

Behaviour for Learning Policy

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Ownership and Control

History

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2	C Fender	December 2012	Approved	Approved by S&C Committee 6 Dec 2012
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4	A Kidd	March 2016	Approved	Interim review pending new policy
5	A Kidd	July 2016	Approved	Approved by Student and Curriculum Committee 6 July 2016
6	A Kidd	July 2017	Approved	Approved by Local Governing Body 12 July
7	J Loten	July 2018	Approved	Approved by Chair's Action July 2018.
8	J Loten	January 2019	Approved	Approved by Chair's Action January 2019.
9	J Loten	April 2019	Approved	Amendments made as requested by LGB on 14 March 2019
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Intended Audience

Intended Audience	Intended Method of Distribution
Governors, Staff, Students, Parents/Carers	Shared Google Drive, Website

AMENDMENT TRACKER

Name of reviewer: James Loten Date of review: January 2022

Summary of all changes being proposed in this policy review:

Page	Clause	Details of amendment
6	C2+	Amendment of duration from 30 to 20-45 (at the discretion of the teacher).
6	C3+	Amendment of duration from 90 to 70 to 90 minutes.
6/7	C120	New level of sanction and detail inserted.
7/8	C4	Changes to this level of sanction which is now disaggregated into 3 parts.

Behaviour for Learning: The Harwich and Dovercourt High School Way

Introduction:

Harwich and Dovercourt High School, as a member of The Sigma Trust, values and positively promotes the following attributes:

- **Integrity** - be honest, transparent, trustworthy and true to your beliefs.
- **Passion** - be positive and enthusiastic about what you are trying to achieve.
- **Aspiration** - aim for your best and set high, realistic goals.
- **Resilience** - never give up and strive to improve.
- **Accountability** - take responsibility for your words, thoughts and actions.
- **Respect** - for yourself, your environment and other people.

The key principles of optimal behaviour for learning at Harwich and Dovercourt High are underpinned by one key concept: **Preparedness**. In working, reading and learning together we aim to prepare pupils for life beyond school. As such, our mission is to ensure that no child is left behind. Education should foster in its learners a curiosity to discover who they are and what they are capable of, together with developing the resilience for them to test the boundaries of their abilities, and build the skills necessary to face the future with confidence.

This policy works in parallel with the Home School Agreement Policy, Anti-Bullying Policy, Anti-Prejudice Policy, Anti-Smoking Policy and Exclusion Policy. **All negative sanctions are reasonably adjusted in light of awareness of SEND issues.**

Positive/Optimal Behaviour for Learning:

As a school we want the very best for our pupils. We have high expectations and endeavour to provide the very best opportunities for all students.

Pupils should be acknowledged and praised when they exhibit **preparedness** to:

- Achieve - when they take pride in their learning;
- Belong - when they are respectful and positive in their relationships with all members of the school community;
- Cooperate - when they follow school rules and expectations without argument;
- Develop - when they actively seek to improve in all areas of learning including attendance and behaviour.

Level of action	Description of typical pupil behaviour	Staff action	Post-event outcomes
A1. Student complies with all class expectations	Student is polite, respectful and tries their best throughout the lesson	Class teacher to add positive behaviour points via Go4schools.	Staff may send a postcard to parents/ carers or phone home to recognise the positive behaviour
A2. Tutor Expectations met	Student is fully equipped, on time and correctly dressed through the week	Tutors will add 3 positive behaviour points weekly.	Year rewards for 200, 400, 600 and 800 combined positive behaviour points. Rewards may include “jump the queue” and prom tickets - through a “passport” system.
A3. Outstanding effort.	Student demonstrates outstanding effort, for example by: <ul style="list-style-type: none"> - Sustained improvement - An extended project - Showing initiative - Volunteering - Public Service 	Members of staff will add 3 positive behaviour points.	SLT and Governor Awards will go to pupils achieving 1000, 1500, 2000 and 2500+ achievement points. Headteacher recognition badges will be issued (for example for reading, work on the student council, taking part in school visits, representing the school in

			sport, drama, music etc).
A4. Exceptional and sustained achievement and effort	<p>Student demonstrates exceptional and sustained achievement and effort, for example by:</p> <ul style="list-style-type: none"> - Exceptional leadership - Exceptional altruism - Exceptional kindness - Exceptional generosity - Exceptional work 	Members of staff will add 12 positive behaviour points	Students will be recognised at Year and Whole-School rewards assemblies with books and book vouchers to recognise that HDHS is a Reading School.

