



Meols Cop High School

'Inclusive Excellence for All'



Behaviour for Learning Policy

February 2017

Responsibility for Policy: Headteacher

Date of Next Review: September 2019

MEOLS COP HIGH SCHOOL

BEHAVIOUR POLICY (PROMOTING GOOD BEHAVIOUR FOR LEARNING)

RATIONALE:

- To ensure the school provides a safe and supportive environment where students are able to learn and make progress.

PURPOSE:

- To ensure students learn and feel safe in school
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions.
- To create an ethos in the classroom and around school where students take responsibility for their own behaviour
- To reward students fairly and consistently for achieving a gold mindset and those which relate to the school's mission and vision statements
- To sanction students fairly and consistently for infringing the agreed Code of Conduct see Appendix 1. (Students are expected to follow the code at all times in school, school visits and when travelling between home and school)
- To ensure that any instances of bullying and discrimination are dealt with promptly, fairly and firmly
- To develop an understanding of and a sense of community where each individual has rights and responsibilities which should be respected.
- To uphold the Equality Act 2010. School will not discriminate against individuals (for full detail please refer to Equal Opportunities policy).

Positive Behaviour Management

Meols Cop High School is committed to developing a positive climate which places learning as the number one priority and realises that we need to teach and develop good behaviour so that ALL students and staff can learn and teach to their potential. Every member of staff has a responsibility to uphold the procedures outlined in this policy. Matters of attitude and behaviour are not somebody else's concern; they are everybody's business.

It is important to separate the behaviour from the child, make the behaviour unacceptable, not the child. Making the behaviour wrong allows for change to better behaviour.

Students will be taught that with rights come responsibilities. Teaching students that they have a choice in the way they behave and that staff can guide them into making more socially acceptable choices will enable them to develop responsibility for their behaviour.

IMPLEMENTATION:

BEHAVIOUR FOR LEARNING POLICY

Choose the behaviour, choose the consequences

This is a whole-school policy of Mindset and Sanctions. It covers registrations, lessons and out of classroom time.

Meols Cop Mindset (Appendix 2)

All students are encouraged and will be rewarded for displaying a Gold Meols Cop Mindset. Teachers will record a 3, 2 or 1 grade on the class register.

Every half term each student's mind-set will be linked to our 'Going for Gold' reward scheme. This is a system to reward good behaviour but also includes attendance and punctuality. It is based on a points system. Every half term staff will be asked to record their mindset grade on to the mark sheet in SIMS. This information is collated and points are allocated according to the Going for Gold scheme.

Gold Mindset – 10 points
Silver Mindset – 7 points
Bronze Mindset – 5 points

Should a student choose not to follow the rules or to disrupt the learning of others the following will be applied:

First misbehaviour - usually a verbal warning followed by:

Sanction 1 (S1) Low level disruption

- talking and distracting others e.g. turning round after verbal warning
- failure to follow instructions after whole class explanation
- leaving place without permission
- failure to start work promptly
- equipment pencil case is missing
- chewing in class
- arriving late
- arriving with an aspect of incorrect uniform that takes teacher and class time e.g. coat on/hoodie on

3 S1's in a week will result in a half hour school detention

Sanction 2 (S2) 30 minute school detention

- talking again after S1
- distracting others again after S1
- leaving place again after S1
- refusal to follow instructions
- throwing items
- chewing again after S1
- failure to focus once learning has begun after S1 prompt start
- inappropriate language/comments to other students or staff

Sanction 3 (S3) sent to On Call, 1 hour detention or a more serious punishment depending on the seriousness of the incident.

- constant disruption in lesson e.g. continued talking, turning round, failure to focus after S1/2
- refusal to follow instructions again after S2
- inappropriate language/comments after S2 Or immediate S3 if deemed serious enough-homophobic, racist, gender specific
- rude and disrespectful to a member of staff in actions or words
- unsafe behaviour that endangers self and others
- swearing at a member of staff
- assault
- using a mobile device in lesson
- other inappropriate behaviour in the classroom that the teacher feels should be brought to the immediate attention of SLT and parents.

A member of the Pastoral team will notify students and parents / carers regarding the date of the detention and the reason for the detention.

Staff must be able to justify sending a student to on call as they are being excluded from their lesson

All sanctions are recorded on SIMS. A student who receives 3 S3's in one week will be placed in Remove.

