



More House School

BEHAVIOUR FOR LEARNING POLICY

Rationale:

It is important that a consistent approach is applied across the school towards pupils' behaviour; that good behaviour is seen to be rewarded and encouraged, and poor behaviour is discouraged through the use of appropriate action. For this purpose, More House School operates a reward and discipline system called Behaviour for Learning. The scheme enables Tutors, Heads of Year and Deputy Headteachers to maintain comprehensive records of individual instances, and to monitor patterns of good and poor behaviour.

The policy is designed and implemented to promote the fundamental British Values, recognised as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. It is also designed to foster a strong and tangible sense of cohesion within this More House School community.

Purpose:

- Pupils receive recognition for good work, consistent effort and exceptional behaviour.
- Pupils who choose not to follow school rules will receive appropriate consequences, in the form of approved disciplinary sanctions, as a result of their actions.
- Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others.
- All rewards and sanctions will be recorded centrally on the school Management Information System (MIS) database, through the Pupil Daybook function.

Broad Guidelines:

As a school we aim to create a positive ethos, with good relationships, equality of opportunity and respect for each other. We believe that the promotion of positive behaviour is fundamental to a happy, learning atmosphere which promotes a thirst for knowledge and learning and high standards of educational achievement. Our Behaviour for Learning Policy aims to set out the methods by which we encourage and promote positive behaviour and deal with unacceptable behaviour.

Rewards

We believe that students should be encouraged to make positive choices and that these should be recognised and rewarded. Heads of Year will coordinate a rewards system appropriate to the pupils within their own year group. The reward system will be based around the following principles:



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Students in the School will have the opportunity to achieve a range of rewards including:

- House points;
- House point Platinum, Gold, Silver and Bronze Awards;
- Giving specific and timely praise in the classroom;
- Sending a child to other adults (e.g. Head of Senior, Deputy Head (Curriculum), Head of Year) for praise;
- Positive comment for parents to see in the student planner;
- Postcards home;
- Certificates for academic and personal achievements, including Headmaster's Commendation certificates;
- Student Leadership opportunities, e.g. Head and Deputy-Head Boys, Prefects, Boarders' Council, Food Committee, Pupil Voice, Middle Years Representatives and Wellbeing Ambassadors and Library Monitors, **House Captains, Sports Teams Captain and Vice Captains;**
- Note positive comments on database which can be passed on to students through their Form Tutor, Head of Year or Senior Staff;
- Attendance certificates.

These rewards are given to reinforce and encourage further good behaviour. The whole school community provide these incentives and rewards – rewards may be given to an individual, group or whole classes working together.

House points

Students can receive House points for demonstrating and showing positive values through making good choices. Students can be awarded a range of different House points including:

Categories may include.

- House point Respect
- House point Friendship
- House point Determination
- House point Excellence
- House point Courage
- House point Inspiration
- House point Community



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Termly House point Competition

We will hold a termly House point competition where the top tutor group in each year group will receive a special reward. Students will be praised and acknowledged for achieving House points in weekly assemblies. Individual students will also be acknowledged.

House point Platinum, Gold, Silver and Bronze Award

Students will be recognised for achieving key milestones in terms of number of House points. These are as follows:

Platinum Award- 200 House Points (at least 20 in each category)

Gold Award- 155 House points (at least 15 in each category)

Silver Award- 100 House points (at least 10 in each category)

Bronze Award- 50 House points (at least 5 in each category)

Sanctions

An essential part of our behaviour management lies in the recognition that actions have resulting consequences.

The principles upon which sanctions are based are that they should be:

- proportionate;
- consistent;
- focused upon the act and not the child;
- expected and understood by the child;
- delivered in a calm way;
- accompanied by a model of acceptable behaviour;
- discourage a repetition;
- involve parents if appropriate.



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Sanctions are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. The majority of unacceptable behaviour is discouraged through verbal warnings. All adults in the school have an equal right to remind pupils of the school's rules and to expect pupils to behave appropriately.

It needs to be acknowledged that for a few pupils the sanctions and rewards implemented within the school's normal, daily framework will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not undertaken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. The Exclusion Policy provides further guidance.

It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

Sanctions Procedure

The formal sanctions procedure is designed to ensure students are treated fairly and that there is a consistent approach to discipline across the subject areas. All sanctions will be logged to the school MIS, so that Form Tutors, Heads of Year and Senior Staff are able to monitor issues that arise and organise appropriate interventions, as required.

Teachers will use their professional judgement to decide on the most appropriate sanction. The sanctions in **bold** however are actions that will take place.

Consequence Level	Student Choices	Sanction(s)
C1	Disruption to learning: <ul style="list-style-type: none"> • Calling out • Chewing gum • Discriminatory language • Ignoring instructions • Incorrect uniform • Late to lesson- up to 5 minutes • Lying • No diary • Out of bounds • Rudeness to others 	<ul style="list-style-type: none"> - Logged as a C1 on MIS - Asked to stay back at the end of the lesson. - Discussion with student. - Change of seat. - Additional work.



