complete homework) which takes place on a Friday from 3-4 led by a senior member of staff. CH5 detention is given for failure to complete homework after a CH3.

Receiving a CH5 detention should result in the parents/carers being notified by text message, through our attendance officer – at least 24 hours' notice. The head of faculty fills in the CH5 consequence on SIMS.

C6 Internal Exclusion or Disrupted Day for not attending a C4 or CH5 detention. Examples of C6 consequences are:

- Severe or repeated bullying
- Continually displaying C3/4 behaviour over a period of time
- Failure to complete homework following a CH5
- Direct defiance to staff
- Swearing towards a member of staff (also a meeting with a school governor)
- Fighting
- Vandalism/graffiti
- Incorrect uniform/ extreme haircut/ refusal to remove makeup
- Truancy
- Smoking (associating with smokers)
- Deliberate use of racist, sexist or homophobic comments

If a C6 consequence is not completed satisfactorily, it will be repeated in full. Receiving a C6 consequence must result in the parents/carers being contacted. All C6 consequences will be recorded on the students SIMS file by the Senior Pastoral Head.

NB - students may be asked to litter pick during a C6.

5 instances of a C6 consequence will result in a student having to complete an extended day (12-5). Students who repeatedly require C6 consequences will require a Pastoral Support Plan and/or a Team Around the Child meeting set up involving, school, parents, the student and any agencies involved. They may benefit from a meeting with a school governor.

C7 Fixed Term Exclusion. Can be given for:

- Continuing to display C6 behaviour over a period of time
- Persistent and escalated defiance of the school

This consequence can only be given by the Headteacher.

C8 Permanent Exclusion. Can be given for:

- Bringing inappropriate items to school (offensive weapon, alcohol, drugs etc)
- Physical abuse to a member of staff
- Persistent and escalated defiance of the school
- Deliberately setting off the fire alarm/ setting fire to something
- Violent behaviour

- Any behaviour that poses a threat to themselves, other students or staff

This consequence can only be given at the Headteacher's discretion and then must go before a panel of School Governors' to be ratified.

**Where inappropriate behaviour involves ICT equipment, students will have their network access removed for a fixed period.*

**It should be noted that physical restraint may be required using the Team Teach approach.*

**Students are allowed to have mobile phones in school; however, they must be switched off at all times unless the teacher allows a student to have it on in a lesson where it can be used to support learning. Students cannot use their phones until they are outside the school gates unless they are with a member of staff who has given them permission to use the phone.*

A student using a phone, without permission, will result in the phone being confiscated, placed in the school safe and the parent/ carer having to come in to collect it after school

**We may utilise Devon and Cornwall Police Drugs Dog to enforce our strict zero tolerance to drugs and other illegal substances*

**We may utilise Devon and Cornwall Police in relation to offensive weapons in school on school property.*

Bullying: for further details concerned with the issue of bullying, see the Anti-Bullying Policy on the school website.



