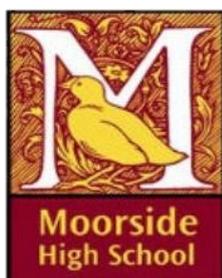




# Moorside High School

## Behaviour Policy

rev. 2021.09



**Date Reviewed:** **DRAFT** July 2022  
**Date of Next Review:** September 2023  
**Reviewed by:** Inclusion Committee

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## Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

**Schedule 1** of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Roles and responsibilities

- The governing board
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- The headteacher
- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Behaviour Policy

This policy should be read in conjunction with the following school policies:

- Attendance Policy
- Exclusions Policy
- Rewards Policy
- SEN Policy
- Smoking Policy
- Anti-Drugs Policy
- Anti-Bullying Policy
- E-safety Policy
- Safeguarding Policy
- Social Inclusion Policy
- Acceptable use Policy for Mobile Phones/Devices

Moorside High School works in close partnership with Governors, staff, parents, pupils and the wider community, to promote excellent behaviour. We aim to develop a community that encourages and develops respect for one another, in a caring, orderly and positive learning environment. At Moorside, we believe it is necessary to correct poor behaviour with a form of sanction support and guidance; Respond, Repair, Restore! This policy aims to provide a framework in which there is a clear understanding of the school's procedures, helping to ensure that all our students can engage and achieve.

## Moorside High School Behaviour Code

As members of the Moorside High School community, we all firmly believe in the following code:

**Respect** - be respectful to one another, each other's beliefs and to the property of others at all times.

**Enthusiasm** - be positive and seek excellence in everything that you do; be punctual to your lessons; be prepared for learning with the correct attitude and equipment; be focused and stay on task.

**Achievement** - aim to achieve your best in every subject and complete all homework. Be supportive - help each other to engage and achieve.

**Community** - take responsibility for our school surroundings so that we can all enjoy a welcoming and positive learning environment.

**Hardwork** - be determined to do your best: complete all class work and homework set.

## Responsibility

Dealing with misbehaviour in and outside of lessons is the responsibility of all staff at all times.

The law allows Mr. Clarke to apply this behaviour policy and punish pupils where there is a clear link between pupil conduct and maintaining good behaviour and discipline among the pupil body as a whole.

Teachers at Moorside have the power to discipline pupils for misbehaving outside of the school premises.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This may include incidences where pupils have used social networking sites in their own time, resulting in any of the above outcomes.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items.** These are:

- Knives or weapons
- Alcohol / Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*There should be a consistent staff approach in dealing with misbehaviour.*

It is the responsibility of the Assistant Headteacher (Behaviour and Inclusion) to support staff with any day-to-day problems relating to discipline within their subject areas. This should involve liaison with the Head of Key Stage (HOKS).

It is the responsibility of the HOKS to respond to persistent and/or serious misbehaviour both in and outside the classroom. This will involve liaison with relevant DTLs and teaching staff across the curriculum when necessary.

Communication between subject teachers, DTLs and HOKS is important in ensuring consistency in sanctions and rewards. Green referral, lemon referral reports and regular discussions are important to guarantee success in reducing the number of incidents of poor behaviour.

By promoting good behaviour, through a consistent rewards policy, incidents of poor behaviour will decline. The Senior Leadership Team and Governors support the staff in ensuring a consistent approach to the management of the behaviour of all pupils at Moorside.

## **Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Rewards and sanctions

Moorside High School staff are encouraged to identify Positive behaviour and attitudes to learning. Students displaying positive ATLs will be rewarded with:

- Verbal Praise
- Merit marks
- Postcards or phone calls home to parents
- Star of the week nominations.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use inclusion support in response to serious or persistent breaches of this policy. Students may be sent to the inclusion room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

If the severity of the consequence requires further intervention, then the inclusion room can be used for multiple days depending on the poor behaviour committed by the student. Pupils who do not attend a given detention will complete their detention within the inclusion centre.

The inclusion centre is managed by **Lorraine Day-Elks**.

