

# Stanley High School

## Behaviour for Learning Policy

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### The Principles Underlying the School Behaviour for Learning Policy

The Behaviour for Learning Policy at Stanley High School is a statement of good practice, which allows all students to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the school are expected to help maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy and tolerance.

- Warm-Strict (See Lemov, Teach Like A Champion 3.0) – We can, and should, be strict and warm at the same time. This approach embodies clear expectations and not allowing breaking the rules, but expressed with warmth. We can smile and welcome students into our classroom and be very clear about how we want them to come in and begin their work – there is not a conflict between these two approaches.

### Providing children with a strong sense of right and wrong

As important as academic achievement for students is, it is equally important that they leave Stanley High School with a strong sense of what is acceptable behaviour and conduct and what it isn't. We want our students to go on to become successful, productive British citizens who make an active contribution to society. Our behaviour for learning practices have an unashamed focus upon insisting that our students are courteous, well mannered, presentable and respectful. We believe this focus upon the development of the 'whole child' is important, as these are behaviours that are needed for students to be successful in employment. We develop these ideas in a number of ways. These include:

- Form tutor period
- Year and Whole School assemblies
- Across the whole curriculum – through careers education and other Personal Development components
- The promotion of British values and equipping students with knowledge of the 'prevent' agenda, Protected Characteristics, and others
- Working with the local community on projects

We want all our students to develop a positive attitude to learning, that will enable them to be successful and provides them with, and have a thirst for, learning that extends beyond what is economically useful and enables them to enjoy learning for its own sake and how it enriches the individual.

We are insistent on good order in classrooms so students can have opportunities to develop

- Curiosity and imagination
- Resilience and perseverance – when faced with difficult challenges
- Ability to think laterally – when faced with new situations
- Team working skills – and developing problem solving skills
- Oracy skills – and capacity to articulate their ideas
- Develop literacy and numeracy skill skills

### Aims of the School Policy

- To support effective teaching and learning
- To help all students make good progress
- To have clear, easy, unambiguous guidelines that are understood by all
- To develop mutual respect between all
- To maintain an orderly environment both within the school and the surrounding community

- To adhere to, and consistently apply, the principles of the school behaviour policy
- To gain the agreement and active support of teachers, support staff and parents/carers
- To promote Student Voice in regard to Behaviour for Learning Expectations and Rewards
- To work in partnership with parents/carers to encourage positive behaviour and attitudes
- To reward good behaviour and achievement
- To sanction poor behaviour

## Expectations

The most important person in ensuring that the school's behaviour policy is complied with is not the teacher or parent/carer but is the students themselves. We will be robust in challenging students when they do not meet their expectations or follow guidelines for behaviour. When students fall short of this expectation we will expect parents and carers to support the school. Teaching staff will help students with their understanding of the policy by reviewing expectations with students at the start of each term at the very least.

## Expectations of Students

- Students will demonstrate a positive attitude to learning in all lessons
- Students will be courteous to all school staff, visitors and other students
- Students will follow reasonable instructions by school staff, obey school rules for behaviour, uniform, appearance and conduct and accept sanctions in an appropriate way.
- Students will act as positive ambassadors for the school when off school premises.
- Students will always show respect to school staff, fellow pupils, school property and the school environment.
- Students will never denigrate, harm or bully other pupils or staff.
- Students will never bring any materials that are harmful or illegal into school or on to the school premises e.g. cigarettes, alcohol, drugs
- Students will never bring any objects which could cause harm on to the school site e.g. knives
- Students will not engage in any other risky behaviours including peer on peer abuse
- Students will cooperate with and abide by any arrangements put in place to support their behaviour such as behaviour or conduct reports or behaviour plans.
- Students will contribute to the development and refinement of the school behaviour policy

## Guidelines for Students

Students must

- Be smart in appearance and in full correct uniform
- Uphold the school motto at all times
- Not to use any electronic devices or mobile phones on the school site – if these are visible they will be removed from students and parents will be expected to pick them up from the school site
- Be punctual to school and to all lessons
- Be responsible for the school environment
- Arrive at school by 8:40am with the correct books and equipment for the day
- Act safely at all times
- Be kind, polite and courteous
- Show respect to each other students and ALL members of staff
- Respect others and their property
- Respect the building and grounds
- Follow directions
- Move around the school on the left in an orderly manner
- Carry their planner with them and use it appropriately
- Complete homework and hand it in on time

