



Behaviour for Learning at Highbury Grove School

A Guide for Students, Staff and Parents

Grade descriptors – The behaviour and safety of pupils at the school

Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Behaviour for Learning at Highbury Grove School

A Guide for Students, Staff and Parents



Introduction

Our aim is to establish the highest possible standards of behaviour at Highbury Grove School. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

The ***Behaviour for Learning*** system is one that has been tried and tested in numerous schools. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Tom Sherrington, Headteacher
Paul Gilbert, Assistant Headteacher, Behaviour
Linda Chaplin, Behaviour Support Manager

October 2014

The Consequences

To make the system easy for everyone to understand, we have introduced a set of consequences called C1, C2, C3 and C4 as described below:

C1: A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and needs to be changed. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.

C2: The second warning. This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. Again, the student's name is listed.

The C1 and C2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules.

C3: A one-hour detention taken the next day.

This will be logged by staff into our central system. All detentions are taken in the main hall from 3.20-4.20pm, Monday to Thursday and, if necessary, on Saturday mornings. They are taken in total silence, supervised by the Behaviour Team and senior members of staff.

Parents will be sent a text message to inform them that a C3 detention has been given. We will assume that parents have received the message we send and we expect students to attend a detention instead of any other activity without negotiation.

If students receive multiple C3 detentions they must all be served on consecutive days until all detentions have been completed. If a student has more than four in a week, the remainder must be served on Saturday morning of that week.

C4: A full day in our Isolation Room under strict supervision.

Students will be required to sit in isolation, to work in silence and to complete the work that is set. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our community. The isolation day gives them a chance to reflect on the choices they have made.

Students who misbehave during their time in the isolation room will receive a fixed term exclusion.

Exit

Students who disrupt learning persistently or significantly will be removed from the classroom. Our Patrol Team will be called and the student will be sent to the Exit room. The automatic consequence is that they will receive a C4 and will spend the following day in isolation. They will only return to lessons on the day of their Exit if they are deemed to be in the right frame of mind to follow all instructions without further disruption. Any student who is sent to Exit twice in one day will not return to lessons on that day.

In the Classroom

Students are expected to follow these rules in every lesson:

- **Respond promptly to the signal for attention**
- **Follow instructions from teaching staff when given**
- **Remain on task as directed**
- **Listen when others are speaking**

Teaching staff will use the C1, C2 and C3 sanctions if students do not follow these rules. Teaching staff will explain their signal for attention to their students and will make it clear what each task is as the lessons progress.

If students break the following rules, they will be given an automatic C3 Detention without warning:

Arrive on time:

This means exactly on time for morning registration, assembly, Tutor time, and lessons after break or after lunch.

It means no later than 5 minutes after the bell at lesson change-overs.

Be equipped:

This includes a pen, a pencil, the exercise book for the lesson and planner.

Students can borrow a standard pencil case and temporary planner at student reception before school without a consequence on a one-off occasion. Repeated borrowing within a week or failure to return the pencil case will lead to a C3 detention.

Additional rules to note:

No toilet breaks are allowed during lessons unless a student has been issued with a red Toilet Card by prior agreement between home and school.

No water breaks are allowed during lessons, except as directed in PE. Water is freely available during breaktime, lunchtime and lesson change-overs.

No use of electronic devices in lessons without explicit permission from teaching staff. The consequence for using phones and other devices without permission is a C3 and confiscation of the item. We will only return the items to parents. If students choose to break this rule, they have made a choice to cause their parents the inconvenience of attending school to collect the item. Refusal to cooperate with a confiscation will result in a C4 Isolation.

In the Corridors:

In the corridors, any member of staff has the authority to enforce the rules by giving students an automatic C3 detention. All the rules except those relating to uniform apply to Sixth Form students too.

These are the rules:

- Wear visible ID at all times with lanyards worn around the neck
- Wear full uniform correctly including ties, top buttons, shirts and shoes
- Walk purposefully without running
- Use private voices without shouting
- No eating, drinking or chewing
- No physical contact or games
- No electronic devices or headphones visible inside the building at any time
- No disturbance to lessons through windows or doors

In the Dining Room, Playground and Outside the School

Again, the consequence for breaking these rules is a C3 detention:

- Present ID when asked by any staff member at any time in school uniform
- No electronic devices except after school; only outside the building
- No littering
- Clear away all debris, plates and cutlery after using the dining room
- No pushing-in, in the lunch queues
- Following all instructions from members of staff without argument
- Using private voices without shouting in residential areas
- Crossing the roads in a safe, disciplined manner
- No spitting in the street

Serious incidents or failure to cooperate will be dealt with via a C4 Isolation or Exclusions.

