

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 learners.

School Values

How we feel about ourselves and other people is the key to a stable school environment. Bishop Hedley Catholic High School encourages all learners 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 Student Parliament;
- 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 learners, 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.

Policy Aims and Objectives

This policy sets the boundaries for the detailed operating procedures for a system that:

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for learners' learning;
- seeks to ensure that all learners are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning;
- supports and promotes the anti-bullying strategy, E-Safety policy, the Equalities Policy and Special Educational Needs Policy.

Rights

No pupil has the right to disrupt the learning of others.

Teachers will have disruption free classrooms in which they can teach and learners will have disruption free classrooms in which they can learn.

On a lesson by lesson basis, learners will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for the remainder of the day until 3pm so that the learning of others is not disrupted.

Expectations

Conduct in lessons

- Enter the classroom, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken or complete silent reading/starter activity
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other learner's learning
- Take an active part in class worship.

If a learner fails to meet any of these simple expectations they will be given a formal warning and the member of staff leading the lesson will briefly explain to the learner the reason for that warning. The second time during a lesson that a learner fails to meet these expectations they will be sent to an isolation room for the remainder of the day until 3pm. If certain behaviours warrant then the pupil may not be given a warning but rather require immediate escalation to isolation.

Failure or refusal to go to the isolation room will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school.

Around School

During transitions between lessons (going from one lesson to another) learners will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, we encourage learners to keep to the left. It is essential that all learners are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times learners are expected to do the following:

- To sit/stand with their friends in their year contact group before school, break, lunch and after school in the designated duty areas of the school.
- Food is to be eaten in the designated areas only i.e. the canteen, sports hall and outside benches.

Mobile Communication Devices (Phones/Tablets)

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and placed into their school bag (not into a pocket), together with any headphones.

- If a phone/tablet is seen during lesson time or around the school, it will be confiscated and parents/carers will be asked to collect it from the main school reception at the end of the day.
- The same applies to headphones, air pods & earphones. Headphones/earphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a learner refuses to hand their phone over, they will be sent to isolation for the remainder of the day until 3pm.
- Refusal to go to isolation will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school.

Smoking/Vaping

No learner will smoke on Bishop Hedley grounds. If a learner smokes or chooses to associate with smokers the following protocol has been agreed:

1. Cigarettes/vape confiscated from the pupil by teacher on scene. A second member of staff in the vicinity to be called if a search of the pupil's belongings is necessary to ensure the safeguarding of the learner.
2. After-school detention (ASD) issued to the pupil by the teacher at the scene. During the ASD, the pupil will complete a health booklet outlining dangers of vaping/smoking.
3. Pupil placed in isolation for the remainder of the day and the following day by the member of staff at the scene. Progress Leader notified of this action.
4. Pupil to complete community service* during the next day's lunchtime with the Progress Leader/SLT member on duty.
5. Progress Leader to contact home at the end of the day to inform parents of vaping/smoking

Truancy Protocol

As with behaviour the school does not tolerate truancy from lessons, learning is lost and truancy poses a significant safeguarding risk to the pupils choosing to truant.

The following protocol has been agreed:

1. Class teacher to send 'all staff' email regarding missing pupil after 15 minutes.
2. Office to make contact home if a pupil isn't found within 45 minutes.
3. If the whereabouts of the pupil remains unknown after 1 hour, police are informed by office staff.
4. After-school detention issued to the pupil by the class teacher using the online form and the issuing of the notification letter. After-school detention letter to be given to the Progress Leader to hand to the pupil, if the class teacher is concerned about further confrontation.
6. Pupil placed in isolation for the remainder of the day and the following day by the Progress Leader.
7. Progress Leader to contact home at the end of the day to inform parents of truancy, if they are not already aware.
8. Pupil to complete community service* during the next day's lunchtime with the Progress Leader/SLT member on duty

Fighting

1. Pupils involved to be seen by First Aid.
2. Statements collected by the teacher at the scene from any witnesses and learners involved.
3. Instigator of fight to be given after-school detention by teacher at the scene. Both parties issued after-school detention if necessary. Progress Leader informed.
4. Parents of instigators to be contacted by Progress Leader at their convenience.
5. Pupils to complete a restorative justice session during registration and/or break time at the convenience of the Progress Leader. Any refusal will result in isolation until resolved.