- Not to eat/drink/chew in lessons and to dispose of any rubbish in the bins provided around the school site.
- Not to wear excessive make up, wear jewellery that breaches health and safety regulations or wear extreme hair colouring/styles.
- Not to wear hats or 'hoodies'
- Not to use or possess illegal drugs or weapons
- Not to harm or threaten harm to any student, staff member or member of our wider community. This includes use of social media platforms also

## **Lesson Guidelines for Students**

### **Starting Lessons**

#### **Students must**

- Be on time and line up outside the classroom in an orderly manner
- Enter the classroom when instructed in an orderly manner and stand behind your chair
- Take off outdoor clothing before entering the room – when possible
- Get out books and equipment, including your planner
- Put bags out of the way – when possible
- Sit quietly ready to start the lesson
- Sit according to the teacher's seating plan

#### **During lessons**

- Be silent and listen when the teacher or another student is speaking
- Stay in your seat and remain in the room unless you have permission to do otherwise (written permission to be out of the classroom)
- Participate fully in the lesson
- Work to the best of your ability without distracting others – give 100% at all times
- Respect the environment
- Ask for help, if necessary, at the appropriate time
- Write homework tasks and record rewards/achievements in your planner

#### **At the end of the lesson**

- work until the teacher indicates the end of the lesson
- Stand, quietly, behind your chairs check your uniform
- Leave in an orderly manner when dismissed
- Leave the room tidy
- Leave the room safely

Please note the home school agreement that we expect all students and parents to sign overleaf.

### Home/School Agreement - Student

I shall aim to:

- Have a positive 'can do' attitude and take an active part in creating a supportive, happy learning environment.
- Bring all books and equipment to school and be ready for learning.
- Attend school regularly and on time.
- Wear the school uniform with pride and follow the student dress code.
- Take an active and full part in school life, including extra-curricular opportunities
- Work to the best of my ability with classwork and homework.
- Achieve the highest possible standards of behaviour both in school and travelling to and from school.
- Respect others, both staff and students and visitors to the school.
- Promote an environmentally friendly litter free school.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Home/School Agreement - Parents

I/We will aim to:

- See that our son/daughter attends school regularly (e.g. 97% of the time) and is punctual to all lessons and registration periods.
- Support the school's behaviour management structures and school rules.
- Ensure your son/daughter attends school in full school uniform in compliance with the student dress code.
- Actively support your child's learning by taking an interest in their homework and other opportunities for home study, including an active interest in checking student planner
- Ensure that any family holiday is taken in accordance with DFE guidance and that no holidays are planned during term time.
- Take an active interest in documents and policies produced by the school to support learning by regularly visiting the school website.
- Ensure that your son/daughter arrives at school properly equipped for lessons.
- Inform the school immediately of reasons of our child's absence.
- Inform the school of any concerns or problems that might affect work or behaviour
- Attend parents' evenings and other discussions about my child's progress.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Expectations of Parents & Carers

- Parents & carers will respect the school's behaviour for learning policy and the disciplinary authority of school staff.
- Parents & carers will ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- Parents & carers will not be disrespectful or threatening towards any school staff
- Parents & carers must send their child to school each day punctually, clothed in line with the school uniform policy, fed, rested, and equipped and ready to learn.
- Parents & carers must ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.
- Parents & carers must be prepared to work with the school to support their child's positive behaviour.
- Parents & carers must attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- Parents & carers must adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is suspended from the school, parents and carers must ensure the child is not found in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.

## Expectations of the School

- The school will make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.
- The school will ensure the whole school community is consulted about the principles of the school behaviour policy.
- The school will enforce our school behaviour policy – including rules and disciplinary measures.
- The school will establish and communicate clearly measures to ensure good order, respect and discipline.
- The school expects pupils and parents' cooperation in maintaining an orderly climate for learning.
- The school will cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
- The school expects pupils to respect the rights of other pupils and adults in the school.
- The school will ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- The school will not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- The school will ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.
- The school will take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.
- The school will ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- The school will support, praise and as appropriate reward pupils' good behaviour.
- The school will apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- The school will arrange reintegration interviews for parents/carers at the end of a fixed period suspension

- The school will provide support through a Year Leader Team report card for any student who has returned from a suspension. The report card will highlight agreed targets for the student and will be monitored by the Year Leader for a minimum of two weeks
- The school will arrange detentions for students who transgress school rules
- The school will take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- The school will ensure staff model good behaviour and never denigrate pupils or colleagues.
- The school will promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- The school will keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities
- The school will work with other agencies to promote community cohesion and safety.

