



Behaviour for Learning Barnhill School

Aims of the Behaviour for Learning Policy

'Building Brighter Futures'

Barnhill Community High believes that all students should be aware of the behaviours that are expected of them and we take responsibility for promoting these standards: 'the Barnhill Way'.

For our students this means promoting good attitudes to learning by a consistent, positive and shared approach to Positive Behaviour Management.

These attitudes/behaviours need to be taught modelled, practised and rewarded.

By encouraging positive attitudes to learning we can promote good relationships throughout the school built on trust and understanding.

Our aim is to ensure that all our students leave school as confident aspirational learners; who value learning; have a high level of social awareness plus the key skills they need to progress to the best of their ability in all areas of life.

Behaviour for Learning in Barnhill Community High

Students are expected to:

- Act safely
- Show respect for others, property and environment
- Have a positive attitude to learning

Students must:

- Wear the correct school uniform (see the Learning Journal/Parent Handbook/Prospectus)
- Have their BCH ID card on them (Year 12/13 must wear them as ID)
- Bring essential equipment to school
- Attend all lessons on time
- Stay in designated supervised areas

Students must not:

- Bring items that are dangerous or illegal into school
- Smoke in school or in the school grounds or outside school whilst still in their school uniform
- Wear jackets, trainers, hats or headphones inside the school buildings
- Leave classroom during lessons without written permission from staff
- Chew gum

Students should not:

- Bring expensive electrical items or other valuables into school as school will not accept any responsibility for any loss or damage, especially mobile phones

Expectations of student behaviour are described in the student Learning Journal/Planner Behaviour for Learning in Lessons

1. Be on time, wait and enter each area quietly
2. Be fully equipped and ready to work
3. Follow instructions first time – every time
4. Concentrate in lessons, e.g. no loud talking, interrupting or name-calling
5. Work hard to learn

6. Take part in activities
7. Be polite and considerate to others
8. Take responsibility for actions
9. Hand in homework on time
10. No mobile phones are allowed in school
11. Follow the subject safety code

Behaviour for Learning out of Lessons

1. Follow instructions first time – every time
2. Move quietly on the left along corridors to lessons/registration
3. Respect other people and property
4. Eat or drink only in the designated areas (food is not allowed in classrooms or corridors)
5. Remain in designated areas (canteen, Year 7-9/Year 10-13 playgrounds) during breaks
6. Put litter in bins
7. Play safely and considerately in playgrounds/astro/cage
8. Do not bring expensive electrical equipment or other valuable items into school
9. Do not bring hot food bought from outside into the school premises

Behaviour Beyond the School Gates

The school has the right to discipline students where behaviour falls below the acceptable standard outside the school gates.

This may include any incidences where a student is:

- Taking part in a school-arranged or related activity
- Travelling to and from school
- Wearing school uniform, or is identifiable as a student at the school in some other way

Such behaviour includes actions that bring the school into disrepute such as:

- Could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school

The school will contact other authorised agencies where appropriate such as the police or the Hillingdon anti-social behaviour team.

Sanctions will be imposed in line with behaviours shown in school.



Barnhill Consequence System Supporting Staff and Students Consequences and Actions



	Action	Consequence
C1 (1 point)	Any low level behaviour that requires teacher intervention.	Verbal warning
C2 (2 points)	Consuming food or drink in class (after warning) Deliberately disrupting lesson (after warning) Failure to participate in learning (after warning) Incorrect uniform/not following dress code (after warning) Late to lesson Missing equipment Mobile Phone technology (after warning) No/late homework Not following instructions (after warning) Refusing to follow instruction (after warning)	15 minute detention (set by subject teacher/tutor) Lunch time late detention
C3 (6 points)	Cheating in in-class test Failure to attend 15 minute detention Persistent disruption of lesson Plagiarism. Student removed from class to another room within the school Walking out of a lesson without permission 3 crosses on report	30 minute Curriculum Area detention 30 minute Key Stage detention
C4 (8 points)	Dangerous behaviour in corridor or playground Encouraging a fight outside lesson Failure on Tutor Behaviour report Failure to attend 30 minute detention Failure to attend lunch time punctuality detention More than 3 crosses in one day on any behaviour report Offensive behaviour towards staff or students outside of a lesson Encouraging a fight in a lesson Offensive behaviour towards staff or students in a lesson On Call used to remove student to Referral Room Truancy	1 hour Key Stage detention 1 hour Curriculum Area Detention
C5 (10 points)	Aggression to staff and students Cheating in a PPE Failure on Key Stage report Failure to attend 1 hour LG detention. Forging a report Plagiarising coursework	2 hour Leadership Group Detention
C6 (12 points)	Banned substances on site Extreme aggressive behaviour towards staff or students Failure to attend 2 hour LG detention. Gambling Inappropriate sexual behaviour Theft Vandalism Homophobic bullying Racist bullying	IE plus 1 hour detention 8.20 to 4