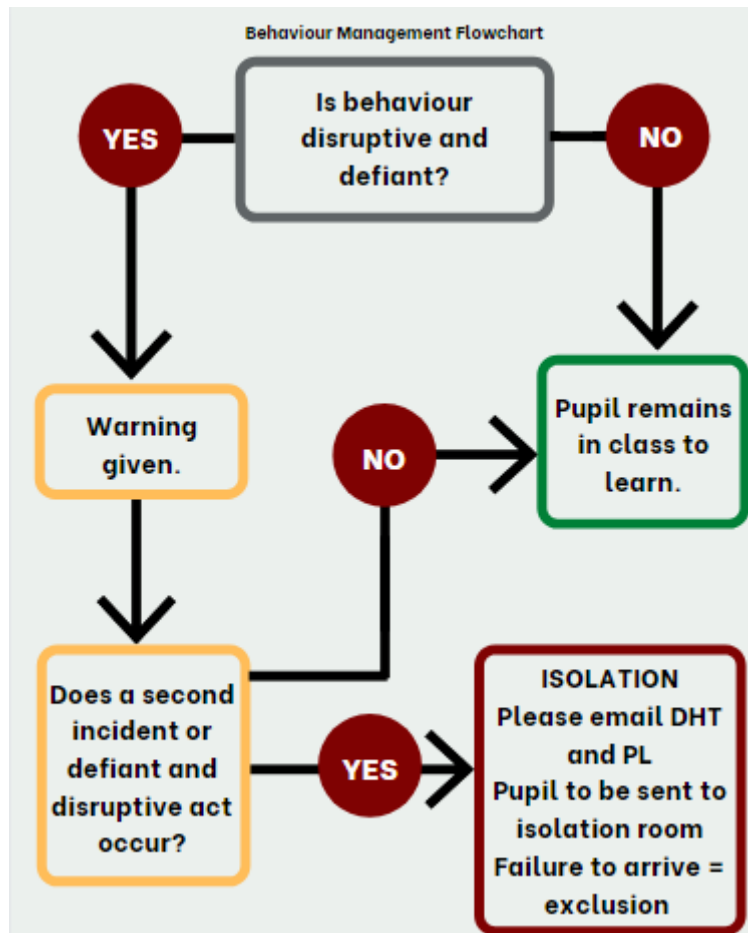
Uniform & Equipment

If a pupil is without the correct full uniform/equipment for two consecutive days, then they are given lunchtime detention by the form tutor. The exception to this being if new clothing items need to be purchased, then a reasonable amount of time will be given to do so, at the form tutor's discretion.

**Community Service includes any of the following activities, to be at the discretion of the member of staff on duty*

- *Litter picking*
- *Clearing of Canteen Waste (only) from Contact Group*
- *Emptying recycling bins*
- *Tidying the Library (if an intervention session is not taking place)*

'Restart' Classroom Procedure



Isolation Room

- The learner hands over their mobile phone.
- The learner completes a reflection sheet.
- Once the reflective sheet is completed the learner is then given additional mundane work to complete.
- During or just after their time in isolation the learner is expected to engage in a conversation with the Progress Leader and/or teacher where appropriate actions/sanction will apply.
- The learner remains in isolation until 3pm that day and returns the following day until the same period they were sent to isolation.
- If the learner does not engage with any of the above expectations they will be given a Fixed Term Exclusion (FTE).
- Parents will be contacted by phone or email to inform them their child has been isolated.
- The progress leader will contact parents at the end of the day to explain why the pupil was placed in isolation. (DHT to be cc into e-mails)

Detention

Bishop Hedley operates a Thursday detention from 3.00-4.00pm. Learners will be issued with a 20 minute same day detention for not bringing PE kit to their PE lesson, for being late into school or for failure to comply with the school homework policy. Other detentions for behaviour incidents may be set for up to 1 hour i.e. 4pm.

Please note that detentions are NOT negotiable.

Learners who fail to attend their after school detention will be placed in isolation the following day for the whole day until 3pm and will complete the ASD the following week.

Parents/guardians will be notified by letter when a learner is issued with either an after school detention or study support.

