



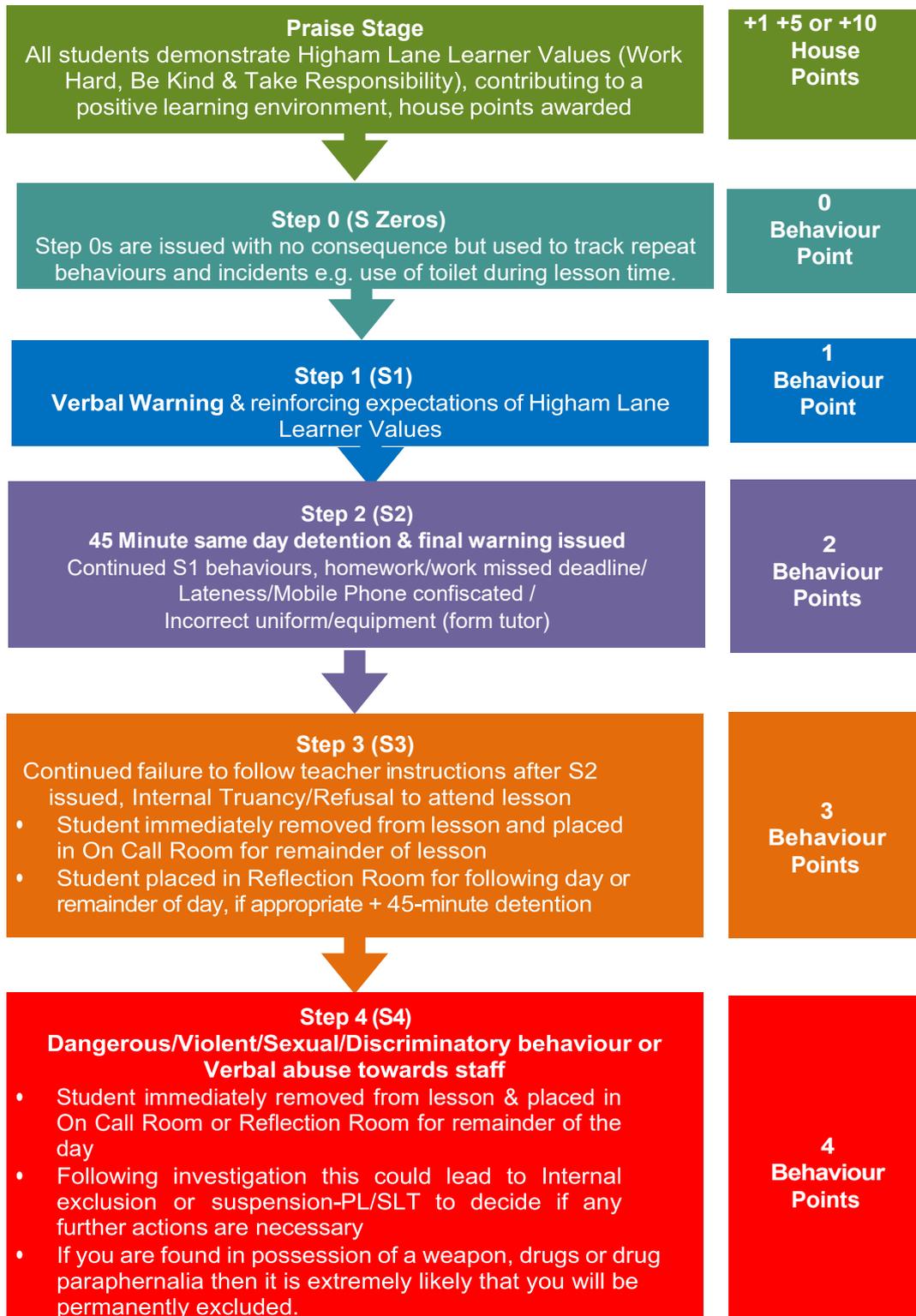
Praise & Behaviour Policy

Behaviour	Actions	Record & Inform
Praise <ul style="list-style-type: none"> All students demonstrate values of Higham Lane Learner & contribute to positive learning environment 	<ul style="list-style-type: none"> Name on recognition board House points Verbal praise Praise postcards Student of the Week 	Log house point on Classcharts
Step 0 (Zero) <ul style="list-style-type: none"> Use of toilet pass/time out 	<ul style="list-style-type: none"> No consequence/ used to track repeat incidents. 	Log S0 (zero) on Classcharts to record and keep log of repeat incidents.
Step 1 <ul style="list-style-type: none"> Low level disruption Lack of effort & work 	<ul style="list-style-type: none"> Verbal Warning Behaviour Management Strategies used e.g. Move Seats. 	Log S1 on Classcharts If behavior does not escalate to S2 (to inform form tutor/PL)
Step 2 <ul style="list-style-type: none"> Continued Step 1 behaviours Poor behaviour in lesson or social time Mobile phone confiscation Lateness to school/ Punctuality to lessons Incorrect uniform & equipment Homework not submitted/Missed deadline 	<ul style="list-style-type: none"> Same day 45 Minute Detention at end of school day Final Warning before issuing S3 Two Step 2 incidents (not for HWK/Missed deadlines) on same day will result in Internal Exclusion next day or same day if appropriate and 45 - minute Detention. 	Log S2 on Classcharts if behavior does not escalate to S3 (to Inform Form Tutor/ PL/SL)
Step 3 <ul style="list-style-type: none"> Continued failure to follow classroom teacher instructions after final warning at S2 Internal Truancy/ Refusal to attend lesson 	Student removed from lesson and placed in on call room for remainder of lesson. <ul style="list-style-type: none"> Internal Exclusion next day or same day if appropriate. and 45-minute detention. 	Log S3 on Classcharts (to inform On Call/ Form Tutor/ PL/SL) Contact made with Parents/Carers by Class teacher
Step 4 <ul style="list-style-type: none"> Dangerous/Violent /Sexual/ Discriminatory behaviour/Verbal abuse towards staff 	<ul style="list-style-type: none"> Student removed from lesson and placed in on call room or Reflection Room for remainder of the day. Following investigation this could lead to further sanction e.g. Internal exclusion or suspension. 	Log S4 on Classcharts (to inform On Call / Form Tutor/PL/SL/SLT) Staff member must provide further information of incident on Classcharts when logging incident. PL/SLT contact home

