



# ROUNDHAY SCHOOL

EST. 1903

Policy name: **Positive Behaviour Policy**

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Governor committee: **N/A**

To be approved by: **Headteacher**

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Applicable to

**SECONDARY CAMPUS**

**SIXTH FORM**

1. Introduction
2. Classroom rules and basic expectations
3. Out of classroom rules and basic expectations
4. Positive behaviours and rewards
5. Recording negative behavior
6. The use of the pupil planner
7. The use of form time
8. Internal exclusion (IE)/ fixed term and permanent exclusions
9. Positive behaviour charter

## 1. Introduction

At Roundhay School it is our aim to promote positive behaviours and attitudes amongst our pupils and to reward those pupils who contribute positively to both the school and the community. The aim of this document is to set out the framework by which rewards are given as well as detailing how negative behaviours at Roundhay School will be dealt with. It is the intention that a **consistent** use and application of this policy should ultimately result in a reduced number of negative behaviours and an increase in the number of positive stamps pupils will receive.

**Without doubt, the key to the success of the framework is the consistent approach taken by all staff operating within it.** This applies to both the negative behaviour system and the positive rewards system, which much be used to complement each other if we are to promote good behaviour around school and outside of school. If the system is to be successful all concerned must understand the following: when a particular behaviour occurs, an identified action, be it positive or negative, must follow. The identified action is not open to negotiation or debate. This is how we ensure **consistency**.

At the centre of all that we do is the pupil planner. Its use must be understood and followed by all pupils, teachers and parents.

## 2. Classroom rules and basic expectations

The following rules are non-negotiable and should be achievable and followed by all pupils, regardless of ability or any other factor. **Our expectations are based around the 4Rs – Be Responsible. Be Resilient. Be Ready to Learn. Be Roundhay – these are our core values.**

- I. Follow **all** staff instructions **First Time, Every Time.**
- II. Arrive to lessons on time, fully equipped and ready to learn.
- III. Have your planner on the desk, open to the current week.
- IV. Ensure you are wearing your uniform correctly, with pride and that your appearance is in line with school rules.
- V. Listen when a member of staff (or another pupil) is talking. If you wish to say anything, put your hand up and wait to be asked to speak.

- VI. Complete all your work to the best of your ability and without disturbing or distracting others.
- VII. Treat everyone with kindness, respect and courtesy.

These rules are self-explanatory and are not unusually demanding. Any pupil failing to adhere to these rules will be subject to the sanctions laid out in section 5.

### 3. Out of classroom rules and basic expectations

The following rules apply to pupils any time when they are not in lessons (e.g. on the corridor, in the dining centre, coming to and from school):

- I. Follow staff instructions **First Time, Every Time.**
- II. Behave respectfully and politely to all adults and pupils.
- III. Ensure you are wearing your uniform correctly, with pride and that your appearance is in line with school rules.
- IV. Look after the school/community environment (including putting litter in bins).
- V. Walk around the school and the community quietly, sensibly and safely.

Again these rules are self-explanatory and should result in pupils moving around the building in a civilised, safe and sensible manner. In particular, we need to promote an ethos whereby pupils are not using bad language and are not treating the school environment and the community with disrespect. Any pupil failing to follow these rules will be subject to the school sanctions (see section 5).

### 4. Positive behaviours and rewards

The use of praise to motivate pupils is central to everything we do at Roundhay School and takes many forms including:

- Informal / formal verbal feedback
- Formal STaR marking and written feedback
- Parent consultation meetings, informal verbal feedback
- Stamps in pupil planners
- Texts and phone calls home
- Letters and certificates
- Special events including celebration assemblies and trips

#### 4.1 Collecting and recording of positives

Stamps are given for meeting and exceeding expectations in and out the classroom and pupils should feel a sense of pride in achieving them. Pupils collect stamps in their planner and totals are recorded and recognised by the form tutor on a weekly basis. All data is stored in Classcharts which informs Form Tutors, Heads of Year and Senior Leaders who regularly praise pupils. Pupils will be rewarded for demonstrating the core values of being Responsible, Resilient, Ready to Learn and

being 'Roundhay' (4Rs). It is vital that all members of staff focus on 'catching pupils being good' in order that we award as many stamps as possible.

The pupil planner is our principal means of rewarding and tracking excellence. Stamps are a simple and effective way to recognise the positive behaviours expected of a Roundhay pupil. Examples of reasons for giving stamps are given below:

- Making a positive contribution within lessons
- Demonstrating the attributes associated with being Ready to Learn
- Demonstrating our school values (being Responsible, Resilient and Ready to Learn)
- An excellent piece of classwork or homework

### **Recognition (daily)**

- Stamps are awarded in and out of lessons for pupils who demonstrate the 4Rs.
- A maximum of 3 stamps can be awarded to pupils during every lesson for work within that particular lesson. Extra homework stamps can be given on the due date, to a maximum of 3.
- A maximum of 3 stamps can also be awarded to pupils at any one time for displaying positive behaviours beyond the classroom.

### **Additional recognition (weekly)**

- A clean slate (no negative codes) is worth 10 stamps.
- 100% attendance with no late marks is worth 10 stamps per week.
- A Leadership Team / HOY stamp is worth 10 stamps.
- Attending an extracurricular club or intervention is worth 10 stamps (pupils will receive 3 stamps for each additional club they attend that week).

## **4.2 Other ways we reward at Roundhay**

### **Postcards - ongoing Departmental and Form Tutor Recognition**

Postcards are an effective and pleasing means of recognising pupil performance / effort. These will be generated via Classcharts:

- At each data collection teachers will nominate 2 star pupils from their subject area.
- Each half term form tutors will award postcards for pupils who consistently display the 4Rs.