Staff must send the information to the On Call Supervisor and copy in the Subject Leader, Behaviour Support Worker, Learning Tutor and Progress Manager. The class teacher is also responsible for contacting parents/carers as soon as possible-this can be by the same email or by phone

If at any point behaviour becomes serious e.g. a threat to others in the group or preventing the class from learning, the student should receive an S3 immediately. A student swearing directly at a teacher will result in being sent to On Call in the first instance. Once reported, serious misbehaviour will usually involve a period in Remove.

Homework:

Students who fail to complete homework will result in a faculty detention

Going for Gold

This is a system to reward good behaviour using the mindset and sanction system but also includes attendance and punctuality. This is based on a points system which leads to 'Going for Gold' rewards.

Please refer to: [W:\Going for Gold\going for gold school policy.ppt](#)

MONITORING AND EVALUATION

Mindset grades will be monitored through the Going for Gold system and information passed to all staff. Sanctions are recorded in the behaviour module of SIMS and are monitored by the On Call and Remove Manager. These are emailed to Progress Managers and Subject Leaders on a weekly basis. Students with more than one Sanction will be identified and Progress Managers / Learning Tutors will ensure that the appropriate intervention is applied. At the end of each half term, sanctions are included in the Going for Gold data.

Going for Gold data is collated every term and emailed to staff. This data is discussed at pastoral meetings and is used to identify the need for intervention and to assess impact. It is also shared with parents / carers ensuring that parents / carers have up to date information of their children's attendance, punctuality and behaviour in school.

COMMUNICATION

- a) It is the responsibility of the classroom teacher to contact home on the day a student has been issued an S2 or S3 sanction.
- b) It is essential that class room teachers, Progress Managers and other teachers and teaching assistants ensure that:
 - Emails and intervention in SIMS are filled in promptly and comprehensively and circulated to the appropriate staff. It is vital that any action taken is recorded. Simply writing "referred to" is not acceptable.
 - Parents and carers are always fully informed by telephone, parent mail text, email or letter
 - Accurate records and, where appropriate, summary documents are accessible and up-to-date and filed in the appropriate place

b) Subject Reports

Progress Managers may receive unfavourable comments from a parent or carer or from several teachers about a student's behaviour, attitude, attainment or progress. Subject teachers may then be asked to complete a subject report which requires details to be given. These will be word processed and used in discussions with the student and, usually, a parent or carer.

A copy of the processed reports should be placed in the student's file along with the details of any action taken.

Teachers should complete the reports promptly, accurately, comprehensively and objectively. Remember that they will usually be read by a parent/carer or outside agency.

Students' conduct outside Meols Cop High School

What the law allows:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate student's behaviour in these circumstances "to such extent as is reasonable".

Under this policy the headteacher may discipline a student for any misbehaviour off the school premises witnessed by a staff member or reported to the school when the student is:

- Taking part in any school-organised or school-related activity or travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a student at Meols Cop High School

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Use of Reasonable Force

All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. This policy clarifies what is acceptable and what is not

Teachers and those authorised by the headteacher, who have control or charge of students are allowed to use 'reasonable force' to prevent a child from doing the following:

- › restrain a student at risk of harming themselves through physical outbursts. This also applies to out of school activities
- › prevent a student from attacking a member of staff or another student, or to stop a fight
- › restrain a student at risk of damaging school property

Power to search students without consent

Meols Cop High School has the power to search and confiscate items from students if appropriate. These powers are detailed in The Department for Education guidance document entitled "Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies." The document is available to download from the DFE website.

In addition to the general power to use reasonable force described above, the headteachers and designated authorised staff (please ensure there is a second member of staff present at all times) can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, e-cigs and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Exclusion from School (See Exclusion from school policy Section 4 Staff Handbook)

Exclusion from school is the most serious sanction employed. It is used only when other sanctions have been ineffective or in the most serious cases of unacceptable behaviour. The headteacher may elect to send a student home for a fixed number of days in some circumstances, with work to complete. If work is not immediately available it must be sent as soon as possible.

It may be necessary to permanently exclude a student whose behaviour leaves no other alternative.

The school aims to modify student's unacceptable behaviour by early interventions and seeks to keep fixed term and permanent exclusions at the lowest level possible.