## Classroom response to poor behaviour

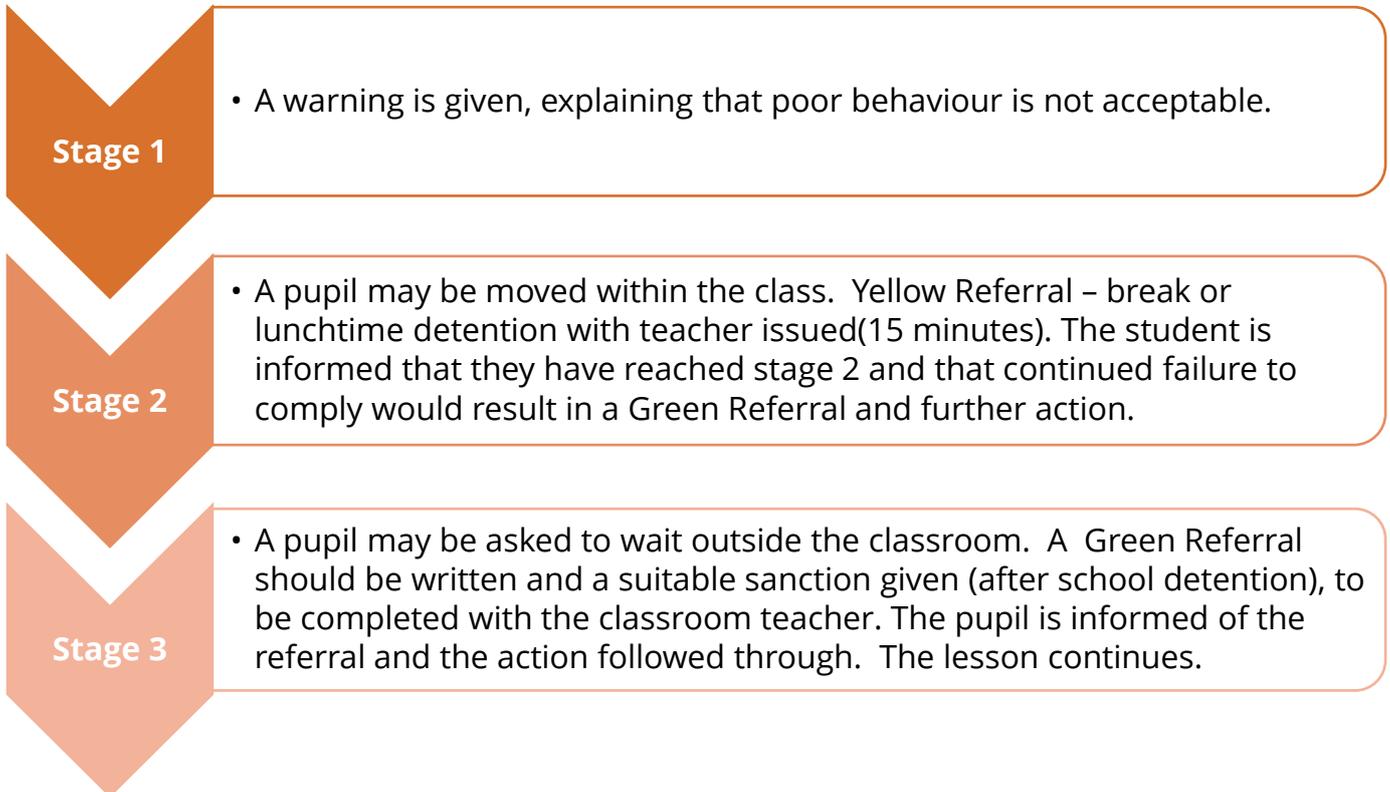
The subject teacher is responsible for establishing a calm, secure and safe classroom environment for learning. It is expected that the teacher would use a range of classroom management skills to promote excellent behaviour and support pupils progress in lessons.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

If a behavioural issue should arise in a lesson, it is expected that the member of staff follow the school 3 stage model:



If a pupil fails to comply and is refusing to follow the classroom rules, they should be removed from lessons.

If a pupil disrupts the learning of others frequently, over a period of lessons, the teacher has the right to escalate that persistent low-level disruption to a green referral, thus triggering a green referral, after school detention and communication with parents.