## Certificates

As pupils achieve agreed numbers of stamps they receive certificates / awards as detailed below

Stamp threshold	Award	Recognition	Recognition	Reward
5000	Roundhay Exceptional Performance Award	Certificate	Phone call	£10 off reward trip
4500	Star Blazer Award	Pin Badge	Phone call	Star Prestige Pin
4000	Headteacher Award	Certificate	Phone call	
3500	Head of Secondary Award	Certificate	Text	
3000	Senior Team Award	Certificate	Text	
2500	Diamond Award (HOY)	Certificate	Text	
1500	Platinum Award	Certificate	Text	£5 off Reward trip
900	Gold Award	Certificate	Text	
600	Silver Award	Certificate	Text	
300	Bronze Award	Certificate	Text	

## Rewards Events

Rewards events are timetabled throughout the year and celebrate the cumulative achievement of pupils' attendance, punctuality, behaviour, academic success and everything that makes them Roundhay. Events take place at the end of term and can take place onsite or as trips out. Year 11 can achieve a prestige pin and celebrate the end of KS4 with a prom. Each year culminates in the 'Pride of Roundhay Ceremony'.

## Rewards events – criteria for attending the event

### CINEMA (Years 7, 8, 9 and 10) December – End of Term

	When	Year Groups	Requirements
Cinema	December (end of term) 2	7, 8, 9, 10	-Minimum Gold Award -Platinum Award = £5 off the price -Less than 10 sessions missed (2 sessions = 1 day off school) -No more than 2 lates after registration has closed (after 8.45) -0 exclusions until the end of term 2 -No more than 1 day in IE
Theme Park	September (after Term 6)	7, 8, 9, 10	-Minimum Diamond Award -Roundhay Exceptional Performance Award=£10 off the price -Less than 15 sessions missed (2 sessions = 1 day off school) in terms 2 and 3 -No more than 4 lates after registration has closed (after 8.45) during terms 2 and 3 -0 exclusions during terms 2 or 3 -No more than 2 days in IE during terms 2 and 3
Prom (Year 11 only)	July (Term 6)	11	-Acceptable Ready to Learn score (2 or above in every subject (March report) -Minimum of 1500 stamps (The Sprint Stamps count) -No more than 5 lates after registration has closed (Term 2-stand down) -No failure of a Behaviour Agreement

## Rewards Calendar

	HT 1	HT 2	reward	HT 3	HT 4	reward	HT 5	HT 6	SEPT reward		
7	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES	C I N E M A	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES	P I C N I C	TEXTS P/CARDS CERTIFICATES	C E L E B R A T I O N	A S S E M B L I E S	T H E M E P A R K	A W A R D S
8	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		TEXTS P/CARDS CERTIFICATES				
9	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		TEXTS P/CARDS CERTIFICATES				
10	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES		Pizza				
11	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES	Roundhay Prestige Pin	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES	TEXTS P/CARDS CERTIFICATES	LEAVERS ASSEMBLY PROM				
SPRINT PROGRAMME											

## Pride of Roundhay' Event (Years 7-10)

This annual event is held in the following September for each year group and rewards pupils for achieving:

- Excellent attendance and punctuality
- Excellence across the curriculum
- Participation and commitment to extra-curricular activities
- Service to school / being an ambassador / being a member of the Junior Leadership Team

## 5. Recording negative behaviour

### 5.1 The coding system and subsequent actions

The student planner is key to the recording of negative behaviour. It is hoped that once the students understand the sanctions system, the instances of negative behaviour will reduce. This will only happen if the system is applied **consistently**.

All negative behaviours will be recorded in the pupil planner (on specific pages in the front of the planner) using the following coding system:

Code	Meaning	Why it would be used
B	Behaviour or defiance	This can be used in the classroom where a pupil's behaviour is not meeting our basic expectations. If the behaviour is extreme, a SIF may be used (see Section 5.4), but a negative B code should also be recorded. This code can also be used if a pupil's behaviour for learning is poor, and as a result the pupil does not make appropriate or enough progress within the lesson.
L	Late to lesson	Given to any pupil who arrives to a lesson late or late to school before registration closes.
U	Uniform issue	Given to any pupil, at any time, who is not wearing their uniform correctly or is in contravention of the appearance guidelines (see Appendix 2 for the uniform and appearance guidelines).
E	Equipment issue	Given to any pupil who does not have a planner, pen, pencil or a ruler. This also includes a calculator in Maths/Science, the correct kit in PE, an apron in Food/Catering, headphones in Music, a reading book and a purple pen (first purple pen provided by school). In Year 7 and 8, pupils must also bring with them their CLP folder.
S	Social time	This can be given to any pupil who is not meeting our basic out of classroom expectations in regard to behaviour. S codes are recorded on the blue pages and have a different set of follow up actions (see pupil planner)
H	Home Learning	This will be given by the subject teacher when a pupil has missed a home learning deadline. There should only be one 'H' code given for missing a particular piece of work.

Form Tutors will inform the pupil of the subsequent sanction. Any actions need to be administered quickly and **consistently**.

The follow-up actions for B,H,L,U, E and S codes are given below:

'B' codes

Number of negative 'B' codes	Follow-up Action	Further Action
2 'B' codes in one lesson (EXIT)	60 min after school detention (next possible Friday)	Date of the detention written into planner (on the negative code page) by the subject teacher and signed in the detention to say the pupil has attended
5 'B' codes	60 min after school detention (next possible)	Detention written into planner by form tutor and signed in the detention to say the pupil has attended
10 'B' codes	1 day in internal exclusion	<p>Parents are informed via a text message that is sent the day the pupil goes to IE which informs home that the pupil will leave school at 15.50 p.m. (or 15.00 on a Wednesday).</p> <p>Each pupil in IE has a conversation with a member of the Behaviour Team about their behaviour and targets are set in the pupil planner about improving their behaviour.</p>
15 'B' codes HoY Behaviour Agreement	2 further days in internal exclusion	<p>Parents are informed via a text message that is sent the day the pupil goes to IE which informs home that the pupil will leave school at 15.50 p.m. (or 15.00 on a Wednesday).</p> <p>Parents must attend a meeting with the HoY. In this meeting a pupil's behaviour record over that academic year will be discussed and a HoY Behaviour Agreement written. A discussion about what the consequences will be if the pupil continues to show no improvement in their behaviour must be had, including that we may consider using another school's IE if the pupil reaches 20 codes. We will also open the discussion about managed moves/ alternative provision as an option if a pupil's behaviour continues to not meet our expectations.</p> <p>Positive Behaviour Manager devises a reintegration plan with the pupil. Learning Mentor support will be given to the pupil once back in lessons and HoY /Corridor Patrol checks in on them regularly.</p>



