Respect to Learn Code

&

Behaviour Policy

Rationale

At Westhoughton High School we **LEARN:**

> **L**ook after each other
> **E**njoy our school
> **A**im high
> **R**espect ourselves, each other and our environment
> **N**ever stop learning

These core values underpin our expectations of all members of our school community at all times. It is vital that we work together to create a safe, stimulating, friendly and caring environment in which everyone can flourish, be happy and achieve their full potential. By setting high standards and promoting positive behaviour for learning we aim to develop each individual's sense of responsibility and encourage them to consistently make the best choices to impact positively on their own progress and that of those around them.

This policy will be communicated regularly to all school stakeholders to ensure that it is implemented consistently and fairly. It will be reviewed at regular intervals. Copies of the policy are available upon request and can also be found on the school website. This policy explicitly operates in conjunction with the following school policies:

- Anti-Bullying Policy

- Safeguarding and Child Protection Policy

- Special Educational Needs and Disabilities (SEND) Policy

- Suspensions and Exclusions Policy

- Drug and Alcohol Policy

- Physical Intervention and Physical Search Policy

Our Partnership Agreement

Our partnership agreement is based on our core LEARN value and is designed to give clarity on how best to enact these as part of our daily contribution to learning and wider school life.

	As a parent, I will…..	As a student, I will……	As a school, we will……
Being ready for school	• Send my child to school in full uniform. • Ensure my child has the correct school equipment.	• Wear my school uniform correctly as explained in the code. • Bring the right equipment.	• Insist that the correct school uniform is worn at all times. • Tell students what is needed for the lessons.
Attendance/Punctuality	• Making sure my child attends school on time every day, passing through the gate by 8.45am. • Communicate in a timely manner if my child is absent	• Attend school and each lesson everyday, on time. • Be present in my form room by 8.50am	• Encourage excellent levels of attendance and punctuality and reward these achievements. • Support families where attendance is a concern
Class and Homework	• Take an interest and support the work of my child. • Ensure my child completes home learning.	• Listen to my teachers. • Work hard and show that I am willing to learn. • Engage fully with home learning and independent study	• Have clear learning objectives for all students and teach high quality lessons. • Offer a broad and balanced curriculum to allow students to succeed. • Set appropriate work and mark it regularly. • Set home learning tasks that are meaningful
Behaviour	• Support the expectations of the school Respect to Learn Code. • Encourage my child to have high standards of behaviour at all times. • Telephone the school rather than my child directly when there is an issue	• Behave well and follow the school Respect to Learn Code to ensure that school is a pleasant environment to work in. • Use my mobile phone in an appropriate way as outlined by school policy.	• Insist on high standards of behaviour from all students. • Comply with staff, following our Respect code guidelines. • Support families where behaviour is a concern • Support appropriate use of mobile phones
Learning Support	• Let the school know of any problems that may affect my child's learning	• Let a member of staff know if I have any worries that may affect my learning	• Listen and respond quickly to any concerns raised by parents, staff or students
Links with School	• Attend parents' evenings and other meetings that will support my child, • Read communications from school. • Ensure that my child attends for external examinations. • Maintain accurate contact details held at school	• Attend parents' evenings and other meetings that will support me, • Ensure that I attend for external examinations.	• Report on your child's progress, attendance and punctuality. • Hold parents' meetings to discuss progress and support • Inform parents of any worries or concerns where necessary.
Extra Curricular / Life after School	• Encourage appropriate and respectful behaviour within the community - supporting residents, local businesses and transport companies • Support events in which the school is involved.	• Represent the values of the school outside of the school gates within our community - supporting residents, local businesses and transport companies • Find out what opportunities are open to me.	• Maintain a presence and good relations with our partners in the local community • Inform you of events in the life of the school.

RESPECT TO LEARN (R2L)

"Rights and Responsibilities must go hand-in-hand. All students have a right to learn and all teachers have a right to teach"

As outlined in our core values, at Westhoughton High School we expect everyone to consistently show respect for themselves, each other and their learning environment. The R2L code outlines a clear set of guidelines so that students know exactly what learning behaviours are expected of them and can identify how they can participate positively as members of our school community. The code also outlines exactly what consequences are applied should they choose to behave badly or not engage appropriately with their learning.