Behaviour Expectations at Moorside High School (see Behaviour for Learning checklist – fig 4):

## Basic Lesson Starters

- All pupils line up outside the room at the beginning of the lesson
- Staff welcome all pupils into the room and check individual uniforms (Top button done up, shirt tucked in, blazer on, NO jewellery)
- All pupils stand behind their chair/desk with all their equipment on the desk, until invited to sit down by the teacher

Severity of behaviour	*Example Behaviour:	1 	2 	3 
	Talking when the teacher is	Warning	Move in class - Yellow Referral (speak to at the end)	5 minutes outside the classroom- (Detention and Green Referral)
	Turning around	Warning	Move in class - Yellow Referral (Speak to at the end)	5 minutes outside the lesson (Detention and Green Referral)
	Late to lesson with no valid reason	Make up the time (Yellow Referral)	If repeated in short period- Detention and Green Referral	Repeat offender-Refer to HOKS
	Throwing across the room	Dependant on context: Moved within the classroom Yellow referral Break/lunchtime detention	Repeated in same lesson (sent to DTL in lesson, or rapid response; Green referral by class teacher and detention)	
	Out of seat without permission	Dependant on context: Moved within the classroom Yellow referral Break/lunchtime detention	Repeated in same lesson (sent to DTL in lesson, or rapid response; Green referral by class teacher and detention)	
	Swearing in the presence of staff	Rapid Response. <b>Maximum</b> 2-day internal exclusion Green Referral	<i>*Please note that the behaviours documented in the above grid are for guidance only. Each incident should involve professional judgement concerning the context surrounding the behaviour.</i>	
Swear at a member of staff	Rapid Response 2-day <b>EXTERNAL</b> exclusion Green Referral			

## Responses Available:

The following is a range of responses and/or strategies which may be used by staff to respond to negative behaviour of pupils and, more importantly, to monitor progress and improvement:

Yellow Referral – Indicates low level disruptions in the class. This should be followed up with a form of sanction from the classroom teacher (break/lunchtime detention- 15 minutes) (see fig 1.0). Yellow Referrals are inputted directly on SIMs by the class teacher. This data can be used to identify patterns of low-level behaviour, which trigger intervention strategies from the Head of Key Stage and the Pastoral Team (see fig.1.3). The student would receive an ATL grade of 3.

Green Referral Form – Indicates a serious concern and is dealt with by the classroom teacher. They may, however, require support from Inclusion, HOKS/DTL. The green referral is not the sanction in itself; it is simply information about the teacher's concern, including a summary of the incident and teacher's follow up action. This, again, can be used to identify patterns of behaviour and is recorded on the school's SIMs (see fig 1.0). The minimum sanction for a green referral is an after-school detention with the relevant member of staff. They would also receive an ATL grade of 4.

Pupil Report - this is a serious response to either behaviour or progress concerns. Reports are used when a pupil fails to adhere to the school's code of conduct. Parents and staff are informed:

- **Form Tutor Monitoring Report** – If our bi-weekly data suggests that there are concerns arising with a pupil, then the initial report would be monitored by the child's Form Tutor
- **HOKS Target report** – A pupil is set specific targets to encourage a change in their pattern of behaviour. This is monitored by Inclusion/HOKS and possibly SLT.
- **Uniform Report** – A student is placed on this report once they fail to comply with the dress code within school. This is after initial requests to correct the uniform are ignored.
- **Attendance and Punctuality report** – Pupils are placed on this report if they are continually late or there is an attendance concern.
- **Homework report** – Pupils are placed on this report if they repeatedly fail to complete or are persistently late with homework.

Reports should be implemented, tracked, and monitored by Form Tutors, Heads of Key Stage and Inclusion staff.

These responses are to be supported by all staff; a pupil's failure to follow the reports outlined above would result in further action being taken by the classroom teacher, HOKS, DTL or Senior Leadership Team. The reports will also follow the values at the core of our school slogan REACH. Each report will identify the value which the student has failed to uphold. This will be identified by HOKS and/or the Inclusion Team.

## Student Detention System

- Break/Lunchtime detention – Staff can remove a pupil's free time during the school day in response to a variety of behaviour issues. This can take place at break time or lunch time. Staff will ensure that pupils have time to visit the toilet if required.
- After school detention – Staff should email Detentions, to inform parents of the detention. The following details should be emailed to JK on the date that the detention is set:
  - name of the student
  - date of detention
  - subject
  - reason for the detention.