<p>20 'B' codes Senior Leader Behaviour Agreement,</p>	<p>3 further days in internal exclusion</p>	<p>Parents are informed via a text message that is sent the day the pupil goes to IE which informs home that the pupil will leave school at 15.50 p.m (or 15.00 on a Wednesday)</p> <p>Parents must attend a meeting with an appropriate Senior Leader. The purpose of the meeting is to discuss with the parent that their child has broken the HoY Behaviour Agreement. It could be that we would contact another school at this point to 'host' the pupil in IE, and certainly if the pupil's behaviour in IE is below our expectations.</p> <p>Once out of IE, the pupil would have regular contact with the Senior Leader, reviewing their revised SL Behaviour Agreement and a weekly review meeting (or telephone conversation or email, if a parent cannot attend) about the pupil's behaviour would be held with the pupil and parent.</p> <p>An alternate provision plan will be set up by the Senior Leader if the pupil's behaviour continues to not meet expectations. Parents will be kept fully informed about this process via the weekly meetings.</p>
<p>25 'B' codes Headteacher Panel</p>		<p>If the pupil reaches 25 'B' codes across a half term a Behaviour Panel will be held with the pupil, parent, Assistant Headteacher and Head teacher. The meeting will be held to discuss the fact that the pupil has failed to meet our basic 'behaviour' expectations multiple times and has broken two Behaviour Agreements. The consequences of this is that the pupil will either be moved to an agreed alternate provision for a specified time before an agreed phased return to school where the pupil will be on a SL Behaviour Agreement, or, if this is a pattern that has been repeated in previous half terms in the pupil's school career, and/or an alternate provision has already been used, the school will look for a managed move to a different school or a permanent alternate provision.</p>

## Ready to Learn codes – H, L, U and E codes

Number of H, L, U, E codes	Follow up action	Further Action
5, 10, 15 and every subsequent 5 codes	30-minute detention after school	Written in planner by form tutor and attendance recorded. Parents informed via text or the pupil planner. If a pupil fails to attend, they will be picked up by Corridor Patrol and placed in a 1 hour detention on Friday after school.

## S Codes

Number of S code negatives	Follow up action	Further Action
5	Removal of social time (break and lunchtime) for 5 days.	Written in planner by form tutor and attendance recorded. Parents informed via the pupil planner. If a pupil fails to attend, they will be picked up by Corridor Patrol and removed to IE.
10	Removal of social time (break and lunchtime) for 10 days.	Written in planner by form tutor and attendance recorded. The HoY will inform the parents via a telephone call. If a pupil fails to attend, they will be picked up by Corridor Patrol and removed to IE.
From 15 codes	Social time will be removed for the rest of that half term. The HoY will arrange a meeting at school with the parents.	

Form Tutors will input on Classcharts a running total of the number of positives and negatives each pupil has gained on their planners. At the start of every half term the negatives total is reset to zero, although Behaviour Agreements may well have review dates which are over a longer period of time.

### Lateness (during registration time and after registration has closed)

Form tutors will enter a L code if the pupil is late to form (arrives after the late bell). If the pupil arrives after registration has closed they MUST sign in at the main office. Here they will be marked present by the reception and a 30 minute detention will be given. If the pupil arrives late to school and fails to sign in a 60 minute detention will be given. It is vital pupils sign in at the office as this may cause a safeguarding issue.

## 5.2 Behaviour in the Classroom

Our classroom behaviour management should follow the process outlined below. It is essential that the system is followed **consistently** so that pupils know very clearly what behaviours are not acceptable. Where a pupil is exhibiting a behaviour that is not in line with our basic expectations, the sanction must be given. This is not optional or up for discussion or negotiation. Negatives can be given to pupils within a lesson for any of the reasons given in the Code Table. **However, in**

**terms of classroom behaviour and the steps described below, only a Code B should be used.**

This is to ensure that pupils are not being exited from classrooms for not having basic equipment or not wearing their uniform correctly. Where behaviours are extreme/unacceptable, members of staff can jump to the appropriate step of the system without progressing through it. The progression of the classroom behaviour system is given below and should be used by all staff; it is not open to individual interpretation.

### Step 1: Warning

The purpose of this is to let the pupil know that their behaviour is not acceptable. Nothing is recorded at this stage but a pupil will understand that their next negative behaviour will result in a negative code being recorded. Step 1 can involve a verbal warning, but it is accepted that this may mean the lesson flow is disrupted. What must **consistently** happen in phase 1 is that the member of staff **removes the pupil's planner from the desk and places it on the teacher's desk**. This in itself will indicate to the pupil that they are being warned. In subjects such as PE and Drama, a verbal warning can be given without the removal of the planner. **If appropriate the member of staff should encourage positive behaviours rather than stressing the negative behaviours.**

### Step 2: B Code is given

If the pupil's behaviour does not improve after their planner has been taken, a negative B code should be given. A brief discussion should then be had with the pupil to explain why the sanction has been given and so that they understand what will happen next. **The member of staff should specifically highlight the behaviours they want to see from the pupil and why.** Movement of the pupil within the classroom could happen at this stage but this is up to the individual teacher and will depend on the particular situation.

### Step 3: Second B code is given, followed by exit timetable

If the pupil's behaviour still does not improve, the pupil should be given a **further negative B code** and should then be **removed to the exit timetable room**. It is therefore essential that all departments have a fully working exit timetable. The class teacher will record the fact that this has happened on blue pages and assign a detention date (next available Friday). A pupil who is put out to the exit timetable will then automatically go into a 60 minute after school detention.

