



Tong High School

**Culture and Ethos:
Behaviour and Rewards Policy**



Tong High Five

Approved by Governors: 5th November 2015

Our Vision and Principles

“To maximise the potential of every learner and provide them with the skills, qualifications and opportunities needed to succeed in an every-changing world”

At Tong High School our PRIDE values underpin our belief that everyone has the right to enjoy school life in a safe, positive and respectful environment. Through our PRIDE values we encourage respect for others and strive to ensure that everyone is valued equally and treated with respect regardless of ability, ethnic origin, disability or social status. Our PRIDE values set this standard of high expectations for behaviour and safety throughout the school and ensure that students can learn and thrive in this positive environment. Having a set of shared values helps to enhance our culture and ethos, not only within the school, but across our community. This culture becomes the cohesion that bonds the school together. Our ‘Non Negotiables’ are a sharp reminder for all students to demonstrate PRIDE values at all times. By doing so all members of the school support and maintain an atmosphere conducive to learning, where high expectations and good behaviour are the norm. Good behaviour will support students’ learning and facilitate good teaching. The corollary of this is also true: good teaching and learning will contribute to good behaviour. They are inextricably linked.

Culture and Ethos Policy

Aims

1. To ensure all students and staff promote the highest expectations of behaviour within and beyond the classroom.
2. To secure outstanding learning and progress.
3. To secure a culture of mutual respect and tolerance across the school, where diversity is embraced.
4. To ensure all of the school community is supportive of the highest standards of behaviour including parents, students and all members of staff.
5. To support students in taking responsibility for their own behaviour and learning and demonstrating the characteristics of a Tong Responsible Learner.
6. To support students in their understanding of the consequences of both good and poor behaviour and be accountable for the choices that they make.

Implementation

- Our PRIDE values, Non Negotiables and the Code of Conduct outline our high expectations relating to good behaviour.
- These are displayed in each classroom and included in the student Learning Journal and on the website for parental information.
- They have undergone thorough consultation with all stakeholders and will be reviewed regularly.
- They are re-visited annually as part of the student induction programme and throughout the year through tutorials and assemblies and stakeholder voice feedback.
- All staff take part in behaviour training as part of their induction and the policy is re-visited annually with all staff.
- The Home-School agreement and the ICT Use agreement which outlines expectations is included in the student Learning Journal and signed annually by all parents.
- Students are made aware of the consequences of poor behaviour and the school will communicate with parents when this occurs.
- PRIDE rewards will be awarded to encourage all students to display positive behaviour at all times during the school day and whilst travelling to and from school. Parents will be informed of good behaviour.

- Through assemblies, tutorials and workshops students will be made aware of how they should behave to maintain the positive and safe ethos of the school and the steps they should take to make themselves safe.

The Code of Conduct

As a student of Tong High School they are expected to:-

- Arrive to all lessons **on time**, with the **correct equipment** including a school bag
- **Wear the correct uniform** (this is outlined on the school website)
- **Respect** the opinions, beliefs and the contributions of others
- **Be polite** and **cooperative** at all times
- **Respect** others and their property
- Move around the school in a **quiet and orderly manner; keep to the left** in corridors and stairways
Behaviour on balcony walkways must be exemplary
- **Wait outside classrooms** until instructed to enter by a member of staff and **leave them in an orderly manner** ready for the next class

- **Be responsible** for possessions at all times
- Ensure **coats** are handed in at student services and collected at the end of the day
- **Stay on site** unless permission to leave school is granted by a member of the year team with the agreement of the family. An exit slip will be issued when a student has permission to leave the premises
- **Respect the physical environment** by keeping it **tidy** and helping to **maintain it to the highest standards** at all times

PRIDE Values

P = Positivity

R = Respect

I = Innovation

D = Determination

E = Excellence

Rewards

We consider it is important to regularly praise and reward good work and behaviour, and to recognise positive contributions to school life. These contributions include academic work and attitude and participation in extra-curricular activities. The attention of our school is not limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. Rewarding good behaviour and positive attitudes is a key strategy in promoting good behaviour and a safe learning environment. Staff never under-estimate the power of a simple “well done”.

Examples of Praise:

- Verbal praise directly with the student or at Parents’ Evenings
- Note in the Learning Journal
- Stickers in books
- Phone calls home
- Postcards home
- Acknowledgment in assembly or through the website
- Certificates
- Through annual reporting of “attitude to learning” grade

PRIDE Rewards:

- PRIDE Rewards encourage all students to demonstrate our PRIDE values. These can be given by any member of staff within our outside lesson time. Every teacher aims to give 5 rewards each lesson to students who demonstrate the PRIDE values in their learning. Duty staff give PRIDE rewards during social time. PRIDE Rewards will also be given for good attendance and conduct around the school

PRIDE points will accrue throughout the year and will be rewarded by a trip or other activity, decided by the Student Voice council, at the end of each academic year. Positive behaviours and good attendance will be considered.

Non- Negotiables

All students are expected to adhere to the following of Non-Negotiables as a demonstration of the PRIDE values.