## A Breaktime Detention may be issued if...

- student effort and/or progress during a lesson is below the expected standard
- student behaviour during a lesson is below the expected standard
- classroom based

## A Lunchtime Detention may be issued if...

- the severity of the incident warrants a lunchtime detention
- there is a lack of improvement since a breaktime detention was issued
- a student has failed to attend an breaktime detention
- classroom based

## An After School Detention may be issued if...

- the severity of the incident warrants an afterschool detention
- there is a lack of improvement since a lunchtime detention was issued
- a student has failed to attend a lunchtime detention
- classroom based
- text and letter sent home by teaching staff

## Failure to attend an After School Detention

- *if a student has failed to attend an after school detention...*
- green referral entered onto SIMS that day- HOK and DTL informed.
- student is removed from lessons for 1 day - internal exclusion for failure to comply
- student is kept behind at the end of their internal exclusion until 4.20pm
- referring member of staff should be present for this where possible

## Removal from the School Community:

**Internal exclusion** – This action involves the pupil working in an area designated by the HOKS or SLT. This is supervised and the appropriate classwork is set. Parents will be informed by the HOKS, SLT, or Inclusion staff.

**Exclusions** - these must be permanent or for a fixed period of time.

It is the policy of the school to use fixed term exclusions in a progressive manner which takes into account the seriousness and/or persistence of misbehaviour. When a fixed term exclusion of more than 5 days is issued, the individual case is referred to the Governors' Disciplinary Panel and educational provision is provided elsewhere for the remainder of that exclusion

Fixed term internal exclusions are held in the Inclusion Base. The terms of the exclusion are determined by the HOKS or SLT.

External exclusion from school means that the pupil is not allowed to be on school premises. Exclusion is a serious sanction which must be in compliance with the necessary legislation. Exclusions have to be authorised by the Head teacher and notified in writing to the LEA (Local Education Authority) and Parents. When an external exclusion is given for more than 6 days, the student will be educated at an arranged venue.

All of the above sanctions must be recorded and may be used as evidence when considering a pupil's future in the school.

Behaviour Contracts and Pastoral Support Plans (PSP) – A Behaviour Contract or PSP may be deemed necessary if a pupil requires support with their behaviour regularly and is at risk of exclusion. This contract plan is discussed and/or generated alongside Pupil, Parents and staff to help support the pupil. The contract and PSP should be reviewed at regular stages (see fig 1.1):

Stage	Process	Overview of Strategies
<p><b>Stage 1</b></p> <p>Pupils who demonstrate through green and yellow referral data that there are significant and frequent behaviour issues across the curriculum.</p>	<p>Behaviour Contract meeting HOKS, parent and pupil PSP:</p> <ul style="list-style-type: none"> <li>• Basic information (attendance, achievement, pupil characteristics)</li> <li>• Detailed section on support strategies and interventions to date.</li> <li>• Agreed targets – these are to form the basis of the contract</li> </ul> <p>Monitored through the referral data and HOKS monitoring report (through Inclusion).</p> <p>Review meeting – 4 weeks after initial meeting (interim to be called if necessary – escalation to stage 2)</p>	<ul style="list-style-type: none"> <li>• PSP</li> <li>• Parental meeting</li> <li>• Agreed contract through PSP</li> <li>• Review Meeting</li> <li>• Pupil awareness of the staged process</li> <li>• Managing Own Behaviour programme through Inclusion</li> </ul>

<p><b>Stage 2</b></p> <p>Pupils who continue to accrue referrals across the curriculum</p>	<p>Meeting with AHT, HOKS, Parent &amp; Pupil Review behaviour contract and PST – adjust targets, consider support strategies. Explore further in house and outside agency support. HOKS monitoring report. Agreement between home and school for instant sanction (report or green ref) Monitored through the referral data and HOKS monitoring report (directly with HOKS) Review meeting – 2 weeks after initial meeting (interim to be called if necessary – escalation to stage 3)</p>	<ul style="list-style-type: none"> <li>• Review of PSP/Targets</li> <li>• Agency support: refer to agency “catalogue” in Inclusion</li> <li>• LST referral/FEWs</li> <li>• Step up – Managing Own Behaviour programme phase ii through Inclusion</li> <li>• Instant sanction system</li> </ul>
<p><b>Stage 3</b></p> <p>Pupils who require alternative educational provision</p>	<p>Meeting with Governors, AHT, HOKS, Parent and Pupil</p> <p>Alternative pathways and considered at this point: Permanent Exclusion Managed Move to another school.</p> <p>CEDARs referral (PRU)</p>	<ul style="list-style-type: none"> <li>• Governor’s targets</li> <li>• Alt pathway</li> </ul>

## **The rights of staff to confiscate items:**

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising. In our school, the Headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Often an item will be confiscated by the class teacher who will return the item at the end of the school day. In the case of mobile devices, staff will follow the acceptable use policy for mobile phones/devices.