### Step 4: On Call

On call is staffed by Senior Leaders, Middle Leaders and Positive Behaviour Officers and can be used for the following reasons:

- A pupil refuses to go to the exit timetable
- A pupil's behaviour is so extreme as to mean exit timetable is not appropriate (this will be instances like swearing at a member of staff, fighting or posing a threat to another person)
- A pupil refuses to hand over their planner

Any pupil who needs on call will automatically go into internal exclusion for a minimum of 1 day. Where on call is used, the member of staff who takes the pupil to IE will be asked by the IE and Behaviour Data Manager questions about the incident and they will complete a Serious Incident

Form (SIF). If more information is required the Positive Behaviour Manager will email the class teacher and ask them to complete a SIF (see section 6.4).

It is hoped that the phases above will manage to tackle most examples of poor/unacceptable behaviour. **Obviously some pupil behaviours will fall outside of the normal, and other sanctions will be applied in these cases.**

### 5.3 Behaviour outside of the Classroom

Any instances of negative behaviour outside of the classroom will be recorded in the planner in accordance with the table given in section 5.1. There is no need to give a warning for behaviour outside of the classroom. If a pupil is not meeting the basic expectations they should get a negative S code. It is expected that students will hand over their planner to any member of staff at the first request. If a student fails to hand over their planner, on-call should be used and the pupil will be isolated for 1 day, minimum, as per the sanctions procedure.

### 5.4 Extreme behaviours and their likely sanctions

Behaviour	Likely Sanction
<ul style="list-style-type: none"> <li>- Assault on a member of staff</li> <li>- Violent assault, or repeated violence towards other pupil/s</li> <li>- Using a weapon to injure, attack or hurt others</li> <li>- Setting off a firework on the school grounds</li> <li>- Supplying drugs to other pupils</li> </ul>	<p>Fixed time exclusion (5 days in the first instance) and then an alternate provision put in place. The pupil will not return to Roundhay School.</p>
<ul style="list-style-type: none"> <li>- Carrying /bringing a weapon into school</li> <li>- Bringing fireworks into school</li> <li>- Bringing drugs / alcohol into school</li> <li>- Assault on another pupil, including out of school hours</li> <li>- Abusive language /threatening behaviour towards a member of staff</li> <li>- Repeated bullying (including on line)</li> <li>- Serious incident outside of school that brings the school into disrepute</li> <li>- Deliberately setting off the fire alarm</li> </ul>	<p>Fixed term exclusion (1 to 5 days) with the likelihood of a managed move or alternate permanent provision, particularly if the pupil has already been excluded for one of these offences during their time in school. A SIF will be completed by the Positive Behaviour Manager as a record of the behaviour.</p> <p>If the pupil returns to school, a risk assessment, a SL Behaviour Agreement and phased return will be put in place. The pupil's behaviour will be under review via the behaviour agreement and any further SIFs or time in IE for negative codes will be further evidence that the pupil continues to not meet our expectations and we will look to find alternate provision either temporarily or on a full time basis.</p>

<ul style="list-style-type: none"> <li>- Extreme Vandalism</li> <li>- Aggression /threats towards another pupil</li> <li>- Extreme defiance towards an adult</li> <li>- Homophobic, racist, sexual comments (including on line)</li> <li>- Smoking in school</li> <li>- Fighting (not assault)</li> <li>- Move towards or actively encourage fighting between others</li> <li>- Bullying (including on line)</li> <li>- Swearing at a member of staff</li> </ul>	<p>Pupil to be removed to IE for up to two days where a SIF will be completed about the incident. Parents to be informed via a text message in the first instance and then a follow up conversation with the HoY or member of the Behaviour Team usually within 24 hours of the event.</p>
<ul style="list-style-type: none"> <li>- Refusal to hand over planner to any member of staff</li> <li>- Truancy (leaving the school site or repeated internal truancy)</li> <li>- Abusive/aggressive language used towards another pupil</li> <li>- Rudeness to staff</li> <li>- Persistent refusal to follow staff instructions and continued defiance</li> <li>- Repeatedly selling products (sweets, chocolate, drinks etc) to other pupils</li> </ul>	<p>Pupil to be removed for up to IE for a minimum of one day where a SIF will be completed about the incident. Parents to be informed via a text message in the first instance and then a follow up conversation with the HoY or member of the Behaviour Team usually within 24 hours of the event.</p>

Where a pupil reaches over three days in IE over a term, a HoY Behaviour Agreement could commence. If this is unsuccessful, the pupil will move to a Senior Leader Behaviour Agreement.

**The above is not intended to be an exhaustive list, and senior staff will make professional judgements regarding appropriate sanctions and responses. This is based on factors such as the information they have available and their knowledge of the pupil(s) involved which may include past conduct and track record of behaviour. The Headteacher will decide on such circumstances where a fixed term exclusion is deemed the appropriate sanction, which will also take into account a range of factors and professional judgement. The school will operate within the law, and within DfE guidance, both of which offers the school the right to impose sanctions and removes the necessity to secure agreement on sanctions applied (see appendix 7).**

The above behaviours are unacceptable in a school where our priority is to keep all children safe. We will take action when a pupil refuses to cooperate, despite our best efforts, and no improvements are made to adhere to our basic expectations. Where a pupil displays continuously disruptive behavior, external agency involvement may be considered.

Where a pupil's behaviour is deemed to be unsafe or is having a negative impact on other pupils, the school reserves the right to put in place a risk assessment which could include the removal of break and lunchtimes and changes to the school day.

Please note that if we suspect a pupil is under the influence of drugs or alcohol, we will ask a parent/carer to collect the child from school on medical grounds. The appropriate punishment will follow on their return to school.

## 5.5 Serious Incident Forms (SIFs)

SIFs should be recorded through SIMS or Classcharts and only when you have used the on call system and the Positive Behaviour Manager has requested via email more detail about the incident from you.