The Respect to Learn Code aims to:

- *Create a safe, positive work ethos in every lesson and, in doing so improve the quality of teaching and learning.*
- *Teach personal responsibility for learning behaviours, actions and respect for others by instilling self-discipline.*
- *Ensure consistency of approach to behaviour for learning across the school.*

Students at Westhoughton High School are expected to present at school ready to LEARN.
All students should:
- *Wear their uniform correctly, according to our uniform code*
- *Display behaviour which is considerate to others and shows tolerance and respect.*

In the classroom all students should:
- *Arrive on time*
- *Be prepared and properly equipped to engage in the lesson. We expect all students to have their own basic equipment with them each day (pen, pencil, ruler, eraser, gluestick, rounded scissors, highlighter, coloured pencils, calculator and basic maths kit).*
- *Raise a hand to speak. Be respectful of the feelings of others when working in groups. Take turns*
- *Follow staff instructions. Stay on task.*
  Complete classwork and homework to the best of their ability

Around School, all students should:
- *Walk quietly and calmly in the corridors and behave in a sensible manner around stairways etc.*
  Follow one-way systems and respect out of bound areas
- *Keep the school clean and tidy*
- *Only eat in agreed eating areas*

On the way to and from school, all students should:
- *Ensure they behave in a positive and mature way in the local community, showing respect for others and the wider community which we are a part of.*

Prohibited items

The following items are not permitted to be brought onto school site by students. Staff members may use their power to search without consent for any of the items listed above as outlined in the Physical intervention and Physical search policy.

Fire lighting equipment: Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

- Other items:

  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray

Mobile Phones
From June 2024 mobile phones should not be used by students whilst on school site. Students are permitted to bring phones to school however these must be switched off and kept away from entry onto site until exit at the end of the school day.

Mobile phones being used deliberately throughout the school day will be confiscated and a C3 detention issued. They will be returned to students at the end of their detention period. Students who have repeated confiscations may be issued with a mobile phone behaviour contract which requires them to hand in mobile phones to staff on entry to site.

Rewarding students

We believe that it is vital that we create a positive ethos and a climate of success in our school. We aim to recognise and celebrate all achievement inside and outside our learning community.

Public and personal praise and reward should be credited to students who have: -

- *Fully engaged in the learning and have tried their best*
- *Produced an excellent piece of work*
- *Consistently made good effort with several pieces of work*
- *Participated in a special event*
- *Participated fully or actively in school life*
- *Achieved in out-of-school activities*
- *Achieved an excellent level of attendance*
- *Shown particular care towards others*
- *Demonstrated appropriate behaviour towards the school environment*

Students who fully engage in learning/school life will be awarded merits by staff through the School Synergy system. Merits will be collated and additional rewards will be awarded at regular intervals, these could include:

- *Praise and recognition from staff*
- *Positive comments or stamps in planners*
- *Display of work or photographs*
- *Postcards of praise*
- *Positive telephone calls or letters home*
- *Certificates of achievement for classwork or attendance / recognition in Assemblies*
- *Merit badges and accompanying prizes*
- *Prizes at Presentation Evening*

CLASSROOM OPERATING STANDARDS

*All staff will endeavour to ensure a consistent approach as we believe that this will both support student development and create the positive ethos required to motivate and engage students. **Wherever possible**, all staff follow the guidance below: -*

At Start of lessons our staff will:
- *Be at the door to greet the class.*
- *Check students are wearing their uniform correctly and follow up as appropriate*

- *Give students clear instructions to enter the room quietly, get out anything they may need for that lesson and start the connect activity.*
- *Complete the register by addressing the student by name with Good morning/afternoon*
- *Inform all students of the learning objectives for that lesson right at the start, with appropriate links to prior learning*

During the lesson our staff will:
- *Reinforce appropriate behaviours by giving positive praise and awarding merits*
- *Ensure Respect to Learn code rules are followed at all times, insisting on a high level of engagement with learning*
- *Insist that hands are raised and that students wait until they are invited to speak before they answer or ask a question*
- *Ensure anyone chewing empties his/her mouth immediately*
- *Ensure that all students are aware of the amount of work they are expected to complete during the lesson and give time checks as appropriate*
- *Set work for students so that they are enthused and challenged, stimulated and stretched academically*
- *Use a variety of teaching methods and tasks to interest and motivate.*
- *Set homework regularly*

At the end of the lesson our staff will:
- *Bring the lesson to a close by leading a plenary session to revisit and confirm the learning that has taken place*
- *Ensure any homework set has been recorded*
- *Reward students with merits.*
- *Ensure students pack away promptly in an orderly fashion when they are instructed to do so*
- *Instruct students to leave the classroom in an orderly and disciplined manner*

Consequences

All behaviour has consequences attached. We choose our behaviour and so must accept the consequences of our choices, staff will be encouraged to use the language of choice for students. In all areas of school life our expectations of students are consistent and any inappropriate behaviour will always be challenged by staff school and will be dealt with promptly. A firm and fair approach by all staff is expected at all times to ensures high standards of behaviour across our school. We recognise that some students may require additional support to understand and follow expectations and will work collaboratively with individuals to ensure that they have every opportunity to engage positively in school life.