Barnhill Consequence System Supporting Staff and Students

Behaviour Reports

Consequence	Action
Tutor behaviour report	5 C2 in one week 3 C3 in one week
Attendance and punctuality report (Tutor)	3 or more lates in one week- parental contact
Key Stage Team Report	Any C4 in one week Or failure on tutor report
Key Stage Directors Report	Any C5 in one week Or failure on key stage report
PSP/ Leadership report	Failure on report system

Progress Reports

Consequence	Action
Raising Standards Leader progress report	Failure on tutor progress report
Tutor progress report	Underachieving in more than multiple subjects (use of CAGs)

Barnhill Consequence System

Supporting Staff and Students

Staff Guidance

Logging on Go4Schools

1. All behaviour must be logged on Go4Schools. No action can be taken without a logged event
2. Events should be open while action is still required and closed once actions have been completed
3. C1s and C2s:
 - These only require teacher action
 - Events must be CLOSED when complete (they attended your C2 15 minute detention) or escalated by raising a new event (when they did not attend your detention so need a C3 30 minute detention)
 - Do not need to be shared with other staff
4. C3s and higher
 - May or may not need sharing with another member of staff
 - Only share with one person
 - Note what action you are asking for by sharing with the person
 - Share as follows:
 - a. CL - Classroom/ during lesson
 - b. Key Stage - Outside classroom, lunch, break, after or before school

Detentions

Detention Type	When	Run By
Teacher 15 minutes	Teacher discretion	Teacher
Lunchtime late	Everyday	Lynne/ Abbie
CA 30 minute	Monday	CL/ DCLs in rotation
CA 60 minute	Wednesday	CL/ DCLs in rotation
30 minute KS	Daily	Key Stage
1 hour KS	Thursday	Key Stage rota
2 hour LG	Friday	LG rota
1 hour for sixth form	Friday (attend 2 nd hour of 2 hour LG)	LG rota

Student Support for Behaviour for Learning

- Each Key Stage (7-8, 9-10, 11-13) has a dedicated team of staff who lead on all issues of student wellbeing and achievement:
 - Tutors
 - Assistant Pastoral Support Officer
 - Pastoral Support Officer
 - Key Stage Director
 - Director of Achievement
 - Assistant Headteacher
- Two Learning Mentors provide support to promote students reaching their academic potential
- Full time School Counsellor/psychotherapist for self-referrals or referrals identified by school staff or parental request. Students may be seen individually or with family members to support emotional wellbeing.
- Anger management 1:1 support for students with anger issues
- Home School Support Worker working with families to resolve barriers to learning
- Senior Attendance Officer to support 95% attendance target
- Welfare/Attendance Assistant to support health and wellbeing
- School Nurse weekly drop-in clinic
- Safer School Police Officer
- HAYA – Horn of Africa Youth Association who provide support to families from the region
- On-Call system – senior and middle leaders support learning in the classroom being available to diffuse conflict and allow cool off period in withdrawal room

Parental Support for Behaviour for Learning

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents/carers:

- a) Sign the Home School Agreement on **entry to the school** and
- b) Sign the 'Student Rights and Responsibilities' chart (see Appendix 1) which is also included in the student's Learning Journal/Planner **at the start of each year**. This indicates that parents will respect and support the school's behaviour policy and the authority of the school staff.
- c) Building school life into a routine – ensuring your child is at school on time, appropriately dressed, rested and equipped – will encourage your child to adhere to school rules and procedures.
- d) We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour.
- e) We ask that parents/carers be prepared to attend meetings at the school with staff to discuss their child's behaviour.
- f) In the case of exclusions, we ask that parents provide appropriate supervision for their child during the term that they are excluded from school and attend a reintegration meeting at school with their child.

Positive Behaviour Management (PBM)

Our aim is to ensure that all students achieve their very best at Barnhill and that high quality teaching and learning takes place.