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Classroom Expectations



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Reporting Policy

Stage 1 - Form Tutor Report

- Tutor identifies multiple concerns on Classcharts from more than one subject or tutor identifies 3 lates
- Student placed on Form Tutor Report for a period of time (e.g. 2 weeks). Log on Classcharts as an event to inform PL/SL.
- Parents/Carers informed by Form Tutor and sign report daily.
- Successful completion of report student removed from report. Parents/Carers informed by tutor.
- Unsuccessful report- continued or worsening behavior Tutor/PL to review and determine if student moves to stage 2 or stays at stage 1.
- Persistent low grades (1-2s) in one subject to trigger a subject teacher report



Stage 2 - Progress /Subject Leader Report

- Students placed on PL/SL report for a period of time (e.g. 2 weeks or 6-8 lessons). Log on Classcharts as an event to inform Form Tutor, SLT, PL and SL.
- Parents/Carers informed by PL/SL and sign report daily.
- Successful completion of report student moved off report. Parents/Carers informed by PL/SL.
- Unsuccessful report, student continues to receive S1-S behaviours. PL/SL to review and determine if student moves to stage 3 Behaviour Manager/SLT Link report or remains on Stage 2 for further period of time. Parents/Carers informed by PL/SL.
- Consider referral to mentoring, intervention, external support.



Stage 3 – Leadership Link/Behaviour Manager Report

- Students placed on SLT report for a period of time (e.g. 2 weeks or 6-8 lessons). Log on Classcharts as an event to inform Form Tutor, PL/SL).
- Parents/Carers informed by Leadership Link/Behaviour Manager and sign report daily. Student is responsible for showing Leadership Link/Behaviour Manager report on daily basis.
- Successful completion of report (1s) student moved down to stage 2 PL/SL Report. Parents/Carers informed by Leadership Link.
- Unsuccessful report, receiving three 3s or a significant incident occurs (S4), PL/SL to review and determine if student moves to SLT report or remains on Stage 3 for a further week. Parents/ Carers may be formally invited to attend a Leadership Disciplinary to meet with PL / Leadership Team. The student may be invited to meet with Governors. Students and Parents/Carers made aware of expectations and potential future outcomes including Respite, Off-Site Direction, managed move, alternative provision or permanent exclusion.
- Consider referral to mentoring, intervention and external support.