SIFs are public documents and the content may be shared with any member of the school community. They should be factual, not opinion based and includes all the relevant information, including quotations where relevant.

## 6. The use of the Pupil Planner

The pupil planner is central to our behaviour systems and the recording of both negatives and positives. It is therefore essential that pupils have their planners at all times. If a pupil does not bring their planner to school they will need to be given a temporary planner sheet for that day and receive an E behaviour code. This will be collected from their HoY and it must be taken back there the next day with their planner so that any information can be transferred. Each pupil can fail to bring their planner into school **3 times per academic year**. For every subsequent time that the pupil forgets their planner, they will go straight into internal exclusion for 1 day in the first instance. Similarly, if a pupil does not return their temporary planner sheet, they will spend the day in internal exclusion.

The following are expected of the planner:

- Pupils will bring their planner to school every day
- The planner is treated with respect and is not defaced in any way
- Pupils will have their planners out, on the desk, open to the current week in every lesson, including form time
- Pupils will hand over their planner, without question, to any member of staff who asks for it

Where pupils have defaced their planner or removed pages, they will be expected to purchase a new planner and **will go into internal exclusion for a minimum of one day**. Pupils need to understand that the planner is a document which belongs to the school, not them, and showing a lack of respect towards the planner is taken as a lack of respect towards the school.

Where a pupil refuses to hand over their planner, on-call will be used and that pupil will be picked up and **placed in internal exclusion for a minimum of one day**.

If a pupil leaves a planner in their last lesson, they should be given a note and asked to collect it. On their return to your lesson, an E behaviour code should be given.

It is expected that parents will sign the **planner each week** and the relevant **blue page every half term**. This will be made clear in our Behaviour Charter (see Section 9).

LT and HoY will complete planner checks by going into forms either in the morning or during PSHE lessons/Positive Behaviour lessons.

## 7. The Use of Form Time

### 7.1 Things to be done during form time

Please meet and greet your form at the door. Pupils should have their planners out and ready for a form tutor to see. On Tuesday, Thursday and Friday mornings please check the pupils' blue pages and record the number of negatives for each pupil in Classcharts. If a pupil has reached a code threshold, ensure appropriate action is taken (Please note that if one of these days is an assembly for your Year Group, it is understood you will not be able to complete the above. Please check and record at the next checking point day). On a Monday and Wednesday morning a form tutor should be checking the positive/stamps pupils have achieved, congratulating and recognising their many achievements. The number of stamps will be recorded on Classcharts by a form tutor at least once a fortnight during the PB session.

#### Ready to Learn

Form time is the most critical time of day for getting pupils ready to learn. Form tutors need to check the following every morning (including when pupils are in assembly):

- Pupils have their planner
- Pupils have the correct equipment (when in assembly, it will be incumbent on the pupil to inform the form tutor if this is not the case)
- Pupils are wearing the correct uniform

Where pupils are not in the correct uniform or are contravening the appearance guidelines they should be given a negative U code and should then be placed in internal exclusion if the situation cannot be remedied. For example, if a pupil is not wearing their blazer, they should be given a Code U and told to put their blazer on. If they don't have their blazer, they should be given a Code U and then should be taken to internal exclusion. Parents will be contacted at this stage. Where pupils do not have the correct basic equipment, they should be given a negative E code and then buy or borrow the correct equipment.

#### Home Learning

Pupils will be set Home Learning tasks by subject teachers. If a student does not complete the task by the deadline then they should be given an 'H' code. This is recorded on the blue pages under the Ready to Learn codes section. They should be given one 'H' code per task only.

It is essential that we are **consistent** in this approach. **By the time any pupil leaves form time they should be both fully equipped and correctly dressed or not in circulation.**

The form tutor can also award positives for the following:

- Attendance at school (1 positive every day) and being on time (1 positive every day)

- No negatives in the previous week (10 positives)

## 7.2 Positive Behaviour Lesson

On a fortnightly basis (Monday period 1) pupils will spend one period with their Form Tutor. The purpose of this form period is:

- To highlight any key issues around school relating to both positive and negative behaviours
- To give time to the Form Tutor to record on Classcharts the number of positive stamps each pupil has gained in the pupil planner and input them onto the system.
- To give time for the Form Tutor to have discussions with pupils about the positives and negatives they have received.

Whilst the Form Tutor is having this discussion, pupils will work independently, quietly and without causing disruptions, on a meaningful task relating either to a core subject or the PSHE curriculum.

## 8. Internal exclusions / fixed term and permanent exclusions

Internal exclusion (IE) forms an essential part of our behaviour system and is a very serious punishment. Whilst in IE students will complete work from a laptop accessing an on-line learning platform or be given written work from a bank of carefully selected work.

IE is based in the Mansion building and the pupils will be isolated in the real sense of the word. IE is run by our Positive Behaviour Manager. For the most part this person, Learning Mentors, Middle Leaders and Senior Leaders staff IE.

Our expectations of pupils whilst in IE are very high and any negative behaviours will be dealt with as in a classroom (see Section 5.2). Pupils in IE will not get normal lunch and break times.

The following is expected of pupils in isolation:

- Pupils arrive at 8.30 and are seated by the member of staff
- Mobile phones will be handed to staff at the beginning of the school day
- Whilst in IE pupils complete work to a high standard
- Pupils do not talk or communicate at all whilst in IE
- Pupils wear the correct uniform
- Pupils treat the staff and the environment with the utmost respect



## **Code System in IE**

This works in the same way as the behaviour system in a classroom:

1. If a pupil fails to meet expectations in IE (breaking the above rules) then that pupils will have their planner removed to the front desk and a tick given in the verbal warning box on the pupil sheet.
2. If the pupil's behaviour fails to improve, the IE member of staff will issue them with an R (Rule break) code on their pupil sheet.
3. If a member of staff needs to give a second R code in the same lesson, on call will be called and the pupil will be removed from IE until the start of the next lesson.

Every period in IE the system resets itself and the pupil has a fresh chance at improving their behaviour. Remember to return planners to the pupil at the start of every session.