In order to promote learning in the classroom we use Positive Behaviour Management (PBM) which requires **all staff** to:

- Clarify **Behaviour** in and out of the classrooms using policy/posters/planner
- Minimise unnecessary confrontation when managing students, acting calmly and keeping in mind the fact that, in a teacher-student relationship, **the teacher is the adult.**
- Avoid many behaviour problems by using good preventative management
- Use **positive reinforcement** whenever possible
- Keep the focus of the primary behaviour and **avoid arguments**
- Invite, **model** and expect respect
- Utilise related and **reasonable consequences**, emphasising certainty rather than severity
- **Actively model**, teach and support positive behaviour

Managing Behaviour for Learning in Lessons

- Task orientated, i.e. the focus is on the work which should be done rather than on any unacceptable behaviour – **'what should you be doing?'**
- Future orientated, i.e. the focus is on what work is about to be done rather than what has just happened – **'what are you going to do next?'**
- Positive, i.e. **attention is given to acceptable student behaviour** rather than to unacceptable – **log positive behaviours in Sleuth**

Despite the very best preventative management, there will be some behaviour problems which occur in classrooms. The great majority of these will be minor problems which can be managed easily by using positive reinforcement techniques, keeping in mind at all times the school-wide preferred practices listed above.

The top 10 techniques are:

1. Pause... direction (call for attention, wait for silence, give instruction/information)
2. Tactical ignoring (give no immediate response to a trivial matter or secondary behaviour)
3. Distraction/diversion (ignore behaviour and redirect to task)
4. Partial agreement (when no point in disagreeing, say **'you may be right, but I want you to...'**)
5. When ~ then directions (**'when** you have done this, **then** you may do that'; do not say 'no... because')
6. Questioning (do not ask 'why' or 'who' questions; use **'what should you be doing'**)
7. Rule reminders (**state or point to) known rule**; reinforce with private signals)
8. 'Take up time' (give instruction and turn away to allow acceptance without loss of face)
9. Choice direction (two/three choices, including deferred (e.g. stay back at break))
10. Cool-off time (leave time for student and teacher to cool off; defer to later time)

Managing Behaviour for Learning Out of Class

1. Teachers are expected to enforce appropriate behaviour by referring to 'The Barnhill Way' see 2.3.
2. Teachers should look to reward positive behaviours they observe around the site and record on Sleuth. Negative behaviours which are observed should be challenge and a Negative Sleuth recorded and referred to tutor/KS Team via Sleuth.

Searching, Screening and Confiscation

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained.

Under this authority we reserve the right to search and screen students under the following circumstances and to confiscate items as described below.

Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.

Searching should be carried out by a member who is the same sex as the student – there must be a member of staff present during the search to act as witness who should also be the same sex.

There is a limited exception to the same sex and witness rule – there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out.

Parents will be informed if a search or screening uncovers items that will result in school disciplinary action or police involvement.

Searching with Consent

We can search students for **any item** with consent from the student.

Parental permission or pre-notification is not required.

We do not require written formal consent in advance of a student search – it is enough for a teacher to ask the student to turn out their pockets, empty their bag and allow access to a search of their school locker.

Searching without Consent

If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required.

The Headteacher and any staff authorised by him/her have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items.

A student refusing to co-operate with a search will be subject to disciplinary measures by the school.

The list of prohibited items:

- Knives, bladed items, weapons
- Alcohol, tobacco and illegal drugs
- Fireworks
- Pornographic images
- Stolen items
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to or damage property

Screening

We reserve the right to require students to undergo screening by a walk through or hand-held metal detector with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon.

All students are expected to comply with a request for screening which involves no physical contact.

If a student refuses to be screened, we may refuse the student access to the school premises under our duty not to expose students, staff or visitors to risks to their health and safety. The absence will be recorded as unauthorised, not as exclusion.

Electronic Devices

School staff may examine data files held on personal devices during a search if they believe they have good reason to do so.

In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate, passed to the police.

Confiscation

School staff can seize any prohibited item found as a result of a search.

We can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material on to the police.

Depending upon the nature of the confiscated item, it may be retained by the school or returned to the parent/carer or disposed of as a disciplinary measure where reasonable.

Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed on to the police or disposed of by the school.

Use of 'Reasonable Force'

School staff have a legal right to use reasonable force to control or restrain.

Control means passive contact such as standing between students or blocking a student's path, or to actively lead a student by the arm away from a classroom or difficult situation.

Restraint means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder.

Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimise chance of injury to the student but it may not always be possible.

Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm.

Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs.

We do not require parental consent to use reasonable force.

Malicious Allegations

Complaints against staff are always investigated thoroughly.

If, after a full and thorough investigation, it is the considered view that the allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making the allegations will be disciplined according to the severity of the case, up to and including exclusion.

Sanctions for 'High Level' Behaviours or Persistent 'Medium Level' Behaviours

More serious incidents are usually dealt with by Key Stage Teams and the Deputy Head responsible for Attitudes to Learning and may lead to Fixed Term Exclusion or the consideration of Permanent Exclusion.

Staff must log a high level/serious incident with comments on Go4Schools and submit it to the relevant Key Stage Team.

The degree and length of any exclusion varies according to the incident, but the emphasis is on very short fixed term exclusions which give the student time to reflect on their actions away from the school community.