### **Expectations and responsibilities of teachers**

A critical part of a teacher's role is to ensure that good order is maintained in their classroom as, without, students are unlikely to make the progress they should do. The Headteacher, Leadership Colleagues and Teaching and Learning Team will therefore carry out regular learning walks to support learning by challenging students who are off task and challenging teachers and other professionals who are not abiding by the school's own behaviour policies. If such concerns arise on a frequent basis, the Headteacher may decide to take further action should she deem this necessary.

For clarity we have included the appropriate section from the teaching standards that relate to effective classroom management.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Any member of staff involved in dealing with a suspected behavioural incident must ensure that the following steps are undertaken:**

- Speak to the relevant students/staff involved and ascertain the facts related to the incident
- Weigh up the balance of probabilities before applying a sanction or communicating with a parent. An allegation (unless proven) is an allegation.
- Alert parents of the outcome of the investigation and of any sanction given. **DO NOT** speak to a parent about anyone other than their own child. If a parent asks what a sanction was for another child or requests any details about them, we cannot provide these.

### **Guidelines for Staff**

- Meet and greet students into lessons by being present at the door to welcome students into the rooms and therefore avoid problems on the corridors where possible.
- Have starter activities ready for students to immediately, so that students entering the classroom are entering an environment that is work focussed from the outset
- Be on time for duties and make sure that we converse with students when on duties.

- Spend time on outlining what the expectations are at the beginning or ends of lessons – and do this consistently with ALL years
- When we challenge a student about behaviour; ensure that it is their behaviour we criticise and not them
- Be mobile around classrooms to let students know it is 'our' domain
- Not overreact or be provocative and ensure that we physically get down to their level and redirect behaviour in a calm measured manner, reminding the students that they are choosing not to follow expectations
- When a student who has been off task returns to work, we should respond by acknowledging that with appropriate praise
- Be aware of our own body language
- Avoid sarcasm, put downs and over familiarity – staff should maintain professional distance
- Remember that we need to be polite and use please and thank you, so we engender some mutual respect
- Expect students to bring the basic equipment for lessons and challenge them when this does not happen e.g. pen, pencil, planner, as an absolute minimum
- Challenge students who are not in correct uniform
- Ensure that any sanctions that we apply are followed through
- Recognise that establishing and sustaining good order in classrooms is EVERY INDIVIDUAL TEACHER'S responsibility and recognise that this is a prerequisite to ensure students make good progress

### **Management of Behaviour**

The control of behaviour and rewards should be principally conducted by the following hierarchy

1. The classroom teacher
2. The department and or Curriculum Area
3. The form tutor
4. The Year leader
5. Pastoral/LT Link
6. Leadership Team
7. Headteacher

With all of these guidelines, applying them CONSISTENTLY is the key.

If a classroom teacher issues a detention or has concerns over a student's behaviour/progress, parents must be contacted by email, phone or letter. All contact details can be found on ARBOR. Concerns should be logged onto ARBOR behaviour module and any contact with home entered onto the ARBOR communication page.

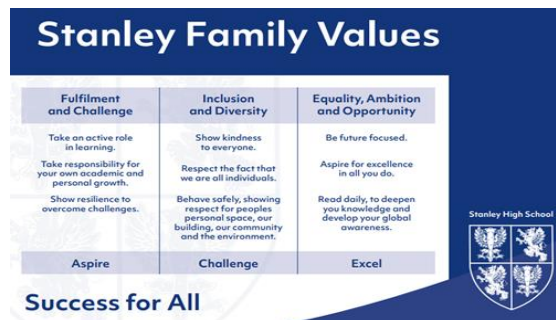
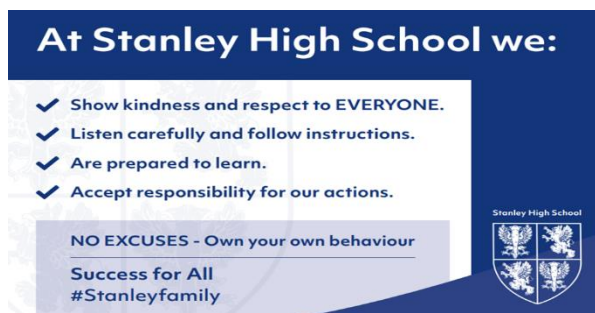
Whenever and wherever possible, it is most effective when the classroom teacher resolves their own student conduct issues.