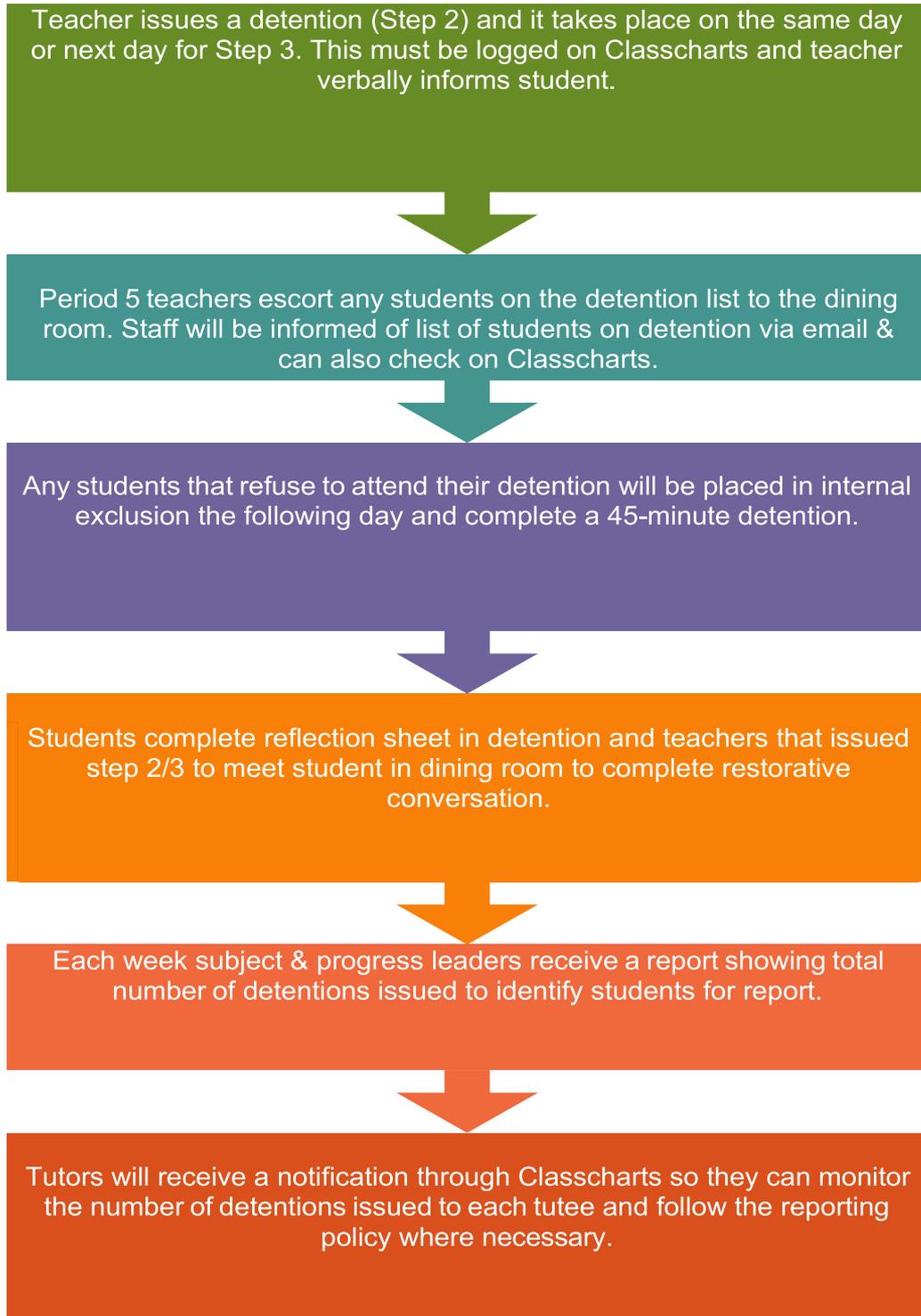
Stage 4 - SLT Report

- Student to report to Assistant Headteacher for Behaviour at agreed times, daily.
- If required improvement is demonstrated, then student moves back to Leadership Team/Behaviour Manager report.
- If required improvement is not demonstrated, then parents / carers to attend further meeting to advise of outcome: respite, Off-side Direction, managed move, alternative provision or permanent exclusion.

