



Bungay High School...

Learning Expectations Policy



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Opportunity and Excellence for All





Learning Expectations Policy

Our primary purpose in implementing this policy is to improve learning opportunities for all students and the teaching and learning environment for staff, by modifying the behaviour of the minority who do not "buy in" to the opportunities offered to them at Bungay High School, and encouraging all students to respect the rights of others and to take responsibility for their own actions.

We believe that rewards for attendance, good behaviour, attainment and effort are essential. Through Bungay High School's Learning Expectations Policy we want to create a positive, safe, learning environment and to develop respect for all. Rewards are therefore an integral part of the system.

The Learning Expectations Policy will only work effectively if accountability is accepted by both students and staff alike. There is, therefore, a corporate responsibility to ensure that consistency of use and response, and fairness to all are demonstrated at every level.

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Student behaviour/discipline and a school's requirement for a behaviour policy are covered by Sections 88/89 of the Education and Inspections Act 2006. Key principles from the Children Act 2004/5 (Every Child Matters) have also been taken into account.

As a school we place great value in a range of characteristics which we want our students to aspire to. We expect students to be "Ambassadors" for the school and our learning expectations reflect the type of behaviour we wish to encourage. Students will:

- Have respect for themselves, the environment and other people
- Take "Pride in Achievement"
- Take responsibility by being dependable and reliable
- Value honesty, teamwork, tolerance
- Work hard and develop personal goals

In order to promote these values we foster links within our local community, to work together, in order to ensure that all students have the appropriate support they need, in order to make the most of the opportunities the school can provide.

The school curriculum will provide opportunities to support positive learning, effective teaching and learning, behaviour for learning, student achievement (and our principles and purpose through opportunities such as PSHE, Citizenship, and Philosophy and Ethics).

Four key expectations

- School should be an orderly, safe (both emotionally and physically) and healthy environment where students are able to enjoy and achieve
- There is a strong link between behaviour and learning
- All students are entitled to a real understanding of their surroundings which will help them become responsible citizens
- There is a need to have clearly defined rewards and sanctions which support appropriate behaviour, good work and effort

Valued principles which underpin this policy

- The ethos of the school is based on mutual respect where there is a student voice to help develop responsibility for personal behaviour, based upon consideration for others.
- There should be a purposeful atmosphere, where students are encouraged to make a positive contribution to their learning.



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- Our school rules will be supported by guidelines (including records of educational support and pupil support plans where appropriate). The guidelines contain clearly defined rewards and sanctions, which should consistently be applied. These guidelines will be reviewed regularly (at least every three years).
- Parents have a shared role in establishing good behaviour as outlined in the Home/School Agreement and will be consulted as appropriate.

As part of our responsibility to all our students we welcome the opportunity of working with outside agencies and seeking expert external help in cases of extreme difficult behaviour and would anticipate that the school would follow the advice given. However, it should be remembered that any behaviour which impedes the learning of other students cannot be tolerated. Under these circumstances the Headteacher will use his discretion.

The purpose of this policy is to:

- Ensure the promotion, reward and recognition of high standards of behaviour.
- Create an environment where appropriate behaviour for learning is at the heart of every lesson.
- Provide clear expectations which are easily understood by students, staff, governors and parents.
- Aid all staff, with guidance, in the management of behaviour to ensure fair and consistent application.

Our intentions are to promote:

- An ethos of inclusion for all students who are entitled to a positive learning experience.
- A school-wide approach where students know the behaviours and attitudes required to support effective teaching & learning.
- The functioning of the school as an orderly community, based on mutual respect where behaviour for learning is the normal experience.
- Student achievement by working with students and parents through parents' evenings, reporting procedures and guidance sessions.

To ensure effective student management, it is expected that all staff support the following:

- Movement between lessons. All students must leave the class in an orderly manner and the member of staff should escort the group into the corridor and remain there for one minute to help ensure smooth flow and acceptable behaviour.
- Students do not line up outside class as this restricts flow, causes collisions between students, bags etc. but enter the classroom as long as a member of staff is present and get equipment out and planners ready to start.
- Registers are called within the first 10 minutes to identify those who are late or absent. Learning Leaders to track position of persistent late offenders and interview/letter home.
- Copies of all praise or behavioural letters are copied to Learning Leaders. Learning Leaders advise senior staff/behavioural staff by memo. This will better allow us to praise students as well as track any persistent cases and involve more support.
- The Planner is used more widely to record poor behaviour as well as praise and is checked regularly by Form Tutors and parents. Planners should be on the desk in lessons. [Lost Planners should be reported to the Learning Leaders and students will have to replace them at their own expense.] Any student who persistently (guideline - two consecutive lessons) does not have their Planner present should be put into an S11 detention.