Serious Offences:

In line with the existing school Code of Conduct, there are a number of behaviours that are non-negotiable and will be dealt with by issuing a C4 Isolation or a Fixed Term Exclusion

- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence of any kind
- Abusive language to any staff member
- Racist, sexist or homophobic language
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

The Behaviour Support Centre:

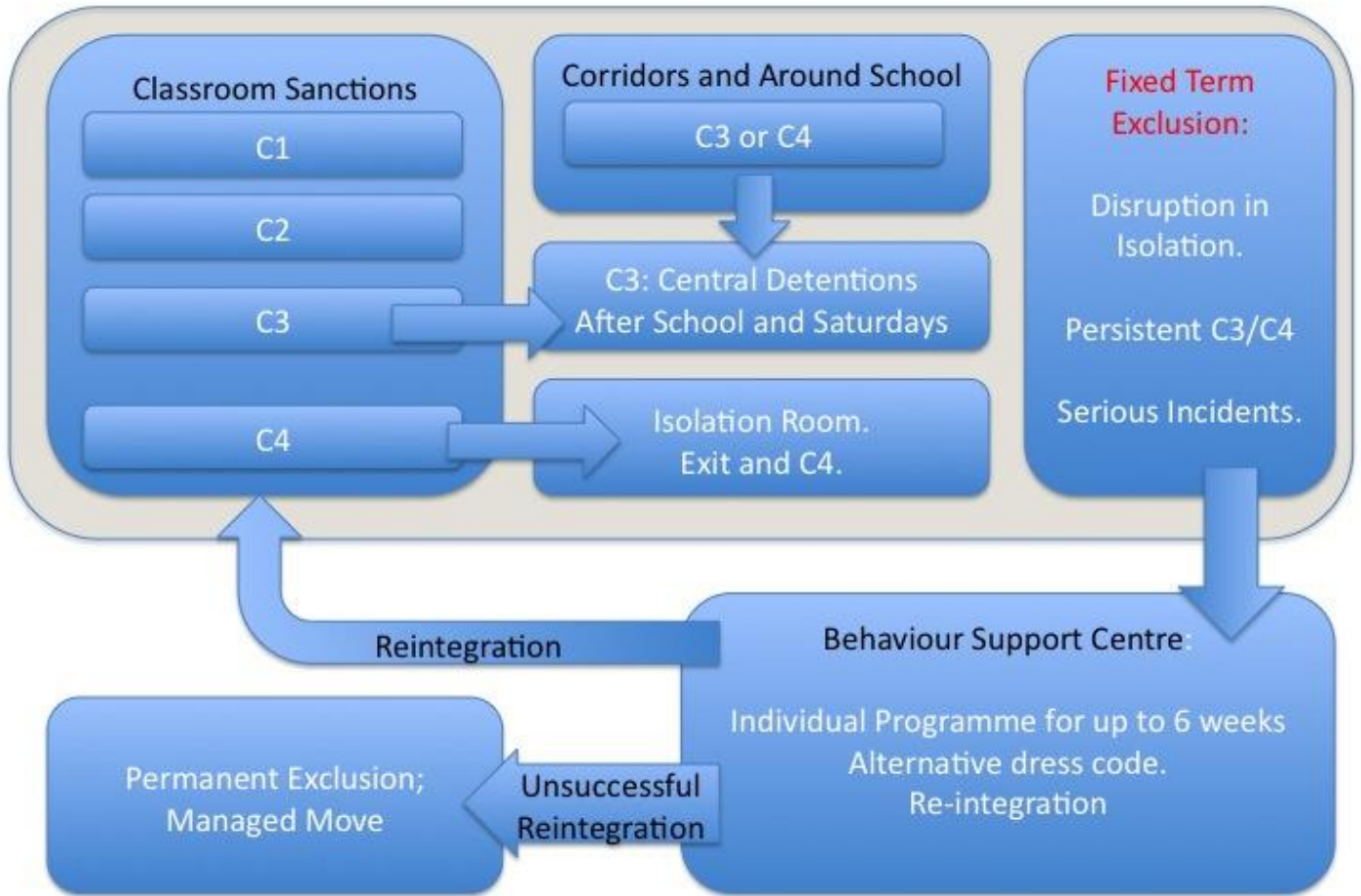
In situations where students are repeatedly given C4s, spending multiple days in isolation or receiving fixed term exclusions, we will consider placing them in our Behaviour Support Centre. This is part of the same building but it has a separate entrance and dress code to the main school.

This is a 'buffer zone' between the mainstream school community and a permanent exclusion. Each individual will be assessed and staff will deliver a personalised programme that enables the students to develop the attitudes and skills needed to comply with our Behaviour for Learning rules.

Students will be expected to demonstrate that they are ready to return to mainstream lessons, ready to respect the privilege of wearing the Highbury Grove uniform and ready to engage in learning without disrupting the learning of others.

The message to students in the Behaviour Support Centre is clear: they are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the caring environment we have created.

The Behaviour for Learning Flow Chart



“The best thing about BfL is that it means the teachers can get on with teaching and the students can get on with learning” Year 8 student at BfL school.

“Per Ardua ad Astra”