We are committed to a restorative approach to behaviour in school. Students will be encouraged to reflect on their choices and be given the opportunity to have restorative conversations with staff, and where appropriate each other, to reset wherever possible.

Consequences for a student making poor choices in class

C1   •   Warning and rule reminder – this will be recorded on Synergy but will not have a specific sanction attached. There may be in class strategies used such as moving seat/personalised target/restorative conversation.

C2   •   Recorded on Synergy and 20 minute detention issued.

C3   •   Recorded on Synergy and 40 minute detention issued. Phonecall home to parent. Sometimes a C3 behaviour may result in removal from lesson to buddy classroom/reflection. The C3 will still be recorded on Synergy and there should still be a 40 minute detention issued and phonecall home by member of staff issuing detention

For further guidance see Appendix 2

All staff will operate this system so that we are consistent in our application of the classroom learning rules. Staff will be trained and encouraged to focus on de-escalation wherever possible. Behaviour will be tracked by the Student Support and Student Progress Leaders for each year cohort. Where there are patterns of poor behaviour choices staff will work with individual students to put in place additional interventions such as report card monitoring, restorative practice work or additional behaviour support. Our focus will be on encouraging students to reflect on the impacts of their behaviour on themselves and others and on equipping them with strategies to make more positive choices in the future.

Serious incidents

Student behaviour that will not be tolerated at Westhoughton High School includes the following:

- *Unsafe or dangerous behaviour*
- *Abusive or violent behaviour*
- *Making other people unhappy (including bullying, sexism, homophobia or racism or any lack of respect for the person of another or their property)*
- *Bringing the school into disrepute. This may include instances of poor behaviour whist travelling to or from school or on school trips etc.*

These actions may require a member of staff to take serious and immediate action to remove a student from class by logging a support call. Physical intervention in response to dangerous or abusive behaviour will only be used as a last resort and will take place as outlined in the physical intervention and search policy. Persistent disruption of learning in classes will not be tolerated and will lead to serious consequences. This may include the use of a reflection space or, in extreme cases, lead to a period of suspension, direction off site or exclusion from our school (see Exclusions Policy). The school will work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

Recording pupil behaviour

All rewards and consequences will be logged electronically on the School Synergy system as part of the individual student record. Where a serious behaviour incident has occurred an investigation will be conducted promptly and supporting statements/witness accounts will be collated and stored as appropriate. Incidents involving bullying or harassment of any kind will be dealt with as outlined in the school anti-bullying policy.

Partnership working

Westhoughton High school is committed to multi agency working and works with other partners in order to secure best outcomes for our young people and families. This may include a multi-agency assessment if it is deemed necessary to meet a child's needs using the Early Help Assessment (EHA). Where a child has additional needs that are impacting on their behaviour we will ensure effective support plans are developed which incorporate the services of external agencies where required.

Our local Police Community Support Officer (PCSO) works within the school. As well as maintaining the safety of students and staff on the school site and surrounding area, this partnership aims to provide help for young people in dealing with situations that may put them at risk of becoming victims of crime, bullying or intimidation. Our PCSO can also provide support to those who have become victims. In addition, our PCSO will also support school to improve standards of student behaviour and attendance, as well as promoting more positive relations between young people and the Police and wider community.

Our PCSO links with our Integrated Working Officer (IWO) and the wider Student Support Team. This work may be linked to improving student behaviour or student mediation, reparation or restorative justice work. If students are spoken to in school, then this will be in the presence of school staff. Parents will be informed that the meeting will take place where ever possible and may attend if they wish to do so or will be informed that the PCSO has seen their child with a member of staff.

REFLECTION

If a student persistently disrupts learning and makes poor choices about behaviour it may be necessary to re-enforce appropriate behaviour for learning through intervention strategies. In such cases, an appropriate action may be to refer a student to a reflection space. Planned reflection may also be used as a sanction for any serious incident, or as a stage before suspension.

Objectives of Reflection

1. To provide a calm, quiet environment which provides students with the opportunity to reflect on their actions.
2. To provide a range of activities and strategies which are aimed at improving self-regulation and resilience.

3. To support and improve behaviour for learning resulting in reduced suspensions.

Advance Referrals

Advance referral placements to reflection will be as a result of:

- Persistent disruptive behaviour evident in Synergy logs or Support calls
- Persistent failure to comply with school sanctions/R2L Policy
- Verbal abuse towards staff
- Physical aggression

'Hot' Referrals

'Hot' referrals will be as a result of:

- Persistent disruptive behaviour on one day evident in Synergy logs or Support calls
- Persistent refusal to comply with staff instructions/the 'Buddy' system
- Verbal abuse/disrespectful behaviour towards staff or students
- Physical aggression

Whilst in Reflection a student will be supervised during break and lunchtime periods. They will be expected to engage with learning activities and to complete restorative work as appropriate.