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Detentions



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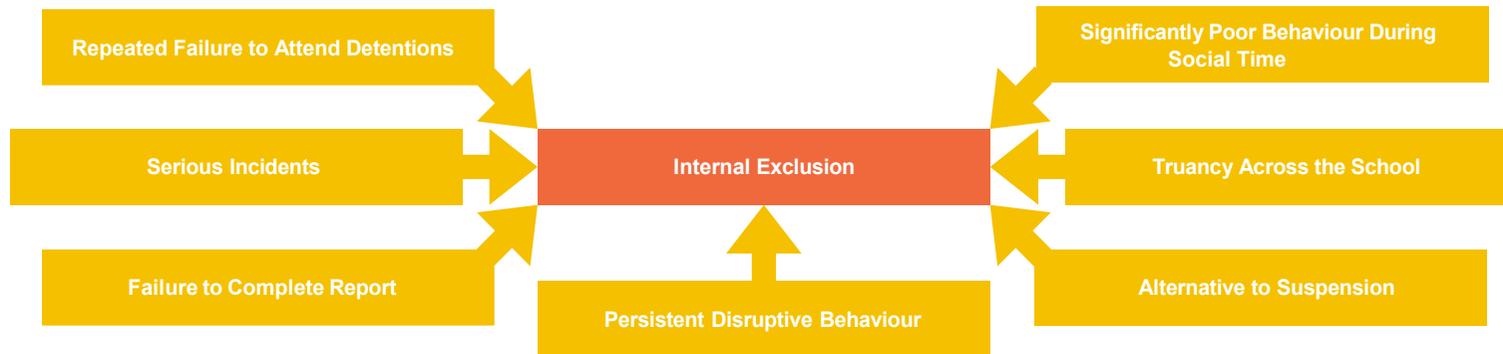
Internal Exclusion

Student to be placed in Internal Exclusion by:

- Senior Leadership Team
- Progress Leaders

Internal Exclusion (Recommend 1-5 days per incident)

- Student work in silence on work provided by teachers, where possible, on Google Classroom.
- Where work cannot be provided students must either complete online learning (My Maths, Dr Frost etc.) or complete paper-based task available in the Reflection Room.
- Students Internally excluded will have a 1to1 Restorative mentoring session within the day to resolve any issues and support with improving behavior before they return to lessons.



Internal Exclusion Procedure:

- All students booked in to Internal Exclusion by PL/SLT
- If student has key worker this information will be shared and support may be offered
- Students are monitored throughout the day and if their behavior does not meet required standard further sanctions will be applied

Interventions During the Day:

- Behaviour Mentor
- Behaviour and Attendance Manager
- Senior Leadership Team
- Subject Leaders
- Progress Leaders

Students with ASD/ADHD/Emotional Attachment Disorder need to go in same day or spoken to on that day. Make clear the steps and when this will take place and for what.