Rewards

R1

- Verbal praise

R2

- House Point

R3

- Subject Postcard

R4

- Student of the week

R5

- Bronze certificate

R6

- Silver Certificate

R7

- Gold Certificate

R8

- Student of the Month

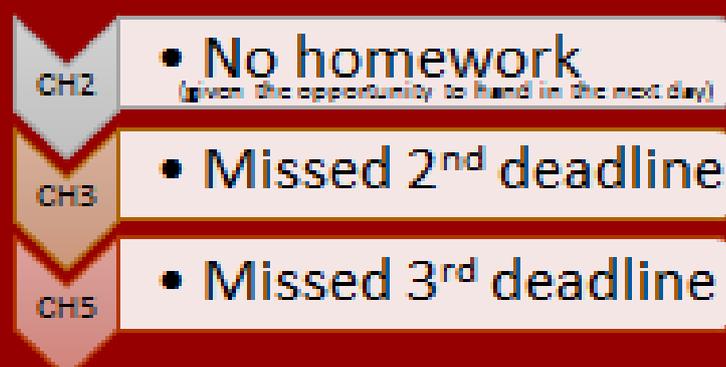
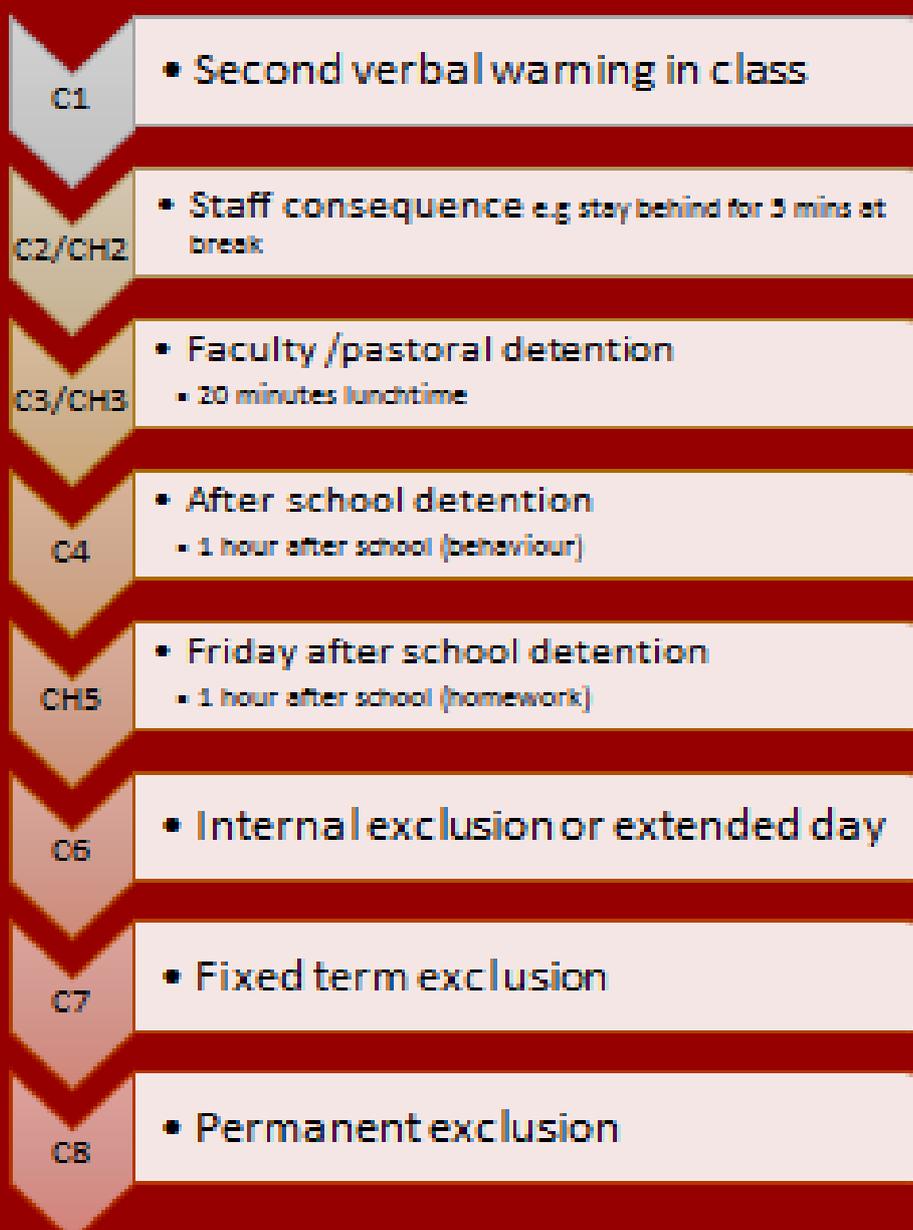
R9

- Presentation evening



Consequences

SANCTIONS ARE NOT SEQUENTIAL AND CAN START ANYWHERE



Homework

If a student cannot present homework nor a valid reason why, they are placed on the start of this system. If further homework is not completed their consequence is progressed on until it has been completed.