Negative/Sub-Optimal Behaviour for Learning: .

NB: Teachers do not publicly display sanctions.

Level of action:	Description of typical pupil behaviour for action level:	Staff action:	Post-event teacher action:
C1: Verbal warning/correction	Unprepared to learn, achieve, belong to the (school) community, cooperate with instructions/expectations and/or develop.	<p>Calmly but assertively ask pupil to refocus on their learning. e.g. Don't just say, "stop talking" rather say, "I want you to stop talking and get on with X" bringing the student back to the learning at hand.</p> <p>Remind pupil of expectations. E.g. 1st time late.</p>	No need to record on G4S.

C2: Short restorative conversation.	Continuation of any element of the above, i.e. continued unpreparedness to achieve, belong, cooperate and or develop.	Teacher keeps the pupil after a lesson or asks the pupil to return to discuss behaviour for learning.	No need to record on G4S.
C2+: Department/ Faculty/ Year Team Level Action.	Further continuation of any element of the above. Student removed from the learning environment and sent to a designated safe room. Single event in the judgement of Year Team.	Teacher completes HDHS Behaviour Log Form . Pupil completes 20-45 minute detention (at the discretion of the teacher) and completes homework or undertakes another task as designated by teacher or HoF/HoY. E.g. multiple times late with no valid reason (at the discretion of the HoY).	Teacher attends C2+ Detention and undertakes a brief restorative conversation. Event recorded on G4S recorded by Year SSA. -1 B4L Points.
C3: Learning Catch Up 60	Further continuation of any element of the above as a result of disrupting the progress or learning of another. Refuses safe room. Single serious event in the judgement of Senior Pastoral Staff or HoF, for example swearing aloud.	Teacher completes HDHS Behaviour Log Form . Pupil completes 60 minute detention and completes homework or undertakes another task as designated by teacher, HoF or SLT.	Teacher attends Learning Catch Up and undertakes a brief restorative conversation. Event recorded on G4S by Year SSA. -2 B4L Points.
C3+: Learning Catch Up 90	Serious further continuation of any element of the above whereby in the judgement of the responsible SLT member a more severe sanction is merited. Single serious event in the judgement of Senior Pastoral Staff.	Teacher completes HDHS Behaviour Log Form . Pupil completes 70 to 90 minute detention and completes homework or undertakes another task as designated by SLT/ELT.	Teacher attends and undertakes a brief restorative conversation. Event recorded on G4S by Year SSA. -3 B4L Points.
C120: Learning Catch Up 120	Major disruption including exacerbated repeated significant disruption (includes truancy).	Teacher completes HDHS Behaviour Log Form .	Teacher attends and undertakes a brief restorative conversation.