Policy into practice

This policy will only work effectively if every member of staff in the school is prepared to put it into practice. We know that consistency is the key; therefore, the following steps are essential:



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Establish your own rules and routines in the classroom. Without these it will be impossible for students to avoid overstepping the limit. This policy does NOT affect a teacher's autonomy in the classroom, it simply provides a framework, known and understood by all, through which your own discipline is reinforced.

Consequence 1 - might be referred to as low level disruption, e.g. talking when the teacher is talking, shouting out in class etc. These would normally be resolved by the class teacher using a variety of tactics e.g. classroom seating plan, two minute cool off outside the room. Before any form of sanction is used a student would be spoken to on three occasions in any lesson. For consequence 1 see Appendix 1. This level of behaviour need only be recorded by the class teacher in the student planner. It is essential that colleagues are clear when they give the final warning before applying a sanction.

Consequence 2 - if the behaviour (low level) persists, or a different behaviour starts, then a consequence 2 warning will be given after the student has been reminded they have already received a consequence 1. Automatically a 15 minute break detention is given plus a note recorded in student planner and a memo sent to the Learning Leaders. Consequence 2 is administered by the class teacher, if necessary with support from the HoD/HoF.

Class teachers need to remember that the most effective means of classroom management involves "solving" the problem yourself rather than passing the issue onto someone else. However, staff should use the support systems whenever they are needed.

Consequence 3 - if poor behaviour persists, then, the student will be warned first and then moved onto consequence 3. It must be made very clear to the student that they are now at consequence 3. Students at this stage should be referred to the HoF. At the HoF's discretion a lunch hour faculty detention will be administered. This may be set for the same day and will operate from 12.50-13.20. Where a student goes home for lunch they will be asked to bring a packed lunch for the day of the detention and in this case a letter should be sent home and the detention will normally be set for the next day. Faculty detentions are logged electronically using a laptop on the school intranet and are available for all staff to monitor.

Any student who refuses to attend a faculty detention on the second opportunity will be put into a Wednesday evening detention and a letter sent home. Should a student not attend a Wednesday evening detention they will on the first occasion be put into internal isolation (half day), on all subsequent occasions a student will be isolated for a full day. A letter will be sent home.

At consequence 3 a student may be "uncooperative". When this happens there may be a "time out" approach used. Time outs should be recorded in student planners and logged electronically on the school intranet using a laptop. Time outs will be co-ordinated through faculties. Small departments will be buddied up with a large faculty. Time out is seen as a cooling off activity and to allow the lesson to continue undisturbed. All students 'timed out' will be seen by the senior member of staff attached to the Year group and a letter will be sent home. Any persistent offenders [x2 times in a day or x3 in a week] will go to consequence 4 (internal isolation).

Consequence 4: Where a student refuses to go to another class, they refuse a consequence 3. They will be reminded of this, because they will then move to a consequence 4. This will involve internal isolation. If they still fail to cooperate a reliable student (or TA) should be sent to fetch another colleague, via the school office.

The Behavioural Support Assistant will monitor all time outs recorded electronically (intranet) and will pick up any student who is persistently being 'timed out'. These students will be interviewed by Mr Attenburrow or behavioural team staff. Learning Leaders will be informed and involved.



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School lunch time detention is available for poor behaviour around the school, at break and lunch or for Learning Leaders and not for faculties.

Walking away from a member of staff - it is important to note that we do not condone students walking out of lessons or away from members of staff, but for some this is a preferable course of action than staying in a lesson or (for example) resorting to abusive language. There are any number of reasons why students walk out of lessons, e.g. bullying in the classroom of which the teacher is unaware, personal circumstances etc, and we wish to support students in managing their responses to these. The consequences following a "walkout" are at the discretion of the HoF, but the majority will result in detention. All classroom walkouts must be logged and forwarded to the Learning Leaders. HoF/classroom staff will look for ways to support the student in helping to rectify the situation that led to the "walk".

Should a student use abusive language towards staff or refuse a consequence 3, they will move to consequence 4. This will involve Internal Isolation. A letter will be sent home and parents called in.

The rules of Bungay High School apply in all areas of the premises and include school trips and visits and can be applied by all school employees in school.

A 'fresh start' philosophy will be applied after any punishment to a student.

Out of class consequences

All staff have a responsibility for behaviour around the school. Consequently, where students face consequences for corridor behaviours, these will be administered through school lunch hour detention. It is incumbent on all staff, on duty or not, to enforce the behavioural policy. Should any member of staff feel unable to deal with an issue, a senior member of staff should be called immediately.

A list of students needed for school detention will be sent via a behavioural slip put into registers. A student with three or more consequence 3 behaviours recorded (faculty detentions) per term will automatically move to consequence 4 and have an internal isolation. After three internal isolations the next step will normally be a fixed term exclusion.