If Senior Staff at the school deem the item confiscated to be useful in the case of an internal school investigation or a criminal matter, then the item will be kept until senior staff feel confident in the item being returned to the pupil's parents.

## **Student Searches**

Pupils can be searched under The Education and Inspections Act 2006, if Senior Staff believe that there is a breach of the school behaviour policy. Any search must be conducted by a member of the Senior Leadership Team, with a witness present (ideally HOKS or Inclusion staff). The details of the search must be recorded in the search log, kept in Mrs Grant's office. Any item confiscated as a result are subject to the guidance set out above. Parents/Guardians are informed as a matter of course.

Senior staff can search a pupil for any item if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Prescription Drugs and over the counter drugs
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers/ any smoking or vaping paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

**Possession of any of the above items, which poses a risk to the safety and welfare of others in the community or would be a significant breach of the school's behaviour code and policy, may result in permanent exclusion (see exclusions policy).**

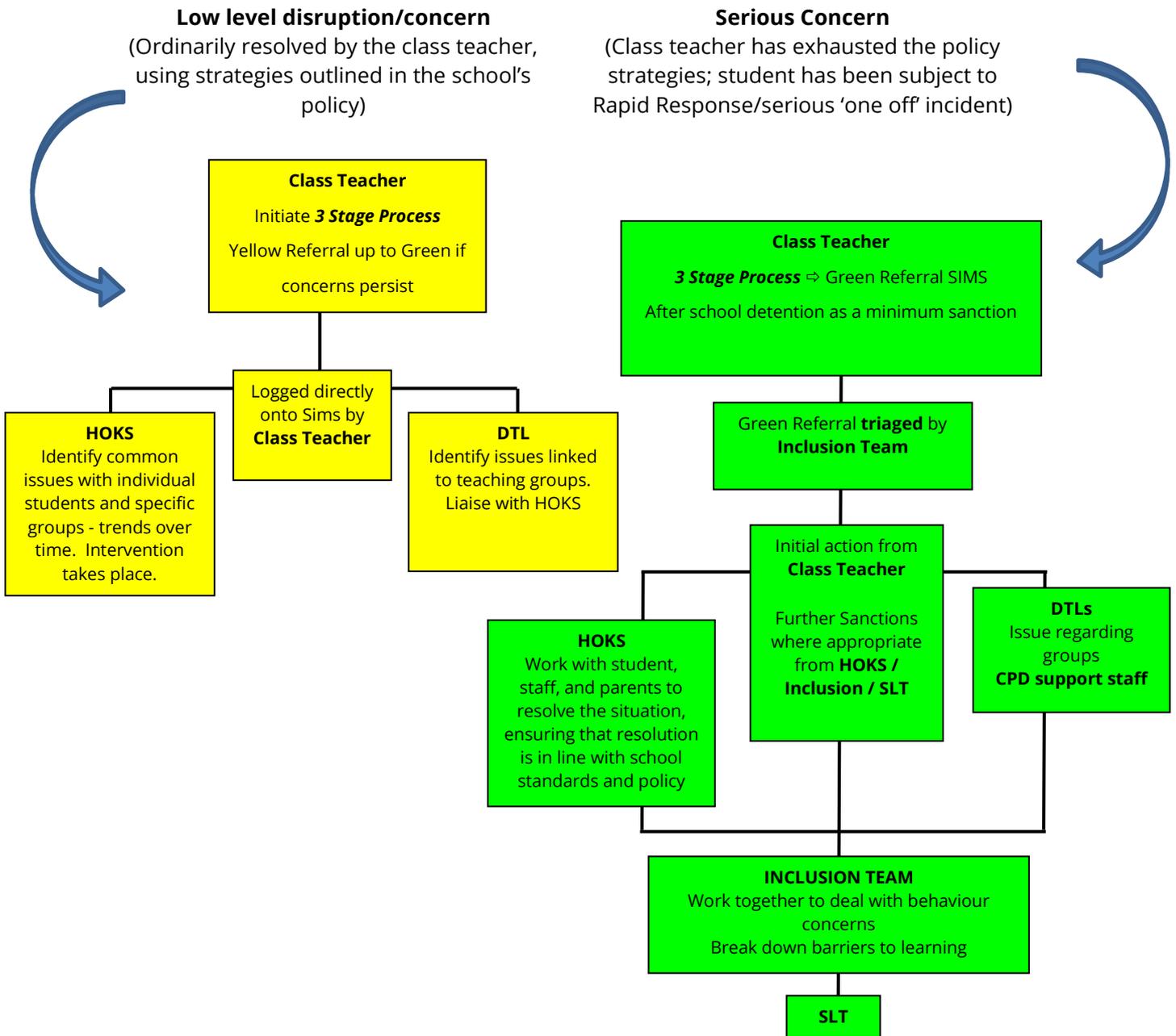
## **Power to use reasonable force:**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for the above items.