THE SCHOOL ALSO HAS AN ANTI-BULLYING POLICY

RESPONSIBILITY:

Policy written by: Deputy Headteacher

Policy applicable to: All staff

Date Reviewed: February 2017

Date of Next Review: September 2018

Appendix 1

Meols Cop High School Behaviour for Learning

Students at Meols Cop High school are expected to have the highest expectations of their own learning and behavioural mind-set so that themselves and others can benefit from a supportive and academically challenging environment. To enable this to happen it is important that all understand that some behaviours are unacceptable:

- Student must adhere to the school uniform policy as detailed on the school website highlighting the standards students are expected to adhere to at all times
- Students must have the correct equipment for lessons. Students who do not have the correct equipment will be issued an S1 sanction. Equipment can be purchased from the school breakfast club in the Dining room or the school shop located in the Finance office which opens at 8.30am daily.
- Smoking is not permitted on the school premises or whilst wearing the Meols Cop uniform
- Chewing gum is not permitted in school
- Meols Cop High School recognises the necessity of parents/carers being able to contact their children to ensure their safety after school hours. However, this cannot be during school hours. Any contact during the day should be via the front office so it does not distract the students from learning. Therefore mobile phones are allowed but they must be turned off and out of sight. If a student is found using a phone during lessons or unstructured times then an S3 detention will be issued and the 'phone will be confiscated immediately. In some exceptional circumstance and only where written notification has been provided, students may be able to use their device in a learning context during the school day. Meols Cop High School will not accept responsibility for any loss or damage to mobile 'phone or any other electronic devices.
- The use or supplying of illegal substance in school, or on the way to or from school will not be tolerated. Students found in possession of inappropriate substances will be given a fixed-term exclusion; students supplying inappropriate substances either free or for money will be permanently excluded; there are no mitigating circumstances to this rule.

Appendix 2

A MINDSET for successful learning at school, College and your Career!

We asked teachers, colleges and companies what makes a successful learner. Tick the boxes that apply to you:

GOLD	SILVER	BRONZE
Mature behaviour and 'can do' attitude (always)	Mature behaviour and 'can do' attitude (sometimes)	Mature behaviour and 'can do' attitude (rarely)
Independent (always)	Independent (sometimes)	Independent (rarely)
Never give up (always)	Never give up (sometimes)	Never give up (rarely)
Determined to learn from mistakes (always)	Determined to learn from mistakes (sometimes)	Determined to learn from mistakes (rarely)
Super smart, punctual and ready to learn (always)	Super smart and punctual (sometimes)	Super smart and punctual (rarely)
Effort 100% in class work and home work (always)	Effort 100% (sometimes)	Effort 100% (rarely)
Take feedback (always)	Take feedback (sometimes)	Take feedback (rarely)

Appendix 3

Rewards and Sanctions

REWARDS

Students need to feel confident and good about themselves if they are to achieve. The school wishes to create an achievement culture and praise culture where success is valued and where students are encouraged and rewarded for their efforts and achievements. Students will be rewarded for demonstrating the Meols Cop mindset.

Rewards are used in order to improve the self-confidence, self-esteem and motivation of students.

All teachers should positively seek out students' success and give praise. (See Behaviour for Learning and Going for Gold). Opportunities will arise in all aspects of school life.

In the classroom, praise good:

- written work
- oral work
- homework
- practical work
- skills e.g. leadership, research
- attitude, courtesy etc.

Use praise to reinforce your teaching. "Well done! A really accurate answer" or "Good, you organised your presentation very quickly" shows what you are praising.

Outside the classroom, praise:

- Courtesy
- Co-operation
- Initiative
- Attitude

Contact with home

Good phone calls or letters home are frequently used to highlight good behaviour.

Progress Stars

Students can be nominated by their class teachers for a Progress Star. Once awarded they will receive a postcard home and their name will appear in the school bulletin.

Growth Mindset stars

Students can be nominated by any member of staff for demonstrating a good Meols Cop mindset. By never giving up and always trying their hardest students will succeed in their learning. Like Progress Stars, students will receive a postcard or a letter from school and their name will appear in the school bulletin.

Departmental rewards

Students are nominated by a department to achieve a departmental certificate these will be presented in the year group assembly

Attendance rewards

In addition to the Going for Gold rewards students' attendance may be rewarded with different prizes or certificates. This is monitored by the Progress Manager and the Deputy Headteacher.

Leadership Team Awards

Teachers may choose to send a student who has worked exceptionally hard or produced particularly good work or results to a member of the leadership team, who will then choose an appropriate reward (according to agreed criteria). This may be verbal praise or a letter of commendation to parents.