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Praise Reward Shop

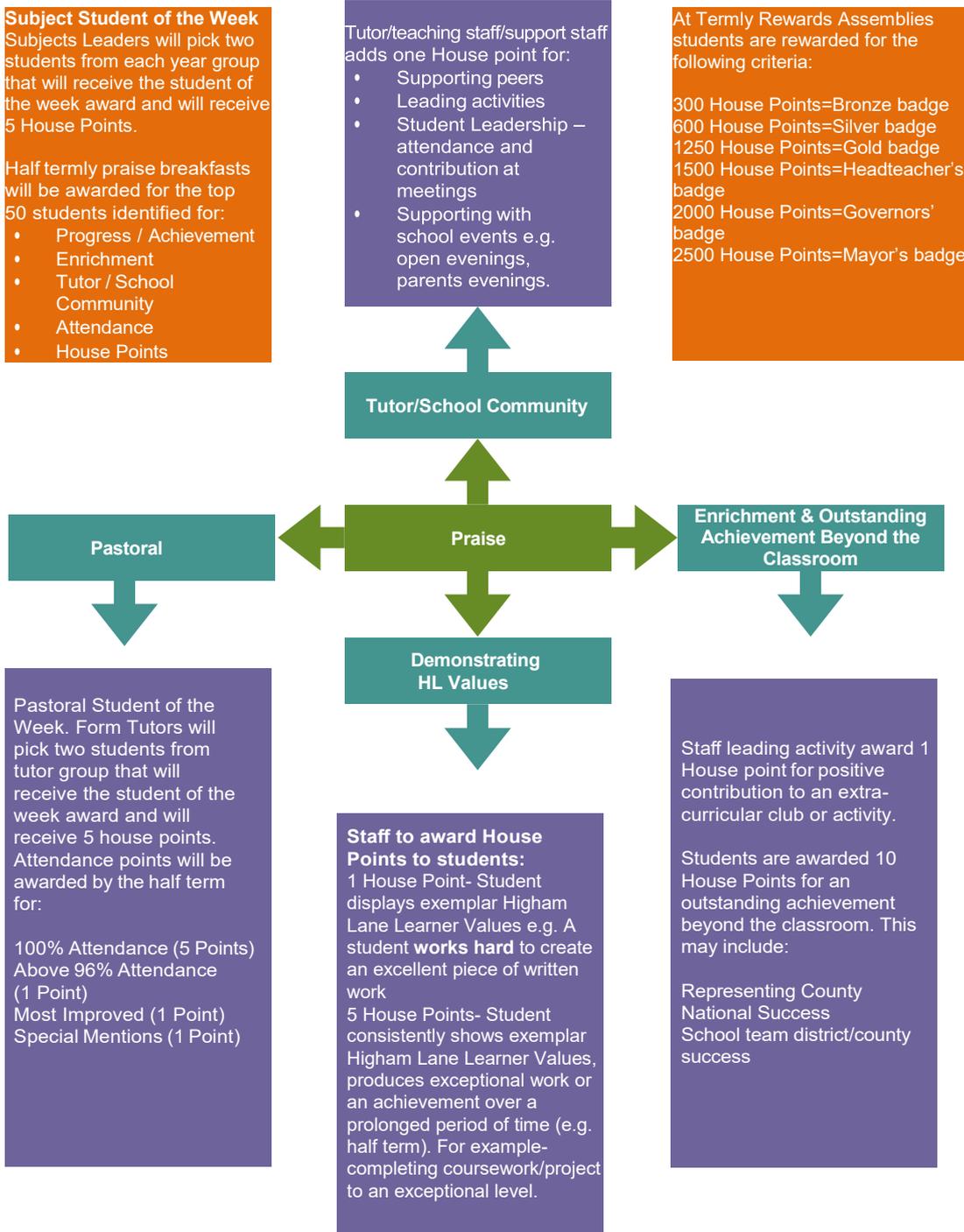
To be purchased using house points on Classcharts and collect at Reward Shop by Coombe Hall during
Breaktime (Year Mon-7/Tues-8/Wed-9/Thurs-10/Fri-11)
All items subject to availability and house points values subject to change.

50 House Points	150 House Points
Stationery item - pen, pencil, ruler etc. Jump the Queue Lunch Pass – one day Small bag of sweets Termly raffle ticket	Pencil case with stationary Drawstring bag Playing cards Jump the Queue Lunch Pass – one week
300 House Points	500 House Points
Revision cue cards Large bag of sweets Jump the Queue Lunch Pass- one half term	Football, Basketball, Netball or Rugby ball Colouring book £5 Voucher Jump the Queue Lunch Pass- one term

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Praise Diagram



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Stages of Intervention



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Higham Lane School Ethos and Learner Values

'Be the best you can be'		
Work Hard	Be Kind	Take Responsibility
I take pride in my work and always complete work to the best of my ability	I always show courtesy and gratitude towards all staff members	I respect the school rules to ensure that teachers can teach and students can learn
I pursue my passions and aspirations with unwavering commitment	I support our positive and inclusive environment by greeting others in a polite manner	I am punctual to lessons and manage my time to meet deadlines
I am not afraid to take risks and am resilient when presented with challenges	I always show tolerance and listen to the views of others	I am organised, I bring the correct equipment and wear the school uniform with pride
I persevere when presented with challenging tasks and homework, responding positively to feedback	I always support other students and will be an upstander against bullying or discrimination	I follow the school routines to create a safe and positive learning environment for everyone
I demonstrate the dedication, determination and diligence to fulfil my potential	I always demonstrate empathy, compassion and respect to others	I engage with the restorative process to resolve conflict and build positive relationships with staff and students