## Behaviour Incident

Figure 1



## PASTORAL SUPPORT PROGRAMME – Stage 1

Fig 1.1

Name of Pupil	DOB	Year Group
Address	School Moorside High School Cellarhead Road Werrington Stoke on Trent ST9 0HP	
Name of Parents/Carers	Address if different	
Date of Meeting:	Participants:	

Targets	Success Criteria	How Measured	By Whom

Strategies and support to meet the targets	Person Responsible
To include strategies for school, the pupil and home	

Signed.....  
**(Pupil)**

Date.....

Signed.....  
**(Parent)**

Date.....

Signed.....  
**(HOKS)**

Date.....

## PASTORAL SUPPORT PROGRAMME – Stage 2

Date of Stage 2 Meeting:	Participants:
--------------------------	---------------

Review of Stage 1 Targets	Success/Impact
1.	
2.	
3.	

Reviewed Targets	Rewards / Sanctions

List the new strategies which will be attempted following this review meeting AND who is responsible for them :

Signed..... Date.....  
**(Pupil)**

Signed..... Date.....  
**(Parent)**

Signed..... Date.....  
**(HOKS)**

Signed..... Date.....  
**(Deputy Headteacher)**

## Governor's Disciplinary Review

Date Governor's Disciplinary Review Meeting	Participants:
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Review of Stage 2 Targets	Success/Impact

Reviewed Targets	Rewards / Sanctions

List the new strategies which will be attempted following this review meeting AND who is responsible for them :

Signed..... Date.....  
**(Pupil)**

Signed..... Date.....  
**(Parent)**

Signed..... Date.....  
**(HOKS)**

Signed..... Date.....  
**(Deputy Headteacher)**

Signed..... Date.....  
**(Governor)**

Once completed, this form should be copied to all participants, including parents and pupil, AND to key individuals in school who are responsible for the child's education.

A copy should be attached to any paperwork arising from any subsequent exclusion.

(Fig 1.2)

## Lessons at Moorside

### ENGAGE & ACHIEVE

Beginning each lesson

- All pupils line up outside the room at the beginning
- Welcome all pupils into the room and check everyone's uniform (Top button done up, shirt tucked in, blazer on, NO jewellery)
- Pupils stand behind their chair/desk with all equipment on the desk until invited to sit down

1	<b>STARTER</b>	Engaging activity that gets pupils learning immediately such as a 'Reading Images', literacy task etc
2	<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• These are the <b>SKILLS</b> you are asking pupils to use in making progress in their learning eg, explaining, hypothesising *</li><li>• We need to set levelled or graded lesson objectives for all lessons as they shape the content and challenge of the lesson and form the plenary at the end</li><li>• Discuss these with the class and ask them to explain the success criteria for progress</li></ul>