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	<ul style="list-style-type: none"> • Swearing • Unpleasant/ inappropriate comments • Classwork not completed to the best of ability. • Incorrect kit or equipment 	
<p>C2</p>	<p>Continuation or increased disruption to learning:</p> <ul style="list-style-type: none"> • Repeated c1 offences • Classroom or playground incident • Direct discriminatory language aimed at another • Explicit vulgar language or action • Fighting • Late to lesson- more than 5 minutes • No work attempted/ completed • Refusal to work • Swearing at an individual/ group • Walking out of lesson 	<ul style="list-style-type: none"> - Note in Student Planner - Logged as a C2 on MIS - Referral to form tutor - Detention with Head of Year at lunchtime. - Letter of apology - Additional work. - Class teacher or form tutor to contact parents. - Behaviour contract. - Behaviour reflection. Year 11: - Student may be asked to stay behind briefly at the end of the lesson or to return at lunchtime/ end of the school day - Failure to arrive at agreed time will result in an after-school detention. - Once conversation has been conducted, member of staff to complete c2 follow up notes. - If repeated c2s are issued student, issuing staff and HOY will meet to create action plan - Report card issued -



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<p>Call out 2020/21</p>	<ul style="list-style-type: none">• Defiance/ Refusal to follow instructions• Disruption escalates• Deliberate damage to school equipment• Continued inappropriate use of school ICT equipment	<p>Logged as Call out- Returned to lesson or Call out- Removed from lesson on MIS</p> <p>The primary aim is for the pupil to be spoken to and supported in order to return to the lesson. However, if this proves impossible, then a call out sanction is recorded. The following escalation process is implemented for repeated Call outs accrued by an individual pupil within the period of any one half-term.</p> <p>Call out- Returned to lesson: Liaise with the class-teacher and add a brief description of any agreed action points including pupil comments/observations if applicable;</p> <p>Stage 1- Out for the remainder of the lesson and will return to his next timetabled lesson. Letter sent to parents, meeting arranged between student, class teacher and form tutor.</p> <p>Stage 2- Half day internal suspension- Removal from lesson and the next three timetabled lessons. Letter sent to parents, meeting arranged between student, class teacher and form tutor.</p>
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		<p>Stage 3- Full day internal suspension- Removed from lesson and the next six timetabled lessons. Letter sent to parents, meeting arranged between student, class teacher and form tutor.</p> <p>Stage 4-Fixed term exclusion- Call-Removal from lesson and student will be removed from lessons for the remainder of the school day. An automatic 24-hour fixed term exclusion will be put in place with the student to remain at home the following school day. Letter sent to parents, meeting arranged between student, class teacher and form tutor. A re-integration meeting will be offered to parents on students return to school. A fix term exclusion entry to be made on the MIS</p>
<p>After school detention</p>	<p>Isolated incidents:</p> <ul style="list-style-type: none"> • Dangerous behaviour • Extreme rudeness to staff • Failure to attend after school activity • Failure to attend lesson without good reason • Failure to attend lesson • Leaving the school site without permission • Racism • Repeated discriminatory language or behaviour towards another 	<ul style="list-style-type: none"> -Logged as a An After-school detention on MIS - Note in Student Planner - Letter/email home to Parents - Referral to Head of Year - Detention with Head of Year – usually after-school. - Parental contact. - Letter of apology. - Placed on behaviour monitoring card - Removed from lesson(s) - Behaviour contract.



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	<ul style="list-style-type: none"> • Smoking • Vandalism • Violence Towards anyone 	
<p>€5 Fixed term exclusion</p>	<p>Very serious incident of:</p> <ul style="list-style-type: none"> • Discrimination • Physical violence • Defiance • Damage of property or theft • Misbehaviour • Alcohol, cigarettes or drugs brought on site • Extremely dangerous behaviour <p>Learning:</p> <ul style="list-style-type: none"> • Repeated Call out sanctions accrued, realising four such sanctions within a single half-term period. 	<ul style="list-style-type: none"> - Logged as a €5 fixed term exclusion on MIS (with detailed comments) - Referral to Head of Year/SMT - Removed from lesson by SMT (if an incident in lesson) - Exclusion - Internal, fixed term or permanent exclusion. - Series of SMT detentions. - Behaviour monitoring card to Head of Senior School - Parent meeting with Deputy Head or Headmaster - Behaviour contract. - Mentored by member of SMT

Lunchtime detentions will be administered in school and students will always be given a chance to have their break-time snack and lunchtime meal. Parents will be given advanced notice of all after-school detentions in respect of their son, and are expected to support the school in ensuring students attend.

The Principal Deputy Head, in communication with the Head of Year and, where necessary, the Headmaster, may authorise in any circumstance an alternative approach in terms of disciplinary sanction for an individual pupil where it is deemed appropriate according to the pupil's wider circumstances and support needs.



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Conclusion:

Clear design and effective implementation of a programme of rewards and sanctions, fosters a cohesive community promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. It supports all pupils' preparation for independent living within a tolerant society, and supports pupils' emotional wellbeing. It provides the best possible environment in which pupils are likely to make the best possible social and educational progress, and achieve outstanding academic outcomes.

Linked policies:

Anti-bullying policy

Anti-bullying Strategy

Exclusion Policy

Preventing Radicalisation and Extremism Policy