NN 1 Arrive on time, ready to learn (implemented for all students)

(Positivity, Excellence)

NN 2 Wear full uniform with PRIDE, including lanyard/ID and PRIDE value card, fully equipped (implemented for all students)

(Respect, Excellence)

NN3 Mobile phones can only be used if instructed by a member of staff (Respect, Excellence and Positivity) *(Under consultation prior to implementation during 2015/16)*

NN4 Respect the learning community by doing as you are asked by members of staff immediately (Respect, Excellence)

NN5 Walk around the school safely and calmly (Respect, Excellence)

N.B Currently only NN1, NN2 and NN 4 are fully implemented. The school is currently reviewing future Non Negotiables in light of the launch of the “Tong Responsible Learner” strategy

Consequences

Students who do not adhere to the Non Negotiables will be expected to complete a half hour ‘reflection’ on the same day as a sanction. If students breach two Non Negotiables they will undertake a 1 hour reflection on the same evening. Parents will be informed by phone or text.

Students who do not attend the reflection will undertake a 2 hour detention led by the Senior Leadership Team. Parents will be informed by phone or text.

Students who do not respond to the sanctions associated with breaches of the Non Negotiables will be encouraged by staff not to ‘**cross the red line**’. If they do not comply, this will result in an immediate internal exclusion during the day and an hour’s reflection the same evening. Parents will be informed by phone or text.

Students are expected to turn up to their reflection independently but if they fail to do so they will receive a 2 hour senior team detention.

If students refuses to comply with the 2 hour detention they will receive a fixed term exclusion from school. At the end of this exclusion the student and their parents will meet a senior member of staff to agree the terms of reintegration and the 2 hour detention will be rearranged.

Process for Establishing a Positive Learning Environment – A “Wave” Approach

Wave 1 Dealt mainly in class through good teaching and learning. Non Negotiables can be issued by the teacher to support this positive culture and ethos where necessary

Wave 2 Additional support is required to maintain a positive learning environment in response to more serious or persistent instances of negative behaviour. On Call may be used following a student crossing “the red line” and the student may carry out an internal exclusion in “the study”. The year team will also get involved ensuring restorative justice takes place with the student and the teacher and possibly placing the student in a mentoring group or on report. Fixed term exclusions may also be used at this stage.

Wave 3 More intensive and tailored support is required to maintain a positive learning environment in response to more very persistent and serious negative behaviour. Students at this stage would be deemed to be at a significant risk of underachieving themselves and negatively affecting the achievement of others. They would receive intensive, personalised mentoring and support and may access a tailored curriculum designed to support them to become more independently successful. Outside agencies may also be involved and the school will work more intensively with the student’s family. They may also receive temporary exclusions that could lead to permanent exclusion.

Wave 1 In the Classroom

Staff Expectations

Responsibility for promoting good behaviour in classrooms lies with the teacher and the curriculum team. On the occasions where students do not respond to the teachers’ strategies there is a need to implement sanctions as consequences. This should be a staged approach and ‘de-escalation’ strategies are used consistently at each stage.

De-escalation strategies could include:

1. **PIP & RIP** (praise in public / reprimand in private).
2. Use **Thank you** (not please) in anticipation that the student will follow the request made of them.
3. **Follow up all** issues within lessons and with students (RJ, or restorative justice, is an important tool in building relationships and also moving on).
4. **Non-verbal** cues and gestures.
5. **Be active** in the classroom (never sit down).
6. **Ask the question** – ‘What should you be doing?’
7. **KISS** (keep it short & simple). Try not to overcomplicate what you expect from students. Clear and simple instructions are much easier to follow and less easy to challenge.
8. **Model behaviours** you would expect to see from students – set positive examples.

Alongside these de-escalation strategies the teacher can use a range of consequences within the classroom before a Non Negotiable reflection sanction is given:

- Moving a student within classroom,
- curriculum team detention at break time/lunchtime or after school (for lack of homework for example)

Student and Family Expectations

Students should take responsibility for their own learning and work with the teacher and the support staff to maximise their own potential and help create a positive learning environment. If they do receive a Non-Negotiable they should attend the reflection promptly. Parents should ensure they have given the school their up to date mobile number or email so they can be informed of a same day reflection.

Monitoring and Tracking

The issuing of Non Negotiables will be monitored by curriculum teams and year teams. A student may be placed on Curriculum Team report if there are repeated issues within a particular lesson.

Rewards and Non-Negotiables will be recorded in learning journals so that parents/carers and the students Form Tutor can also be kept informed

Wave 2 : Additional Support

Staff Expectations

If a student does not respond to the Wave 1 strategies and negative behaviour that is disrupting the learning environment continues then it is the responsibility of the member of staff to draw the attention of the student to the "Red Line". If this does not stop the negative behaviour then the member of staff will issue the "Red Line" and ask for the student to be removed by the senior member of staff On Call. The teacher will ensure they have followed all the stages required before issue the "Redline" and that they issue it using the agreed approach and language.