Attendance

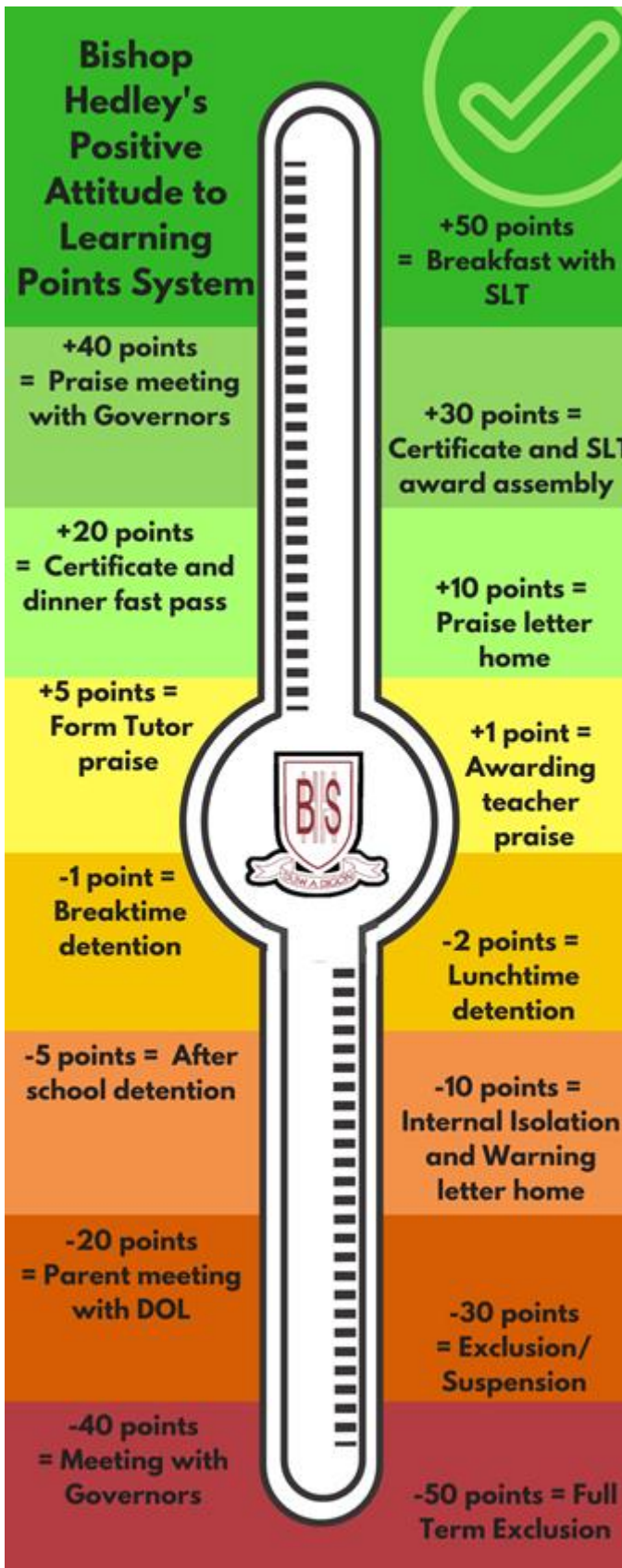
Bishop Hedley's target for attendance is that every learner will have 96% attendance or above. High levels of attendance at Bishop Hedley School and improved attendance will be awarded termly through celebration assemblies, certificates, letters home, reward breakfasts with SLT.

Praise and Rewards

The school wishes to encourage all learners and to give praise and merit points. (learners 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 learners to learn to talk calmly about individual differences of opinion or grievances, and negotiate acceptable solutions. learners are encouraged to talk to their subject teacher, Form Tutor or Progress Leader 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 learners know how the school will respond if they are not living up to its expectations. learners must learn “There is no action without a consequence”



Support

If the school decides specialist help is needed; learners 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 learners become involved in serious instances 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, dependent on behaviours. 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 learners 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.

Permanent Exclusion - We aspire to zero permanent exclusions. However, in exceptional circumstances the governing body may decide that it is appropriate to permanently exclude a student in order to ensure the safety of the rest of the community. These can include:

- Physical assault against another pupil or member of staff
- Sexual abuse or assault
- Taking or supplying illegal substances on the school premises
- Causing serious malicious damage to property

- Swearing at a member of staff.
- Bringing recreational drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons

Conclusion

At Bishop Hedley High School all learners 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 learners 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 learners improve.

The school encourages learners 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.