An invitation to see good work in the classroom should be given to the headteacher or another member of the leadership team when appropriate.

SANCTIONS

The school's Code of Conduct assumes sanctions against those who break it. When invoking sanctions, all staff should:

- Explain to a student **what** is wrong with the behaviour and **why** it is not acceptable
- Make a clear distinction between minor and more serious incidents
- Indicate which sanctions are likely to be appropriate to particular offences
- Be flexible in the application of sanctions to suit individual circumstances
- Apply sanctions fairly and consistently. Asking a student the question “*You won't like what I am doing (saying) but do you agree that I am treating you fairly ?*” is an effective way of maintaining a good relationship with a student
- **Punishing an entire teaching group is unacceptable.**

Behaviour for Learning / Use of Sanctions

a. Behaviour for Learning – see Page 1.

b. Keeping Parents Informed

Parents need to be informed if there are any issues regarding behaviour and progress. This is the responsibility of the subject teacher in the first instance.

c. Exclusion From Lessons

With reference to the Behaviour for Learning Policy any student who receives a S2 will be sent to 'On Call' for the remainder of that lesson. Depending upon the seriousness of the incident the student will either complete a S2 detention or may be placed for a fixed period in Remove.

d. Detentions

S1 = Low level detention	30 minutes
S2 = School Detention	30 minutes
S3 = School Detention	1 hour

What the law allows: Teachers have a legal power to put students in detention and it is clear from this policy that Meols Cop High School uses detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the “permitted day of detention”) include:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as “INSET days.”

The headteacher has decided that all members of staff can place students in detention, including support staff, as a sanction for poor behaviour. Parental consent is not required for detentions. Meols Cop High will always strive to give parents 24 hours’ notice for detention outside of school hours to ensure a child’s safety or the safety of others if a pupil has a known caring responsibility.

Where notice is given it is the parents’ responsibility to ensure safe travel arrangements are made even if making these arrangements is inconvenient for the parent.

As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

These detentions take place after school on Monday, Wednesday or Thursday.

e. Senior Detention

- This detention is imposed for serious breaches of the Code of Conduct
- Students are placed in this detention at the discretion of a member of the leadership team after consultation with the Progress Manager for the year group.
- The detention is supervised by the leadership team
- The name of the student and a brief note of the incident should be entered in the Senior Detention Book. A letter will then be sent to the parent/carer giving the date of the detention and the reason for it.

- Students who do not attend the detention will be placed in Remove, usually until the detention has been completed.

All detentions after school require a minimum of 24 hours written notice and parents/carers must be informed.

f. More serious incidents and persistent minor incidents

Appropriate sanctions include:

- Placed on Daily Report/Target Card
- Personalised timetable
- Meeting with parents
- Senior Detention (one and a half hours on Fridays after school).
- A set time in Remove
- A good behaviour contract
- Placed on a blue book which will be monitored by the Progress Manager and a member of Senior Leadership Team
- Placed on Red Book to be monitored by a governor.
- Meeting with Chair of Governors
- Formal warning/reprimand by Governors Disciplinary Committee

g. Very serious incidents

Eg. Serious bullying, abusive or threatening language / behaviour towards staff, violent behaviour, serious vandalism, serious disruption of lessons.

A small minority of students will exhibit behaviour belonging to this category.

The student may be placed in the Remove for a fixed period where tasks may be completed under strict supervision and where the normal privileges of school life are withdrawn. Students will only be sent home for a period of exclusion in exceptional circumstances. (See *Exclusions from School* policy for further details.) All incidents will be logged and depending on seriousness of the incident. Any child at risk of exclusion must have a Pastoral Support Plan.

h. Exclusion from School

See Exclusion Policy – Section 04, Staff Handbook.

i. Meeting with Chair of Governors

A student who is at risk of exclusion and is not responding to the school sanctions may be asked to meet with the Chair of Governors. They will be invited to discuss their behaviour and may be issued with a red book which will be reviewed with the Chair of Governors at an agreed time.

j. Governors Disciplinary Committee

A student who is at serious risk of exclusion may be asked to appear before this committee after consultation between the headteacher and the Progress Manager.

The governors will be presented with a summary of incidents, the school's response and any significant outcomes.

A parent(s) or carer will be invited to be present if they so wish and the student will receive a formal warning and reprimand from the committee