Staff will record the details of a "Red Line" incident promptly. Staff will also be expected to make time for a restorative justice session following the issue of a "Red Line". They may also receive support for their teaching if this is deemed appropriate by their line manager.

Student and Family Expectations

Students are expected to respond immediately to the "Red Line" once it is issued and cooperate fully with the On Call member of staff and in the study. Parents and carers will be informed about the same day reflection by text or email and, in most circumstances, they will be informed about the incident by phone or in an arranged meeting

Students may be placed on report or in a mentoring group following an incident and they are expected to fully cooperate with this support and monitoring. Parents/carers are expected to monitor reports.

Monitoring and Tracking

Red lines and all types of exclusion will be recorded and analysed on a weekly basis by the AHT "School Within a School" and at Headteacher's Team level. These behaviour incidents will also be recorded on SIMs so they can be discussed at a later date and be used by a variety of stakeholders to improve teaching and learning.

The impact of mentoring or reports will also be analysed on a weekly basis by AHT "School within a School" and at Headteacher's Team level.

Wave 3 : Tailored Support

Staff Expectations

The AHT "School within a School" will coordinate and communicate a tailored support plan for students who do not respond to Wave 2 strategies. Expert staff from the Specialised Learning Provision (Specialist Mentors, HLTAs etc) will also be involved in providing tailored support and will liaise with the AHT to coordinate this tailored support effectively. External Agencies may also be involved and it is essential that the "School within a School" team led by the AHT keeps all stakeholders fully informed as the support evolves

Deputy Headteachers and ultimately the Headteacher will become increasingly involved in steering the support for a student if support continues to break down.

Teachers and in class support staff are expected to keep up to date about a student's support and follow the guidance provided.

Student and Family Expectations

Students should cooperate at all times with the support they receive, understanding that failure to do so will result in exclusion.

Parents and Carers should be contactable at all times and ready to meet with senior staff immediately if support breaks down.

Appendix 1

Wave 3 Tailored Curriculum Support

Students who continually find it difficult to work in a main-stream, full class environment will be considered for referral to specialised learning provision. The curriculum within this provision includes:

- Nurture (year 7 and 8) where students are taught in smaller groups with a focus on literacy, numeracy
- Nurture Plus (Year 7 and 8) where students need some additional support in developing their learning skills with a primary focus on social and emotional development
- Tailored sessions (all years) such as anger management, REWIND anti-racism programmes, self esteem programmes where students work 1:1 or in small groups adapted to their individual or group needs
- Flexible Accelerated Learning (FAL) (Year 9,10,11) where students work in small groups within school and at Bradford College or other agreed placements to enable them to maximise outcomes at the accredited level and prepare for the world of work or further training such as apprenticeships

Appendix 2

Exclusions Explained

The school deploys a range of strategies to ensure students can continue with their education and are supported in developing their independent learning strategies, including the management of their own behaviour for learning. In some cases, however, when other strategies are being ineffective, students may be excluded from lessons in the following ways:

- **Fixed Term exclusion**

A **fixed term exclusion** is when a student is not allowed to attend school for a period of time. Students can be excluded for a fixed term more than once. This is monitored by Assistant Headteachers so that if necessary, tailored provision can be put in place.

- **Permanent exclusion**

A **permanent exclusion** the most serious sanction and will only be used in extreme circumstances and where all other sanction routes have been exhausted. Only a school's Headteacher can permanently exclude a pupil or a named deputy if the Headteacher is out of school. The Headteacher may decide to permanently exclude a pupil only when he is sure that : (a) the pupil has seriously breached the school's discipline policy (b) if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

- **Internal fixed term exclusion following a “Red line”**

If a student has ‘crossed the red line’ by not responding to the expectations of the classroom teacher then the student will be removed from that lesson and for the remainder of the day. The students will carry out work in a Study Room, under the supervision of a specialist mentor. The student will remain in school on that day until 3.15 pm. Families will be contacted by text or by telephone

- **Internal Exclusion following a serious incident of negative behaviour or persistent breaches of the code of conduct**

The student will attend school between 9.00 am and 3.15 pm and will complete the work in the Study Room under the supervision of a specialist mentor. Referrals will be made with the Assistant Headteacher in consultation with a Deputy Headteacher

- **Temporary Placements at another school following a serious incident of negative behaviour**

The school works with a number of other schools in South Bradford as part of the Behaviour and Attendance Collaborative (BAC). Students attend one of these schools for a fixed period of time (between 1 and 5 days usually, but for an extended period if the incident is particularly serious or the safety and well-being of other students is jeopardised. Students are readmitted through a meeting with the AHT and the family.

- **Managed Moves**

This is a permanent move to another school and is discussed and agreed with the family. It enables students to have a ‘fresh start’ without going through the permanent exclusion route. If a Managed Move is recommended, the Headteacher will be involved in this decision and families will be involved in placing the student at an appropriate school.

Other Related Documents which can be found on the school’s web site:

- Home School Agreement
- ICT Use Policy
- Uniform Policy