## Body of Lesson

<b>3</b>	<b>Activity 1</b>	Engaging, challenging and appropriate to <b>THAT</b> group	<p style="text-align: center;"><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>Using Blooms taxonomy of questioning is vital to design your questions in advance</li> <li>Using appropriate skills from the taxonomy to frame questions enables rapid progress and learning</li> <li>Without Blooms only 10% of questions cause new learning!</li> </ul>
<b>MINI PLENARY- What progress is being made? Adaptions needed?</b>			
<b>4</b>	<b>Activity 2</b>	Engaging, challenging and appropriate to <b>THAT</b> group	
<b>MINI PLENARY- What progress is being made? Adaptions needed?</b>			
<b>5</b>	<b>Activity 3</b>	Engaging, challenging and appropriate to <b>THAT</b> group	

\* Outcome - Is the product of the lesson, e.g., the cake, the essay

<b>6</b>	<b>PLENARY</b>	<ul style="list-style-type: none"> <li>What has been learnt today?</li> <li>How do we know? Judge against success criteria</li> <li>What do we want to know more about?</li> <li>2 Stars and a Wish</li> </ul>
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LITERACY		AFL	BLOOMS
Skills	Subject Vocab	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• ABC cards</li> <li>• Exit passes</li> <li>• Traffic lights</li> <li>• No hands up</li> <li>• NO opt outs</li> <li>• 2 stars and a wish</li> <li>• Learning Lottery</li> </ul>	<p>Higher Order Thinking Skills</p> <p>Evaluation</p> <p>Synthesis</p> <p>Analysis</p> <p>Application</p> <p>Comprehension</p> <p>Knowledge</p> <p>Lower Order Thinking Skills</p>

*Remember to teach to the groups/needs of THAT specific class - An Ofsted group can be ONE pupil e.g., LAC, weaker reader, dyslexic etc., so know your pupils and plan for them!*

**High standards come from high expectations of behaviour and challenge, applied consistently, by all!**

Wave 1	Wave 2	Wave 3
(Bi-weekly behaviour report 1. HOKS to send out Form break down)	(Bi-weekly behaviour report 2. HOKS to send out Form break down)	(Bi-weekly behaviour report 3. HOKS to send out Form break down)
<b>Yellow referrals 0-2</b>	<b>Yellow referrals 3+</b>	<b>Yellow referrals 5+</b>
Interventions:	Interventions:	Interventions:
<ul style="list-style-type: none"> <li>Form Tutor 'consultation'</li> </ul>	<ul style="list-style-type: none"> <li>Head of Key Stage calls home</li> <li>Form Tutor report</li> </ul>	<ul style="list-style-type: none"> <li>Parental meeting</li> <li>HOKS monitoring report (- detentions issued to pupils if they fail to meet targets)</li> </ul>

Fig.1.3 – Monitoring and Intervention Schedule for Yellow Referrals (low level disruption)

## Behaviour for Learning Checklist (fig 1.4)

- Step out into the corridor to greet your class to ensure that they are ready for your lesson.
- Welcome all pupils into the room and check individual uniforms (top button done up, shirt tucked in, blazer on, NO jewellery).
- Ensure that all pupils stand behind their chair/desk with all of their equipment visible, until invited to sit down by the teacher. Students can only drink water in lessons. Teachers can ask students to place other beverages in their bags to consume at a more appropriate time.
- When taking the register, insist that all pupils respond appropriately with “yes Sir” or “yes Miss”. This should be completed as the pupils are working on a starter activity. In some cases, for example MFL, the register may be used as a learning tool. At the end of the lesson the register scores must be recorded for attitude- Remember a 2 is compliance with expectation, 1 is outstanding and exceeding expectation, 3 is a cause for concern and requires a sanction and 4 is a serious concern and likely green referral and afterschool.

- Display the **Classroom Code** clearly – ensure that all students are clear about this and that they understand the consequences for not meeting your expectations.
- Use the **rewards system** daily – PRAISE! Make sure that this is done appropriately to encourage positive behaviour. Whenever possible, try to have a positive interaction with parents regularly, through a text, phone call, letter, or praise postcard (Jenette Kinder can text parents for you if you provide a list of names).
- Know the names of every student ASAP.
- Understand and have a plan for all students' **Special Educational Needs**.
- Be proactive and have a plan for students who may potentially misbehave.
- Have a strong '**pack away**' routine with clear expectations.
- At the end of the lesson, students should stand behind their chair **and uniform should be checked**.