

MORE HOUSE SCHOOL

POLICY

BEHAVIOUR FOR LEARNING POLICY

Rationale:

It is important that a consistent approach is applied across the school towards pupils' behaviour and good behaviour is seen to be rewarded and poor behaviour is dealt with appropriately. For this purpose, More House School operates a reward and discipline system called Behaviour for Learning. The scheme enables Tutors, Heads of Year and Deputies to follow individual instances and patterns of good and poor behaviour.

Purpose:

- Pupils receive recognition for good work, consistent effort and exceptional behaviour.
- Pupils who choose not to follow school rules will receive appropriate consequences as a result of their actions.
- Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others.
- All rewards and sanctions will be recorded centrally on the school database.

Broad Guidelines:

As a school we aim to create a positive ethos, with good relationships, equality of opportunity and respect for each other. We believe that the promotion of positive behaviour is fundamental to a happy, learning atmosphere which promotes a thirst for knowledge and learning and high standards of educational achievement. Our Rewards and Sanctions Policy aims to set out the methods by which we encourage and promote positive behaviour and deal with unacceptable behaviour.

Rewards

We believe that students should be encouraged to make positive choices and that these should be recognised and rewarded. Heads of Year will coordinate a rewards system appropriate to the pupils within their own year group. The reward system will be based around the following principles:

Students in the School will have the opportunity to achieve a range of rewards including:

- House points
- House point Platinum, Gold, Silver and Bronze awards
- Giving specific and timely praise in the classroom
- Sending a child to other adults (e.g. Head of Senior, Director of Studies, Head of Year) for praise
- Positive comment for parents to see in the student planner

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- Postcards home
- Certificates for academic and personal achievements
- Student Leadership opportunities e.g. School Captains, Prefects, House Captains, Boarders' Council, Food Committee and Pupil Voice.
- Note positive comments on database which can be passed on to students through their Form Tutor, Head of Year or Senior Staff.
- Attendance certificates.

These rewards are given to reinforce and encourage further good behaviour. The whole school community provide these incentives and rewards – rewards may be given to an individual, group or whole classes working together.

House points

Students can receive House points for demonstrating and showing positive values through making good choices. Students can be awarded a range of different House points including:

Categories may include (to be decided)

- House point Respect
- House point Friendship
- House point Determination
- House point Excellence
- House point Courage
- House point Inspiration
- House point Community

Termly House point Competition

We will hold a termly House point competition where the top tutor group in each year group will receive a special reward. Students will be praised and acknowledged for achieving House points in weekly assemblies. Individual students will also be acknowledged.

House point Platinum, Gold, Silver and Bronze Award

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Students will be recognised for achieving key milestones in terms of number of House points. These are as follows:

Platinum Award- 200 House Points (at least 20 in each category)

Gold Award- 155 House points (at least 15 in each category)

Silver Award- 100 House points (at least 10 in each category)

Bronze Award- 50 House points (at least 5 in each category)

Sanctions

An essential part of our behaviour management lies in the recognition that actions have resulting consequences.

The principles upon which sanctions are based are that they should be:

- proportionate
- consistent
- focused upon the act and not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- discourage a repetition
- involving parents if appropriate.

Sanctions are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. The majority of unacceptable behaviour is discouraged through verbal warnings. All adults in the school have an equal right to remind pupils of the school's rules and to expect pupils to behave appropriately.

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not undertaken lightly, and is certainly not imposed without due

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consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

Sanctions Procedure

The formal sanctions procedure is designed to ensure students are treated fairly and that there is a consistent approach to discipline across the subject areas. All sanctions will be logged to the school MIS, so that Form Tutors, Heads of Year and Senior Staff are able to monitor issues that arise and organise appropriate interventions, if required.

Teachers will use their professional judgement to decide on the most appropriate sanction. The sanctions in **bold** however are actions that will take place.

Consequence Level	Student Choices	Sanction(s)
C1	<p>Behaviour:</p> <ul style="list-style-type: none">• Low level disruption in class;• An isolated example of poor manners/ lack of respect for others/failing to follow school rules. <p>Learning:</p> <ul style="list-style-type: none">• Poor level of effort in class;• Failure to meet homework deadline.	<ul style="list-style-type: none">- Note in Student Planner- Logged as a C1 on MIS- Asked to stay back at the end of the lesson.- Discussion with student.- Change of seat.- Additional work.

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<p>C2</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Further disruption in class affecting others' learning, in spite of C1 warning(s); • Further lack of manners and respect for others, in spite of C1 warning(s). • Not following school rules, in spite of C1 warning(s). <p>Learning:</p> <ul style="list-style-type: none"> • Continuing lack of effort and engagement with class activities; • Continuing failure to meet homework deadlines. 	<ul style="list-style-type: none"> - Note in Student Planner - Logged as a C2 on MIS - Referral to form tutor - Detention with Head of Year at lunchtime. - Letter of apology - Additional work. - Class teacher or form tutor to contact parents. - Behaviour contract. - Behaviour reflection.
<p>C3</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Persistent disruption in class affecting others' learning, in spite of C2 warning(s); • Persistent or a serious incident of lack of manners and respect for others • Use of bad/foul/discriminatory language in school. • Persistently failing to follow school rules. • Rudeness <p>Learning:</p> <ul style="list-style-type: none"> • Persistent lack of effort and engagement class activities; • Persistent failure to meet homework deadlines. 	<ul style="list-style-type: none"> - Logged as a C3 on MIS - Note in Student Planner - Letter/email home to Parents - Referral to Head of Year - Detention with Head of Year. - Parental contact. - Letter of apology. - Placed on behaviour monitoring card. - - Removed from lesson(s) - Behaviour contract. - Behaviour reflection.

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<p>C4</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Serious disruption, lack of manners or defiant behaviour. • Removal from a lesson/activity. • A serious incident of e.g. rudeness, racism, swearing at a teacher, homophobia. • Physical violence. • Damage of property or theft. <p>Learning:</p> <ul style="list-style-type: none"> • No improvement in spite of C3 warning(s). 	<ul style="list-style-type: none"> - Logged as a C4 on MIS (with detailed comments) - Letter/email home to Parents - Referral to Head of Year and Senior Teacher - Removed from lesson by SMT (if an incident In lesson). - Internal exclusion. - Parent meeting with Head of Year and/or SMT - SMT Detention after school - Formal letter of warning. - Behaviour contract. - Behaviour monitoring card. - Mentored by SMT.
<p>C5</p>	<p>Very serious incident of:</p> <ul style="list-style-type: none"> • Discrimination • Physical violence. • Defiance. • Damage of property or theft. • Misbehaviour • Alcohol, cigarettes or drugs brought on site. <p>Learning:</p> <ul style="list-style-type: none"> • No improvement in spite of a C4 warning(s). 	<ul style="list-style-type: none"> - Logged as a C5 on MIS (with detailed Comments) - Referral to Head of Year/SMT - Removed from lesson by SMT (if an incident In lesson). - Exclusion - Internal, fixed term or permanent exclusion. - Series of SMT detentions. - Behaviour monitoring card to Head of Senior School - Parent Meeting with Deputy Head or Head Teacher - Behaviour contract. - Mentored by member of SMT

Lunchtimes detentions will be administered in school and students will always be given a chance to have their break time snack and lunchtime meal. Parents will be given advanced

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notice of all after school detentions in respect of their son, and are expected to support the school in ensuring students attend.

Conclusion:

Discipline for attainment helps pupils to feel happier and work harder, and this is what we are striving to achieve at More House.

Linked policies:

Anti-bullying policy

Anti-bullying Strategy