Whilst we recognise that there will be cases when other staff need to intervene, this should be the exception not the norm. Staff must be prepared to give up their own time and engage in appropriate restorative work if they are to re-engage the student. For the majority of cases, we would see the 'Department/Curriculum Area/Year Leader' as the unit of organisation whereby more serious infractions of rules are dealt with, through detentions and arranging meetings with parents. Only in the most extreme cases, would the Headteacher be expected to be involved. Support and training will be given in restorative justice techniques to help aid teachers and other staff 'repair and mend' relationships between staff and students. In certain cases, students will need extra input from the Learning Support/Pastoral Support Team that may involve input from outside agencies. A simple statement of expectations will be posted in every class and around the school to remind everybody of our ethos and ambition.

### **Leadership Team Support**

On Call system is being changed to reflect the rationale of this behaviour policy. There will be a system whereby Staff can ask for support via a group e mail to the office and Leadership Team. Where possible, a Senior member of staff or appropriate Middle Leader will respond to the incident. These support members of staff will be called to classrooms when there is a **critical** need for intervention rather than the 'first person you should contact'. It is in line with the expectation that Faculties/Curriculum Areas will be more responsible for dealing with and resolving behavioural issues.

## Sanctions to be employed by the classroom teacher



- Reminder – All students reminded of the above, as part of the behaviour system. These posters are at the front of every classroom to ensure all students are aware of expectations.
- Warning – individual student
- Stage 1 – 30-minute detention
- Stage 2 – Faculty Remove +45-minute detention
- Stage 3 - 90-minute detention on a Friday
- Stage 4 – Reflect & Restore (R&R) – 9:00-16:00
- Serious Breach – LT supervision or suspension – Leadership Team

## A List of behaviours by category

Some categories of what type of behaviour constitute poor or unacceptable behaviour:

- **Warning**
  - Repeated low level disruption in class/corridors
- **Stage 1 – 30-minute detention**

Repeated Disruptive Behaviour:

  - Phone/Airpod use – pupil must hand these to member of staff
  - Failure to attend late to school detention
  - Tutor – repeated failure to bring equipment/failure to address uniform issue concerns
  - Late to lesson - over 5 minutes will be a Stage 1
  - Calling out
  - Disrespectful to staff
  - Not following instructions
  - Off task
  - Lack of homework
  - Out of class behaviour
  - Late to school
- **Stage 2 – Faculty Remove + 45-minute detention**
  - Continued disruptive behaviour
  - Continued defiance following Stage 1 being issued. Alert will be sent to LT call out to remove student and take them to the appropriate place.
  - Failure to attend a Stage 1 sanction
  - Failure to hand over mobile phone



- **Stage 3** – 90 minute detention
  - Failure to hand phone to LT
  - Failure to comply with Stage 2 detention.
  - Failure to attend Stage 2 sanction.
- **Stage 4** – Reflect & Restore (R&R)
  - Issued for serious incidents or internal truancy
  - Students remain in R&R from 9:00-16:00 and complete work set
- **Serious Breach** – LT supervision or suspension – Leadership Team
  - Repeated truancy
  - Threatened/actual physical violence
  - Smoking/vaping
  - Serious behaviour incident
  - Previously escalated repeated disruptive behaviour
  - Possession of a banned/inappropriate item
  - Physical aggression towards another student (fighting)
  - Inciting a fight/violence
  - Aggressive confrontation with a member of staff
  - Failure to complete LT supervision (escalation)
  - Swearing at a member of staff
  - Intentional Racist abuse
  - Intentional use of homophobic, biphobic, transphobic language
  - Intentional discrimination towards any protected characteristics
  - Sexual harassment
  - Sexual violence

**Reasonable adjustments** will be made, to ensure all students' needs are understood, and targeted behaviour interventions put into place. This will include working with other professionals and external agencies where appropriate.

Year leaders will track incidents relating to behaviour and in the most serious of cases a student can be referred to LT if they are considered to be at risk of internal supervision/external suspension. The Learning Support/Pastoral Support Teams can support students with learning/restorative approaches or perhaps anxiety issues and, sometimes, behaviour management strategies.