## **Failing IE**

If a pupil receives 4 R codes in any one day in IE or on call is called for twice, then the pupil has failed IE. If you fail IE you will be sent to see either Mrs Hogarth, Mr Mattinson or Mr Partington who will make a decision about what happens to you for the rest of the day. It is likely you will be excluded from school. Any one failing IE will need to re-sit that day on their return to school.

IE will finish each day at 15.50 (accept Wednesday where it will end at 15.00). Parents and Carers will be informed via text or email if their child is in IE and the fact that it is a later school day. If a pupil has gone into IE for a serious, one off incident (and not having reached 10, 15, or 20 codes) parents /carers will be informed of this via a text but will receive a phone call home from either the HoY, a member of the Behaviour team or a member of the LT, usually within 24 hours.

Pupils can be put into IE for a number of reasons. They can get there by accruing enough negatives, through the classroom behaviour system or for a one-off incident of a serious nature (this can be done only by Head of Year and Senior Leaders).

If a pupil is given fixed term exclusion, parents must collect the pupil from school and will be required to attend a Reintegration Meeting before the pupil is allowed back into the mainstream school.

Permanent exclusion, where the pupil will never return to Roundhay School, can be used as the ultimate sanction for behaviours, which pose a risk to members of staff or other pupils. The control of Permanent exclusions rests solely with the Headteacher and the Governing Body of the school.

## 9. Positive Behaviour Charter

The Behaviour Charter highlights explicitly the basic expectations that we have of all members of the Roundhay School community. If we are to work effectively and in the best interests of all, it must be understood that everybody has a role to play and whilst the roles may be different, they are all equally important if we are to achieve a **consistent** approach to challenging negative behaviours and promoting the school ethos - **Be responsible. Be Resilient. Be Ready to Learn. Be Roundhay**. All pupils, parents and members of staff will be required to sign up to the Behaviour Charter and the demands it places on them in their particular role. This can be found in the pupil planner and must be signed by Parent/Carer and pupil.

### 9.1 Pupil Expectations:

- I. Follow all staff instructions **First Time, Every Time**.
- II. Arrive to school and lessons on time, fully equipped and ready to learn.
- III. Have your planner on the desk, open to the current week.
- IV. Ensure you are wearing your uniform correctly and with pride and that your appearance is in line with the school rules.
- V. Never have a negative effect on the learning of another student.
- VI. Be a positive member of the Roundhay School and the local community and take full advantage of the fantastic opportunities that the School offers, both inside and outside of the classroom.
- VII. Be Responsible. Be Resilient. Be Ready to Learn. Be Roundhay.**

### 9.2 Parental Expectations:

- I. Support the School in the administration of the Behaviour Policy.
- II. Encourage 100% attendance.
- III. Check your child is properly equipped before they leave for school.
- IV. Ensure your child has the correct uniform, is wearing it correctly and that their appearance is in line with the school rules.
- V. Sign the planner weekly and add any comments you want the school to respond to. Check the blue pages every week and sign every half term.
- VI. Attend all parents' evenings and any other meetings, as requested by Roundhay School. Where attendance is not possible, an alternative arrangement should be sought via the Head of Year.
- VII. Make contact with the school, via the planner or by phone, should you have any concerns about your child and/or their progress. This line of communication is vital.
- VIII. Promote and support the School ethos Be Responsible. Be Resilient. Be Ready to Learn. Be Roundhay.**

### 9.3 All Staff Expectations:

- I. Administer the school behaviour/rewards policy correctly and **consistently**.
- II. Ensure all pupils enter and leave your classroom correctly dressed and fully equipped and their appearance is in line with school rules. At the end of each lesson pupils should stand behind their chairs, have their uniform checked and be dismissed row by row as part of an orderly exit.
- III. Ensure you award positive stamps every lesson.
- IV. Stand on the corridors at lesson changeover to ensure a smooth transition and a safe school environment.
- V. Ensure all pupils have their planners on the desk, open to the correct week.
- VI. Arrive to duties on time.
- VII. Communicate with parents (via planner or phone) to report both positive and negative behaviours.
- VIII. Promote and support the School ethos ***Be Responsible. Be Resilient. Be Ready to Learn. Be Roundhay.***

## Appendix 1: Planner page example of Negative Code Recording - Half Term 1

### BEHAVIOUR CODES - B

B - REASON	STAFF	FT	B - REASON	STAFF	FT
1			16		
2			17		
3			18		
4			19		
5			20		
DET -1 hour			3 days IE		
6			21		
7			22		
8			23		
9			24		
10			25		
1 day IE			HT Panel		
11					
12					
13					
14					
15					
2 days IE					
			EXIT (1 hour) : Det. Date and subject	STAFF	FT

### READY TO LEARN CODES -H, L, U, E

H / L / U / E	STAFF	FT	H / L / U / E	STAFF	FT
1			11		
2			12		
3			13		
4			14		
5			15		
(30mins)Det date			(30mins)Det date		
6			16		
7			17		
8			18		
9			19		
10			20		
(30mins) Det date			(30mins)Det date		

## Reflection and Target Setting

S - CODES	STAFF	FT
1		
2		
3		
4		
5		
Det. 1 week WB		
6		
7		
8		
9		
10		
Det. 2 weeks WB		

S - CODES	STAFF	FT
11		
12		
13		
14		
15		

Half Term 1 REVIEW	Number
B	
H	
L	
U	
E	
S	

## Reflection and Target Setting

How can I improve my behaviour in and out of lessons? (look at your B and S codes)

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How could I be more ready to learn? (look at your H, L, U and E codes)

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Parent signature

Tutor signature

## Appendix 2 – Uniform, Appearance and Equipment

### Uniform

Extract from ‘Guidance for governing bodies, school leaders, school staff and local authorities’:

***“A head teacher, or a person authorised by the head teacher, may ask a pupil to go home briefly to remedy a breach of the school’s rules on appearance of uniform.”***

(This will always take into account the age and vulnerability. It will not, in itself, constitute an exclusion or punishment but this policy allows for sanctions to be applied for not adhering to our published uniform guidelines.)

