

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Positive Attitude to Learning Policy

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Rationale

BHHS's behaviour code is based on the values of respect for oneself and others: one's own person and the person of others and one's own personal possessions and the personal possessions of others. Respect, too, for the dignity and self-esteem of oneself and of others whatever their role in the school - support staff, teachers or pupils.

School Values

How we feel about ourselves and other people is the key to a stable school environment. Bishop Hedley High School encourages all pupils to show:

- we are all God's children;
- consideration for others;
- self discipline and self respect;
- a sense of fairness;
- a respect for the rights or feelings of others;
- a readiness to support effectively the legitimate interests of others;
- a commitment to promoting the well being of the school community via the School Council;
- the ability to learn from personal mistakes;
- the ability to listen to and respect others points of view, and
- the ability to put forward points of view clearly and appropriately.

It is important that when children display any of the above when they interact with staff or pupils, their actions should be commended. Constant praise of acceptable behaviour will help to make this the norm and this what all children should aspire to.

Praise and Rewards

The school wishes to encourage all pupils and to give praise and merit points. (Pupils have to achieve 40 points before entering a draw for a special prize). This is done through a system of verbal praise, merits, certificates, letters home and diary records which celebrate the development of a wide range of social, academic and personal skills. Once a term the school holds special assemblies to acknowledge and praise those students who have achieved academic and personal goals during the term / year.

Through the tutorial programme the school encourages all pupils to learn to talk calmly about individual differences of opinion or grievances, and negotiate acceptable solutions. Pupils are encouraged to talk to their subject teacher, Form Tutor or Head of Learning if a problem with another student cannot be resolved amicably.

The school has made its code of conduct very clear. There is a clear commitment to discourage selfish and anti-social behaviour. It is important that pupils know how the school will respond if they are not living up to its expectations. Pupils must learn "There is no action without a consequence"

Support

If the school decides specialist help is needed; pupils may be supported by the Learning Support Department, and Behaviour Plan may be drawn up.

The Behaviour Support Service, the Education Welfare Service and CAMHS may become involved in offering further support and assistance if this is deemed necessary.

If pupils become involved in serious instance of wrong doing, they may be withdrawn from lessons for a period of time ranging from 1 to 5 days. Parents will be informed and will be invited to come into school to talk about unsatisfactory behaviour.

Exclusion

Children may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. Exclusion may last for a fixed period of time, e.g. one day to fifteen days, or it could be permanent. Exclusion is a very extreme sanction.

If a pupil is excluded parents or guardians will be involved – in many cases they will be asked to come into school to collect the pupil; the pupil will be set work which must be done at home and brought in on the pupil's return; the pupil will meet with a senior member of staff on their return and talk through the terms of re-entry to school; the pupils will be 'on report' to a senior member of staff, until such time as they show a real improvement in behaviour.

If any of the previous incidents are sufficiently serious, or the pupil gets involved in other, more serious, disciplinary incidents, or they do not improve their behaviour despite the support they are given in school and at home, permanent exclusion could result.

Conclusion

At Bishop Hedley High School all pupils are treated as individuals. This means that the school will take into account all the relevant circumstances when deciding how best to support each individual. The most important thing to remember is that bad behaviour or unwillingness to work will not be tolerated. Most pupils work and behave very well. When they do so, they will be praised and rewarded. If things do go wrong, the school will offer support and guidance to help pupils improve.

The school encourages pupils to develop respect for themselves and others. If we are successful in doing this, then everyone will enjoy the teaching and learning experience that the school provides.

Below is the charts that are a result of accrued points.

Bishop Hedley's Positive Attitude to Learning Points System



+50 points
= Breakfast with SLT

+40 points
= Praise meeting with Governors

+30 points = Certificate and SLT award assembly

+20 points = Certificate and dinner fast pass

+10 points = Praise letter home

+5 points = Form Tutor praise

+1 point = Awarding teacher praise

-1 point = Breaktime detention

-2 points = Lunchtime detention

-5 points = ASD or internal exclusion

-10 points = Warning letter home

-20 points = Parent meeting with DOL

-30 points = Exclusion/ Suspension

-40 points = Meeting with Governors

-50 points = Full Term Exclusion



SANCTIONS

LEARNER MISBEHAVES IN CLASS



- FOR EACH STAGE THE APPROPRIATE BEHAVIOUR POINT WILL BE PLACED ON SIMS
- PERSISTANT POOR BEHAVIOUR WILL RESULT IN DOL INTERVENTION
- DOL WILL MAKE CONTACT WITH HOME

LEARNER'S BEHAVIOUR PERSISTS



DAILY SLT REPORT



GOVERNOR INTERVENTION



Behaviour Management Matrix

Key

Class Teacher	Subject Leader	Director of Learning	Senior Leadership Team	SMT
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Level	Status	Example of Incident	Action by:	Possible Sanctions	Person Responsible	Who to inform	How to share information
1	Minor	Lack of effort in class Uniform Classwork/ homework concerns Failure to do simple punishment Lateness Lack of equipment Failure to obey instructions Minor behaviours Use of mobile phone	Classroom Teacher	Stages 1-3 of school's sanctions	Class Teacher	N/A	On SIMS Behaviour Log
2	Repeated actions	Repeat of Level 1	Classroom Teacher	Stages 1-2 of school's sanctions Stages 4& 5 of school's sanctions - Break then lunchtime detention	Class Teacher	Subject Leader	On SIMS Behaviour Log
3	Failure to resolve problems at L2	Failure to attend break/ lunchtime detention Continual disobedience Rudeness to staff Offensive language to other pupils Damage to school property Whilst in lessons – refer to DoL during unstructured times	Subject Leader	Stage 6 of School's sanctions – after school detention Form Tutor report	Subject Leader	Form Tutor and Director of Learning	On SIMS Behaviour Log Letter to parents 24 hours before detention
4	Continual repeated disruption	Continuation of levels 1 – 3 despite reprimands using sanctions system	Subject Leader request to Director of Learning	Isolation for ? days	DoL	As above	As above
5	Verbal Abuse	Swearing or verbal abuse aimed at any member of staff or support staff	Staff member/DOL to SLT	Isolation and escalation to fixed term exclusion	DOL/SLT	As Above	As Above
6	Serious	Physical violence/Damage to bus or school property including fire alarm.	Staff member/DOL to SLT	Fixed term exclusion	DOL/SLT	As Above	As Above
7	Extremely serious			Permanent EXclusion			

NB

Isolation will initially be spent with the relevant DOL/SLT Member, then the learner(s) will be placed in the appropriate isolation day(s) as allocated by Mrs E Jones

Last reviewed: 07/07/18

Date of next review: Summer 2019