Regardless of the outcome students **MUST** receive a classroom teacher-based sanction at Stage 1. If a student is referred to a year leader and, in exceptional cases, a member of Leadership - there must be some dialogue between the classroom teacher and the student before the next lesson to rebuild relationships wherever possible.

### **Internal Truancy**

If a child does not turn up to a lesson or they are late by more than 15 minutes (without an appropriate reason), then staff will send Arbor alert.

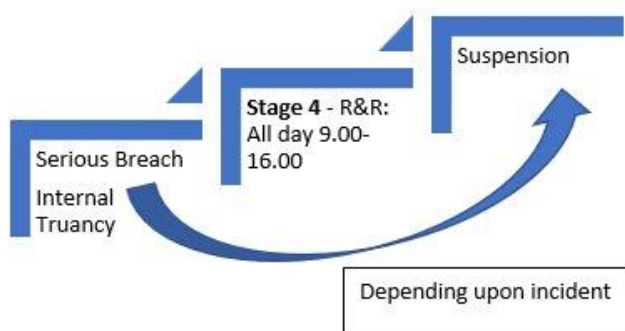
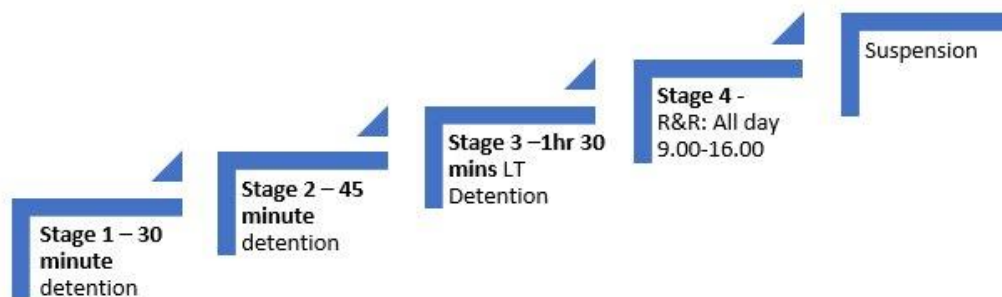
LT pick up student and place in R&R.

Office call parent to come in and meet with Senior Leader in charge.

### **Extreme Behaviour**

There are occasions when students display behaviours that threaten the safety of themselves, other students or staff that may require physical intervention by a member of staff. Obviously, these situations are preferably avoided but if it is the staff judgement that safety is compromised, it is permissible for them to use appropriate force to restrain a student. It is not against the law whatsoever. If they are placed in this situation, they will try to get support from another adult if at all possible. It is stressed that they should avoid using any kind of force if at all possible. ***For example - do not attempt to physically block the exit of an agitated student who is intent on leaving the room or immediate area, simply inform appropriate colleagues.***

## Behaviour for Learning -Consequences & Escalation



During breaks and lunchtimes, students whose conduct is unacceptable may be placed on a Stage 1 or 2 detention.

### Lates

Mark as present if student attends tutor time. If the student 'turns up late to tutor time, then tutor to mark number of minutes late on ARBOR

- Refusal to attend tutor time/significant late referred to Year Leader for decision on a sanction and/or a plan to improve.
- If students are late to lessons, then the classroom teacher should administer an appropriate sanction. Break or lunchtime detentions can be used.
- Any students that are late after the gate is closed and enter through the front doors, will be given a detention at break time on the same day. Failure to attend will result in a Stage 1 detention being issued.
- A message will be sent home to inform their parents/carers that they have a detention.
- The students will report to **the hall** at beginning of break.
- The Year Leader detention rota to remain in place for these detentions, supported by SLT if numbers are high.

Year Leaders will be on a rota for one to be at the foyer each day between 8:40am – 9:00am to talk to the students as they arrive late, discuss why and explain the next steps.

## Uniform

- Morning checks – Year Leaders/Senior Staff - around tutor groups every morning
- 1st uniform issue = warning
- 2nd telephone call or e mail home
- 3<sup>rd</sup> Meeting – with year leader and or form tutor
- Equipment checks and planner check should be carried out at least once per week.

## Mobile phones

Mobile phones must be switched off when students are in form time, as per our 'Out Off Away' policy. If a student uses their mobile phone throughout the day, the phone will be confiscated and placed safely in the school office. Should a pupil present as a persistent concern regarding phone usage in school, the headteacher reserves the right to insist that pupils hand their phones in to reception first thing in the morning on a daily basis, to be placed in the safe, to be collected at the end of the same day.