All pupils must be wearing the following both inside and outside of the school building:

- White school shirt (tucked in) with top button fastened.
- School Blazer (sleeves should not be rolled up)
- Black school trousers (tight trousers/leggings/black jeans are not acceptable). **A black skirt can be worn which must be an appropriate length for a formal school setting** (skirts must be below mid-thigh in length)
- Roundhay School tie (clipped on over the top button)
- **Black school shoes must be worn at all times.**
- A school jumper is optional.
- No other items of clothing should be visible in the school building (including wearing of coats).

### Appearance

Piercings must be restricted to one stud per ear/ nose. No other visible piercings are allowed. For health and safety reasons, hoop ear or nose rings are not allowed and you will be required to remove them.

- Jewellery and make up must not be excessive.

The above is not an exhaustive list of uniform requirements, and may also be open to change in light of evolving fashions and student choices. These expectations will be reviewed on an ongoing basis and communicated with pupils / parents if and when required.

School uniform decisions (including hair, make-up, jewellery, clothing and footwear) are primarily made on the basis of what is considered ‘appropriate for a formal school setting’. The definition of this is entirely at the discretion of the Headteacher: Opinions regarding school uniform are often polarised, and as such there is no requirement to secure consensus or agreement; decisions therefore will not be open to negotiation or debate. All decisions sit within the overarching principles set by the governing body and the statutory and legal position set by the DfE.

If at any time your child's appearance is not suitable for a formal school setting we will inform your child the changes they need to make. If these changes are not made, sanctions will follow.

## Equipment

This will include the following:

- Calculator in Maths and Science
- Correct kit in PE
- Headphones in Music
- Reading book
- Apron for Catering/Food
- Purple pen (first purple pen provided by school)
- Core Learning Plan (CLP) Folder in Year 7 and 8

## Other

- Chewing gum is not allowed on the school site
- Pupils must not eat or drink on corridors
- Water is the only drink allowed in lessons
- No energy drinks are allowed on the school site
- No technology (e.g. mobile phones, headphones) should be visible or heard at any time
- Pupils who defy the uniform and appearance rules will be subject to the sanctions described in the Positive Behaviour Policy.

## Appendix 3 – Detentions and Internal Exclusion

Type of Detention	Reasons for being there	When and where is the detention?	Who runs the detention?
<b>After School (30 minutes)</b>	Getting <b>5 H, L, U, E negative</b> codes.  Late to school (after registration has closed).	F36 – F38 15.05 - 15.35	Senior Leaders (Learning and Achievement Team and Raising Achievement Leaders)
	<b>Failure to attend the after school 30 min detention will result in Senior Leadership Detention (1 hour)</b>		
<b>Senior Leaders detention (1 hour)</b>	Getting <b>5 negative ‘B’</b> codes.  EXIT timetable used.  Failure to attend 30 minute detention  Not signing in after registration has closed  Possible sanction from a SIF	F36 – F38 15.05 – 16.05	Senior Leadership and Heads of Year
	<b>Failure to attend the Senior Leadership Detention results in 1 day in IE</b>		
<b>Internal Exclusion</b>	-Getting 10 ‘B’ negative codes (1 day) -Getting 15 negative codes (2 days) -Getting 20 negative codes (3 days) -On-call used (1 day minimum) -One-off extreme behavioural issue (1 day minimum) -Failure to attend Senior Leadership detention. -Failing in Internal Exclusion the previous day.	Mansion (behaviour area)	Assigned staff



## Appendix 4 – Reasonable Adjustments

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be **considered** as part of SEND planning and review as required under the Equality Act 2010.

Students protected under the Equality Act 2010 include those with a diagnosis such as Autistic Spectrum Condition, ADHD, and Cerebral Palsy. Disabled students may be placed at a substantial disadvantage in accessing education if reasonable steps are not taken. This often will involve just an extension of the flexibility and individual approach that we have always shown to our pupils.

Examples include:

1. A pupil with a diagnosis of ASC, a pervasive and lifelong disability that may impact on the understanding of social rules and behaviours -resulting in confusion and anxiety.  
Reasonable adjustment: A Pupil Passport is available to all staff and gives specific guidance such as calling for ASC Lead Support if the pupil needs to be removed from a lesson.
2. A pupil with a diagnosis of ADHD who fidgets incessantly resulting in on-going disruption to lessons.  
Reasonable adjustment: An Individual Behaviour Plan advises staff on seating plan arrangements, use of stress ball, time out card.
3. A pupil with Cerebral Palsy who is unable to wear the full school uniform and who uses the school lift and is regularly late to lessons due to this.  
Reasonable adjustment: Pupil Needs Directory has a pen portrait to advise staff about the difficulties with school uniform and that arrival and departure times for lessons may need to be flexible.

## Appendix 5 - Behaviour Agreements

### Head of Year Behaviour Agreement (2020/2021)

Pupil Name:

Form:

Agreement Targets

1. To not reach 20 Behaviour 'B' codes during the current half term.
2. To not reach 15 Behaviour 'B' codes within the subsequent half term.

\*If either target is not met, pupil moves onto Senior Leadership agreement.

Actions pupil will take (these should reflect the reason why the pupil has reached 20 codes)

Actions pupil will take (these should reflect the reason why the pupil has reached 20 codes)	
1.	
2.	
3.	
Pupil Signature:	
Support school will give:	Support home will give:
1. Reintegration plan put in place.	1. Check blue pages of planner daily.
2.	2.
3.	3.
HoY Signature:	Parental signature:

# **Senior Leader Behaviour Agreement (2020/2021)**

Pupil Name:

Form:

Agreement Targets

3. To not reach 25 Behaviour 'B' codes during the current half term.
4. To not reach 20 Behaviour 'B' codes within the subsequent half term.

\*If either target is not met, pupil moves onto Senior Leadership agreement.