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APPENDIX 1

Levels of Behaviour

CONSEQUENCE 1 BEHAVIOURS	ACTIONS
<p>Talking when the teacher is talking. Ignoring a first time instruction. (to class) Chewing gum Low level disruption</p>	<p>Talk to the student. Give a verbal reprimand Classroom seating plan amended. 2 minute cool off outside the room. Speak to the student outside the room, or, after the lesson at a time convenient to the class teacher Comment recorded in planner</p>
<p>Repeated poor behaviour Rudeness Disobeying a direct instruction (to the individual) Refusing to attempt work</p>	<p><u>Class detention with class teacher</u> Comment recorded in Planner Learning Leader informed HOF informed</p>
<p>CONSEQUENCE 3 BEHAVIOURS</p> <p>Use of mobile phone Persistent low level disruption Refusal to accept a Level 1 or 2 consequence Higher level rudeness – e.g. verbally aggressive Flashpoint behaviour – two students falling out. Abusive language Smoking Truancy</p>	<p>(Curriculum Area Level) <u>Faculty Area detention</u> Centrally logged (Intranet – for general reference) 'Time out' Arrangements in place for student/s to go to another class for continuous disruptive behaviour in class also used for - first offence for use of mobile phone in lessons. Must be logged on to 'Behavioural Management SIMS' Consider need for SEN Referral Long term change of class – parents must be informed Parental interview Level 3 letter sent home Parental interviews will be completed by HOF where Three or more Level 3s are reached in any one curriculum area Recorded in Student Planner Learning Leaders informed S11 Detentions (used for: first offence for use of mobile phone out of lessons). Must be logged on to SIMS Wednesday evening detention (guide: after student misses second opportunity to attend a faculty detention; second offense using a mobile phone in school without permission). Must be logged on to 'Behavioural Management SIMS'</p>
<p>CONSEQUENCE 4 BEHAVIOURS</p> <p>Refusal to accept a Level 3 consequence. Swearing at an adult, teacher, TA, Midday Supervisor, Dinner lady, office staff etc Physical abuse of other students or adults Theft Dangerous behaviours Use of a mobile camera to take photographs of a person without their permission Persistent Truancy</p>	<p><u>Internal isolation.</u> Must be logged on to 'Behavioural Management SIMS' SLT Involvement PSP initiated at first offence at this level Interview with 'Learning Leaders'. Fixed term exclusion – followed by restorative work. Involvement of 'Inclusion/Behavioural Team' Level 4 letter home Permanent exclusion Parents called in</p>



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Internal Isolation

Any form of exclusion should be seen as a last resort. The philosophy behind our Learning Expectations Policy is that it should allow students many opportunities to improve their behaviour to avoid really serious consequences.

We must remember however, that it is also about social inclusion for our students. We have a responsibility to help **all** our students complete their education and other strategies may be employed with our repeat offenders. If other strategies are being employed then staff will be informed of the current situation, wherever possible. It is here we need to have a new strategy in place in order to give students this opportunity. Those behaviours that would currently lead to a student's first exclusion could be addressed differently. Hence

How will Internal Isolations operate?

- We have an Inclusion Room – away from other students
- Four desks only. All facing the wall and divided by screens
- Nest of tables in centre of room
- A silent room
- Students coming here are "booked" in, on a schedule through M Attenburrow/ Behavioural Support Assistant
- The room does NOT have to operate 5 days a week
- Letter will say to bring a packed lunch. Or, if a free school dinner, will be brought to the room
- No mobile phones and no i-pods
- The monitoring member of the behavioural team will discuss the students conduct with a view of amending future performances. The Learning Leaders will be advised of the outcome of this conversation/counselling.
- A member of the SLT will see the student before the end of the day.

Fixed Term Exclusions

The following behaviours may lead to exclusion:

- Actual or threatening behaviour towards students, staff or visitors.
- A consequence 4 offence previously dealt with on 3 occasions by internal isolation.
- Permanent exclusions may ensue from the above behaviour in extreme cases, or may be the culmination of several repeat incidents of unacceptable behaviour at consequence 4.
- Students supplying illegal substances to others will be permanently excluded.
- Repeated poor behaviour will result in longer exclusions following a general pattern but at the discretion of the Headteacher:
- While a student is excluded from school, he/she must not venture anywhere near the school for the entire period of the exclusion. If this instruction is not obeyed, a further period of exclusion will be initiated.
1 day (first offences) / 2 days / 3 days / 5 days (maximum allowed in one spell)/
Consideration given to permanent exclusion.

For all fixed term exclusions faculties are requested to provide work to be sent home. (Co-ordinated by the Learning Leader Support Staff/Behaviour Support Staff).

N.B. After the sixth day of a fixed term exclusion the school is responsible for providing the student with full time education at home.

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