Whilst we have had this rule for some time at Stanley High School, the recent government guidance (February 2024) regarding mobile phones in schools, supports our policy and indeed recommends that all schools follow suit. The link to the guidance [Mobile Phones in Schools](#) can be found by clicking the link, which emphasises the need to prohibit the use of mobile phones throughout the school day, not just during lessons, but at break and lunchtimes as well. Under this guidance, we may search a pupil if we suspect that a phone has been used without permission. Failure to cooperate or follow the school rules surrounding mobile phones will be dealt with via the stages of this behaviour policy.

## Searching Students

School Safeguarding staff have the power to search students for prohibited items including, weapons, alcohol, drugs or connected paraphernalia, stolen items, tobacco, lighters/matches, e-cigarettes and/or fluids fireworks, pornographic images, drinks/food brought into school with the intention of selling to others, any item that has been or is likely to be used to cause an offence, cause personal injury or damage to property and any other items banned by school policy.

In the case of suspicion of illegal substances or property, the Parents will be contacted and the Police informed.

Any search needs to have a member of the Safeguarding team in attendance. In extreme cases or cases of non-compliance by the student, the parents will be asked to attend or nominate an appropriate adult (who can be school based) and the Police may be invited to undertake the search. We will liaise with our Safer School's Police Officer in these matters.

As with mobile phones that are used, visible during school hours on more than 2 occasions, any returnable item that has been confiscated, may be collected by parents at the end of the day. Parents will be informed by the school office of any items that have been confiscated that day.

## Students on Report

Stanley High School Operates a 4 point Attitude to Learning (ATL) system which supports the tracking of Academic Progress and promotes consistency of reporting across the school. The system is also applied on conduct reports and the ATL criteria are explained in Appendix 1.

Where student's behaviour or attitude to learning warrants, they will be placed on a monitoring report with their form tutor. This will be for a period of two weeks, depending on their successful completion of agreed target(s).

Parents are expected to read and sign the report at the end of each day. Parents will be informed that their child is on report by phone call or email. Communication can also take place through the student planner, which parents are expected to sign at least weekly.

If a student is not successful or if their behaviour/ Attitude to Learning warrants, then students will be placed on a Year Leader Report for a period of two weeks – the same rules apply.

Any loss of their report booklet will extend the period of monitoring, failure to meet with appropriate staff, on a daily basis, as directed will accrue further sanctions (usually loss of free time during or after school).

## **SUSPENSIONS and EXCLUSIONS**

Internal Supervision/Fixed Term Suspensions will be considered for behaviour which significantly breaches the expectations of the school's behaviour policy. This can include abuse to staff or students, persistent defiance of school rules and any acts of behaviour outside of school, that brings the school into disrepute.

Suspensions will be issued by the Leadership Team.

Suspensions will result from students passing through Stage 4 or serious incidents

Readmission with parent/carers with member of Leadership alongside relevant pastoral or SEND colleagues

Upon return students will need to complete a Reflect and Restore and will go onto a two-week behaviour report monitored by Year Leader. Any further bespoke support agreed by the Leadership & Pastoral teams.

Permanent exclusion will be considered for actions which endanger the health and safety of others, or when deliberate damage of school property occurs. In line with our safeguarding policy, suspension or permanent exclusion may also be considered where students make and maintain malicious allegations against staff.

These are guidelines around suspension/exclusion at Stanley High school and are not the only examples where these sanctions may be considered.

### **A Guide to the Law**

Only the head teacher of a school or their delegate can suspend a pupil, and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended.

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the head teacher's duty to notify parents, still apply.

The behaviour of pupils outside school can be considered as grounds for suspension. This will be a matter of judgement for the Head teacher

The Head teacher may withdraw a suspension that has not been reviewed by the governing body.