Actions pupil will take (these should reflect the reason why the pupil has reached 25 codes)

Actions pupil will take (these should reflect the reason why the pupil has reached 25 codes)	
1.	
2.	
3.	
Pupil Signature:	

<p>Support school will give:</p> <ol style="list-style-type: none"><li>1. Reintegration plan put in place.</li><li>2.</li><li>3.</li></ol>	<p>Support home will give:</p> <ol style="list-style-type: none"><li>1. Check blue pages of planner daily.</li><li>2.</li><li>3.</li></ol>
HoY Signature:	Parental signature:

## Appendix 6: Support for pupils

- 'Open door' approach
- Emphasis on developing positive relationships within the Roundhay Community
- Clear and proactive Positive Behaviour Policy – high expectations
- Staff highly visible – meet and greet, duty teams for before, break, lunch and after school
- Rewards System (certificates, phonecalls home, Trips, end of term events for high achievers etc)
- Pupils have regular meetings with their form tutor (daily)
- Weekly / Fortnightly Positive Behaviour sessions for pupils (bespoke and relevant)
- Restorative Approach used when appropriate
- Regular sampling of pupil voice (SLT meetings with Pupil Forum) to inform Policy
- Consistent expectations across the school used by staff to support pupils learning and behaviour in the classroom
- Ready to Learn tracking system for pupils with focussed assemblies, reporting to parents and teaching via the Positive Behaviour sessions.
- Annually reviewed Pupil Planner – form of communication, positive planner page and re-enforcement of expectations
- Parental support and contact (early intervention)
- Learning mentors, Behaviour workers
- Attendance Improvement Officer
- Post 16 Peer mentors Pupil Ambassadors (including Healthy Schools Ambassadors)
- 'The Edge' Pixl Approach (Development of LORIC skills – Leadership, Organisation, Resilience, Initiative, Communication)
- Head of Year / Assistant Head of Year for Years 7-13
- Senior Leadership Team linked to Year Groups – Twice a week Positive Behaviour Meetings
- ARM Cluster Referrals for External Agency Support
- Early Help Meetings / Support Plan
- Social Care – Duty and Advice Team
- Educational Psychologist referrals
- Inclusion Base and support
- Timetabled PSHE and Citizenship sessions
- CAMHS referrals
- School Nurse referrals
- Bespoke learning support INCLUSION BASE (eg small group work)
- Educational Health and Care Plans / Health Care Plans
- Individual Pupil Passports
- Group mentoring (eg On-line safety, High Profile Pupils)
- Bespoke interventions (eg change of teaching groups, sets, form groups)
- Developing Excellence in Youth (External Support Agency supporting pupils and parents)
- Working alongside West Yorkshire Police
- Close links with North East Inclusion Partnership (links with local schools)
- Targeted Assemblies by Senior Staff (social networking concerns, concerns with the use of mobile phones, external agencies (eg whole Year group or Targeted Groups)

- Off-site Behaviour Support centres (PEP, Reconciliation, Aspire and Achieve)
- Love Roundhay Weeks – Promoting Positive Communities
- Fortnightly PSHE and Citizenship sessions for all Year Groups, covering units such as healthy relationships, on-line safety, bullying, healthy eating, emotional and mental well-being etc
- Half termly 'fresh start' with bespoke support for those pupils causing concern
- Multi- agency assessments

## **SANCTIONS AND SUPPORT TO MODIFY NEGATIVE BEHAVIOURS DISPLAYED AT ROUNDHAY MAY INCLUDE:**

- Restorative Practice
- Social time detentions
- Intervention Group work / meetings
- After school detentions
- Telephone call home
- Reprimand / counselling
- Code in the pupil planner
- Letter or email home
- Meeting with parent/carer
- Exit timetable (removal from class)
- Internal Exclusion
- Alternative School Internal Exclusion / Isolation
- Managed Moves
- Exclusion (Fixed Term)
- Permanent Exclusion
- Alternative Provision
- Attendance Improvement Officer informal and formal proceedings
- Mentors
- Behaviour panels
- Achievement panels
- Governor Panels
- The Police
- Referral to external agencies – for example, The ARM Cluster, Social services via Duty and Advice
- Change of form group or subject class
- Learning Agreements

## Appendix 7

The Department for Education in the document 'Behaviour and Discipline in Schools' (2016) makes it clear that schools have the ability to set out a policy for behaviour expectations and the individual Headteacher has the legal power to decide on appropriate rewards and sanctions. Decisions are made by school leaders, in line with the published behaviour policy and consistent with DfE guidelines which are set out in law.

The key points of DfE guidance are summarised below:

Discipline in schools – teachers' powers

### Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

It should also be noted that our number one priority is to implement this policy in a fair, consistent and equitable manner. This policy is not exhaustive and the school reserves the right to make appropriate judgements, should a situation arise where the policy does not directly address the particular action, misdemeanour or situation. It should also be noted that we will investigate all incidents or allegations appropriately. However, the 'onus of proof' is not the same as that followed by police in criminal proceeding, but on the 'balance of probabilities.' This means that we will use the sanctions outlined in this policy if the information or evidence gathered suggests that it is highly likely in our professional opinion that a particular pupil is responsible for a particular misdemeanour.

**A decision to impose a sanction on an individual lies entirely with the school and this is protected by law.**

All school staff have the power to use reasonable force or make other physical contact. Force or physical contact must be reasonable in the circumstances – meaning no more force that is needed. The Headteacher and all staff will refer and follow the DfE guidance ‘Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies.’

We will always seek, where possible, to work with parents and carers in a positive manner to ensure the highest standards of behaviour in school. We value the home–school relationship. **Please note, however, as outlined above, that decisions regarding punishments are made by the school and are not negotiated with parents / carers. Similarly, parents and carers if choosing for their child to attend Roundhay School, cannot choose for their child to ‘opt out’ of this behaviour policy or any of the sanctions outlined within.**

The Governing Body of Roundhay School have an agreed Behaviour Statement that should be read alongside this school policy.