Persistent offenders may be given longer exclusions dependent on the ability to make amends, the occurrence of previous incidents, the need for safety of other students, the support required for the victims and the reinforcing of expectations.

In all cases of Fixed Term Exclusion a reintegration meeting is held in order to agree the reinstatement of the student into school. The student is required to show acceptance of their actions and to guarantee their future behaviour will be in line with our expectations.

A Pastoral Support Plan may be set up if the student is thought to be at risk of permanent exclusion.

The following should warrant Fixed Term Exclusion:

- Fighting
- Regular and constant bullying
- Victimisation, acts of extortion
- Dangerous, threatening or aggressive behaviour towards other students or staff e.g. unauthorised setting off of fire alarm
- Possession of drugs/alcohol
- Persistent defiant misbehaviour
- Serious damage to school property

- Serious theft
- Bringing the school into disrepute
- Serious undermining of discipline

Extreme Incidents

Extreme misconduct which could warrant the consideration of Permanent Exclusion:

- Physical assault
- Repeated fixed term exclusions
- Carrying a weapon in school with the perceived threat of use
- Setting fire to the school
- Selling/dealing in drugs/promoting drug usage

Appendix 1: Rights and Responsibilities for Students

GENERAL RIGHTS	SPECIFIC RIGHTS This means I have the right:	GENERAL RESPONSIBILITIES	SPECIFIC RESPONSIBILITIES This means that I will:
TO BE SAFE	<ul style="list-style-type: none"> • To work in a safe environment • To have Health & Safety rules explained • To feel safe with staff and students 	TO ACT SAFELY	<ul style="list-style-type: none"> • Work safely • Stay where I am meant to be • Walk safely in the school building • Follow all safety instructions • Behave safely towards staff and students
TO A GOOD EDUCATION	<ul style="list-style-type: none"> • To take part in well planned lessons • To be expected to do my best • To expect lessons to start on time • To work without distractions • To have my work marked • To have homework set • To have information and instructions explained well 	TO LEARN AS WELL AS I CAN	<ul style="list-style-type: none"> • Attend lessons properly equipped and ready to learn • Have high expectations of myself • Arrive at lessons on time • Work with others without distracting them • Complete and hand in classwork and homework on time • Listen carefully to information and instructions
TO BE RESPECTED	<ul style="list-style-type: none"> • To be spoken to politely and with respect by staff and students • To be listened to carefully • To have my property respected 	TO RESPECT OTHER PEOPLE AND PROPERTY	<ul style="list-style-type: none"> • Speak politely and with respect to everyone • Use suitable language • Have good manners • Share and co-operate • Be in school uniform • Look after the school environment • Take care of school and other people's property

Student's name _____ Tutor Group _____

Date _____

We have read Barnhill High's Rights and Responsibilities and support them.

Student's signature _____

Parent's signature _____

Rewards

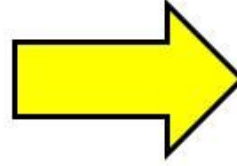
If you:	We will:
1. Have 100% attendance for the school year	Award you with a £10 JD voucher every term.
2. Are in the top 20 pupils for A2L scores each assessment Cycle.	Reward you with a £10 voucher, certificate and Gold Star to wear on blazer.
3. Are the pupil with the highest A2L scores and 100% for the term	Award you with and iPad.



Individual	Rewards
Gold Award	l pad, Certificate, star
Silver Award	£30 Certificate, star
Bronze Award	£20 certificate, star
100% Attendance	£10 certificate
KS Nomination Award	£10 certificate



Tutor Group	Rewards
Best tutor group for Attendance	Attendance Cup, Pizza Lunch.



Rewards Assembly will take place every term.

The Barnhill Partnership Trust

Punctuality to School

If you:	We will:
1. Arrive Late to School	Place you in a lunch time detention on the same day
2. Attend	No further action is taken.
3. If you do not attend	Place you in a 1 hour detention on a Thursday evening.



Action	Sanction
Late to school	Lunchtime detention
Non attendance To lunchtime detention	1 hour detention. (Thursday 2:50pm – 3:50pm))
Non attendance to 1 hour detention	2 hour detention (Friday 2:50pm-4:50pm)
Non attendance 2 hour detention	1 day I/E (8:20am-4pm)
Failure to attend I/E booking	Referred to SLT for further action as this now becomes persistent defiance



If you are:	We will:
1. Late more than 3 times in one week.	Put you onto an Attendance & Punctuality report for 2 weeks with your Tutor
2. Failing on Attendance & Punctuality Report	Invite parents / guardians in for a meeting to discuss punctuality with the Attendance / Pastoral team