## Rewards

### Stanley High School celebrates when students:

- Excel personally or academically
- Attend school
- Show kindness and acceptance
- Represent the school
- Listen carefully and follow instructions
- Show commitment to the school and community

Blazer badges will be awarded for achieving high standards

**BRONZE = 100 Points**

**SILVER = 200 POINTS**

**GOLD = 300 POINTS**

Where we recognise achievement	How we recognise achievement
<b>Arbor – positive praise points</b>	<ul style="list-style-type: none"> <li>• Most per week, per form – individual certificate.</li> <li>• Form with most per week – Headteacher’s certificate for the form to display.</li> <li>• Bronze, Silver Gold badges</li> <li>• Praise postcards: departmental and. Card given to student and message sent home to parents/carers.</li> </ul>
<b>Recognition Boards</b>	<ul style="list-style-type: none"> <li>• In all classrooms &amp; Year notice boards – update regularly. ‘ACE Board’. Sign to be produced for all classrooms.</li> </ul>
<b>Recognition Assemblies</b>	<ul style="list-style-type: none"> <li>• Half Termly</li> <li>• Message to be sent home to inform of the award to individual pupils at the end of the term.</li> <li>• Assembly at the end of each term, and an emphasis on praise in each weekly assembly.</li> </ul>
<b>‘Getting it Right’</b>	<ul style="list-style-type: none"> <li>• Recognising getting right – Zero negative behaviour points and above 80% attendance in one week.</li> <li>• = 5 Praise Points + message home weekly</li> </ul>
<b>Recognition Friday</b>	<ul style="list-style-type: none"> <li>• Weekly department nomination – 1 per year group</li> <li>• Subjects to nominate students.</li> <li>• YL to agree and students informed by YL during registration on Friday morning.</li> <li>• Recipients will leave lesson at 10:55am to receive a treat during Friday break from the hatch in the foyer.</li> </ul>
<b>Newsletter/letters</b>	<ul style="list-style-type: none"> <li>• Keep people informed of praise and recognition.</li> <li>• Letter home for commitment to school</li> </ul>
<b>Thursday Briefing</b>	<ul style="list-style-type: none"> <li>• Pause for Praise</li> </ul>

### Celebration of Achievement - Special Awards

#### Fulfilment and Challenge Award

The Fulfilment and Challenge Award is awarded to pupils who have exceeded expectations and have overcome barriers to reach a particular goal.

#### Inclusion and Diversity Award

The Inclusion and Diversity Award is awarded to pupils who have empowered others to value and celebrate differences in our school community.

#### Equality Award

The Equality Award is awarded to pupils who ensure all individuals are treated fairly and equally and actively promote equality across all aspects of school life.

#### Ambition Award

The Ambition Award is awarded to pupils who demonstrate a strong desire and determination to excel in a particular area.

**Opportunity Award**

The Opportunity Award is awarded to pupils who seek out new experiences and embrace opportunities offered to them to enable them to succeed.

**Consultation**

The governing body understands it is legally required to consult with the head teacher, staff, parents and pupils on the principles of the behaviour policy. The consultation may be arranged in such manner as appears appropriate.

This policy is to be reviewed every 2 years and updated as necessary.

Headteacher outlines school behaviour policy and what is expected regarding behaviour and what is not tolerated at Stanley High School in an assembly each year to students.

Appendix 1

Attitude to Learning Criteria

Approach to Learning Criteria	
<b>4</b>	<p><b>Self-motivated and co-operative learner who is focused on making good progress</b>  <b>Participates enthusiastically and maturely: works well</b>            Learning tasks in lesson are <b>always completed to the best of ability</b>  <b>Shows resilience</b> when faced with challenges: <b>always attempts own solutions</b> <i>before</i> asking for help  <b>Always</b> prepared and on time for lessons</p>
<b>3</b>	<p><b>Co-operative learner who is usually focused on making progress</b>  <b>Participates</b> in class activities and <b>usually works well</b>            Learning tasks in lesson are <b>usually</b> completed to a <b>good standard</b>  <b>Sometimes</b> attempts own solutions <i>before</i> asking for help  <b>Usually</b> prepared and on time for lessons</p>
<b>2</b>	<p><b>Often works hard</b> when motivated by the task, but <b>can sometimes be distracted</b>  <b>Usually participates</b> in class activities but <b>does not always work effectively</b>            Lesson tasks are <b>not always completed fully</b>            Will <b>often give up too easily</b> when faced with difficulty  <b>Usually, but not always,</b> prepared and on time for lessons</p>
<b>1</b>	<p>Shows <b>little personal motivation</b> to learn or make progress  <b>Rarely participates</b> in class activities  <b>Can be uncooperative,</b> even with considerable teacher input via Teams            Lesson tasks are <b>usually left unfinished</b>  <b>Gives up</b> when faced with difficulty  <b>Often unprepared or late</b> for lessons</p>