	Single serious event in the judgement of Senior Pastoral Staff.	Pupil completes 120 minute detention and completes homework or undertakes another task as designated by SLT/ELT.	Event recorded on G4S by Year SSA. -4 B4L Points.
C4AM: Morning Behaviour Reform Room (Internal)	<p>Sustained, deliberate, calculated and serious non-adherence to the preparedness to achieve, belong, cooperate and/or develop.</p> <p>Single serious event in the judgement of Senior Pastoral Staff, e.g. verbal assault (swearing at someone with intent to demean).</p>	<p>Teacher completes HDHS Behaviour Log Form.</p> <p>Pupil spends 0.5 days in the Behaviour Reform Room.</p> <p>Includes therapeutic work.</p>	<p>Event recorded on G4S by Year SSA. -5 B4L Points.</p> <p>Readmittance <u>may</u> be required by HoY. Reiteration of the HSA. PSP may be completed by HoY, parent and pupil.</p>
C4PM: Afternoon Behaviour Reform Room (Internal)	<p>C4AM already completed for a previous action.</p> <p>Sustained, deliberate, calculated and serious non-adherence to the preparedness to achieve, belong, cooperate and/or develop.</p> <p>Single serious event in the judgement of Senior Pastoral Staff, e.g. verbal assault (swearing at someone with intent to demean).</p>	<p>Teacher completes HDHS Behaviour Log Form.</p> <p>Pupil spends 0.5 days in the Behaviour Reform Room.</p> <p>Includes therapeutic work and reading tasks.</p>	<p>Event recorded on G4S by Year SSA. -6 B4L Points.</p> <p>Readmittance <u>may</u> be required by HoY. Reiteration of the HSA. PSP may be completed by HoY, parent and pupil.</p>
C4FD:	<p>C4AM and C4PM already completed for a previous action(s).</p> <p>Sustained, deliberate, calculated and</p>	<p>Teacher completes HDHS Behaviour Log Form.</p> <p>Pupil spends 1 day in the Behaviour</p>	<p>Event recorded on G4S by Year SSA. -7 B4L Points.</p> <p>Readmittance <u>may</u> be required</p>

	<p>serious non-adherence to the preparedness to achieve, belong, cooperate and/or develop.</p> <p>Single serious event in the judgement of Senior Pastoral Staff, e.g. verbal assault (swearing at someone with intent to demean).</p>	<p>Reform Room (until 4pm).</p> <p>Includes therapeutic work, reading tasks and after school time.</p>	<p>by HoY. Reiteration of the HSA. PSP may be completed by HoY, parent and pupil.</p>
C4+: Sigma School Isolation	<p>Sustained, deliberate, calculated and serious non-adherence to the preparedness to achieve, belong, cooperate and/or develop. The pupil may have already been in the HDHS Behaviour Reform Room.</p> <p>Single serious event in the judgement of DHT: Behaviour, Welfare and Achievement/ Headteacher.</p>	<p>Teacher completes HDHS Behaviour Log Form.</p> <p>Pupil spends 1 or more days in the Behaviour Reform Room at another Sigma School.</p>	<p>Event recorded on G4S by SSA. -8 B4L Points.</p> <p>Readmittance by Assistant Headteacher (Pastoral and Progress). PSP/HSA created <u>or</u> existing one reviewed.</p>
C5: Fixed Term Exclusion	<p>Sustained, deliberate, calculated and serious non-adherence to the preparedness to achieve, belong, cooperate and/or develop. The pupil may have already been in the HDHS Behaviour Reform Room or the Behaviour Reform Room at another Sigma School.</p> <p>Single event serious enough to be considered dangerous or indicative that the presence of the pupil in school may damage the education of others.</p>	<p>Teacher completes HDHS Behaviour Log Form.</p> <p>See Exclusions Policy.</p>	<p>Event recorded on G4S by SSA. -9 B4L Points.</p> <p>Readmittance by Assistant Headteacher (Pastoral and Progress). PSP/HSA reviewed.</p>
C6: Managed	<p>For a one-off serious offence. Repeated</p>	<p>See Exclusions Policy.</p>	

Move/ Referral to NEECA/ permanent exclusion	disruptive behaviour. Repeated failure to follow school rules or following involvement of SLT and outside agencies.		
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NB: Senior Pastoral Staff = SLT.

Harwich and Dovercourt High School will apply the above to all pupils beyond the boundaries of the school site if they are wearing school uniform, PE kit or are clearly and obviously identifiable as a member of the school community.

Positive handling and reasonable force are outlined in the [Positive Handling Policy](#).

HDHS has a zero toleration approach to any and all kinds of peer on peer abuse (including but not limited to: sexual harassment, sexual violence, racism, online abuse, physical abuse, homophobic, biphobic and transphobic abuse, Anti-Semitism, Islamaphobia, prejudice against religion and prejudice against disability).