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**The Higham Lane Way
Our routines and processes**

At the start of lessons	During Lessons	At the end of lessons	Movement between lessons
<ul style="list-style-type: none"> ➤ Students will arrive promptly and enter the room quietly ➤ Teachers greet students at the door and students are expected to be polite and greet the teacher with a 'Hello' or something similar ➤ Teachers will have organised students into a seating plan and students will take seat specified on seating plan ➤ Students take off any outdoor clothing and get organisers and equipment on the desk ➤ Write out the date and title and complete Rapid Recall task set by the teacher ➤ Teacher takes the register and students respond politely- yes sir/miss 	<ul style="list-style-type: none"> ➤ Teachers will plan activities to ensure students can make progress towards achieving excellence. ➤ Students will work hard and complete the work set to the best of their ability ➤ Students must ensure they are working hard and taking responsibility by following instructions and not disrupting the learning of others. ➤ Staff will use teaching strategies to try to avoid using Steps where possible but when needed, Steps will be issued. ➤ Staff will issue a minimum of five House Points per lesson for excellent work and attitude. 	<ul style="list-style-type: none"> ➤ Record any homework in organiser. ➤ Use your organiser to find out where your next lesson is ➤ Students should pack up and stand behind chairs. ➤ Complete self-check-(tie, shirt, blazer). ➤ Wait in silence for teacher to dismiss you a row at a time calmly and silently, checking uniform as you leave. ➤ Leave the lesson politely, say 'Thank you' to your teacher for the lesson. ➤ Students should not leave before the bell, which is for teachers and not for students 	<ul style="list-style-type: none"> ➤ Always take the fastest route via the one-way system to your lesson and enter the building nearest to your lesson. ➤ Walk with pace and purpose quietly to your lesson ➤ Greet others with a smile, make eye contact say Hello/Good morning/afternoon ➤ Hold the door open for others- showing respect. ➤ Behave sensibly, no eating/drinking, keep personal space from others. ➤ Ensure your appearance is smart wearing the correct uniform.

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Punctuality to lessons and Internal Truancy

- Student must always take the fastest route via the one-way system to their lesson and enter the building nearest to their lesson following break and lunchtimes.
- Students must walk with pace and purpose to their lessons ensuring they arrive on time without delay.
- Students should not go to student services, toilets or to see a member of staff during lesson time. This should only take place during break, lunchtimes or scheduled meeting times.
- To ensure the safety of our students, teachers are expected to take registers within the first 5 minutes of the lesson. If a student has not arrived to lesson within 5 minutes of the start, the following process will be initiated to identify a missing student:

Missing Student Alert

- If a student is missing from lesson and have been marked as present in an earlier lesson, staff member record this using the missing student alert on class charts.
- If student arrives late a S2 is issued and student attends 45 mins same day detention.
- On Call staff member will check for student's location and determine whether they are truanting or if there is a valid reason for their lateness. If there is a valid reason the student is escorted back to lesson.

Immediate Actions

- If the student is not found with a timely manner on call staff member must inform a member of the leadership team and parents/carers will be contacted.
- If the student is found to be truanting or refusing to attend lesson, the student is issued a S3; placed in On Call room for the remainder of the day and will attend same day detention.
- During this time students will complete the work tha has been set by the class teacher and catch up on any missed work.

Intervention and Follow up

- Progress Leaders (truancy across different subjects/Subject Leaders (truancy in one subject) will investigate the reasons for the truancy using truancy reflection sheet and resolve any issues.
- Parents/carers are contacted to inform them of the truancy, the consequence and any actions to resolve the issues and prevent further truancy.
- Student will be placed on punctuality report for a minimum of two weeks to monitor their punctuality and identify any furtehr incidents of truancy.
- Persistent truancy could lead to further sanctions including suspension, respite, Offsite Direction or Managed Move.

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