Behaviour re-tracking and off site direction

Students may also be referred to an alternative provision for a short term period for behaviour re-tracking. Students may also be referred to another school locally for a period of off-site education known as a direction off site. This measure may be used as an alternative to a suspension or exclusion being issued. Parents would be fully informed with a minimum of 2 days notice if an off-site direction is put in place – for further information please see exclusions policy.

EXCLUSIONS FROM SCHOOL

Where there has been a one-off serious incident or repeated poor behaviour the school may use a suspension or permanent exclusion as a sanction. Please refer to the school exclusion policy for more information.

Appendix 1 - Respect to Learn – Staff Guidelines

At Westhoughton High School we:

Look after eachother
Enjoy our school
Aim high
Respect ourselves, eachother and our environment
Never stop learning

These core values underpin our expectations of all members of our school community at all times. It is vital that we work together to create a safe, stimulating, friendly and caring environment in which everyone can flourish, be happy and achieve their full potential. By setting high standards and promoting positive behaviour for learning we aim to develop each individual's sense of responsibility and encourage them to consistently make the best choices to impact positively on their own progress and that of those around them.

This document – to be read in conjunction with the Respect to Learn (R2L) policy- is designed to give additional support and guidance to staff to enable them to successfully promote a positive culture where all students can thrive and achieve their full potential by making the most appropriate personal choices in their conduct.

The guidance in this document should be applied consistently and professionally. As much as possible students should be given opportunities to reflect upon their choices, to re-engage with their learning and to restore relationships with their peers and staff. This restorative approach is the basis of genuine and sustained behavioural change for individuals and should be the starting point of any action or sanction in response to negative behaviour choices by students.

This is a working document and will be regularly updated in response to presenting issues and the sharing of good practice amongst colleagues. Behaviour management strategies and the promotion of positive working climate will form a regular part of continuing professional development in school.

Behaviour at Westhoughton High School

Positive Choices

Examples of positive choices

Sustained engagement in lessons
Enthusiastic participation in activities
Regularly meeting deadlines
Polite and respectful manner
Caring and considerate actions to those around them
Smart appearance
Regular attendance
Good punctuality to school and lessons

Examples of exceptional positive choices

Excellent effort or outcome with classwork.
Creative input to a task/activity to a high level
Independent extension work
Positive contribution to the wider life of the school
Representing the school in the wider community
Demonstrating high levels of maturity
Significant act of kindness or goodwill

Strategies for staff to encourage positive behaviour

Having clear and consistent routines and expectations so students know how to succeed
Regularly acknowledging success and contributions
Communication with parents
Display of good work/best examples
Public celebrations in assembly/at awards evening
Knowing pupils well- taking an interest
Staff acting as role models
Allocating students positions of responsibility
Involving students in meaningful decision making

Actions for rewarding positive behaviour

Pupil conference
Awarding of merits
Note in planner/synergy message home
Postcards of praise
Letters home
Phonecall to parents
Certificate/prize in assembly
Allocation to specific reward trips

Negative choices
In class behaviour

The examples of behaviour given here are demonstrative of the level of severity and are not designed to be a prescriptive list. Staff will need to exercise professional judgement at all times when applying sanctions. As with all behaviour choices there will be a context to the situation including preceding events and people involved which will need to be carefully considered.

C1 Negative Behaviour
These behaviours are examples of choices which should be managed at the classroom teacher level. At a C1 level the action/sanction should initially be a warning which may be verbal or may include a note/sticker in exercise book/planner to raise the issue with parents. The warning may also take the form of issuing a new deadline for the completion of work or homework. **C1 actions are managed by the class teacher however they should be recorded on Synergy for the purposes of communication and tracking.**

Examples
Chatting
Shouting out
Distracting others
Not following instructions
Leaving seat without permission
Inappropriate comments
Chewing
Rocking on chair
Drinking or eating
Poor work rate through lack of commitment/effort
Uniform issue –e.g. shirt out
Lack of equipment

Strategies for teacher to minimise C1 behaviour
Having clear and consistent routines and expectations
Fixed seating plan directed by teacher
Knowing pupils and needs well and tailoring activities
Meaningful starts to lessons – pupils on task straight away
Refocusing
Countdown/wait time
Verbal and non-verbal praise
Focus on primary behaviour
Take up time following instructions
Tasks set to appropriate level of challenge

Actions/Sanctions for C1 behaviour
Student conference/verbal warning
Move seat – if appropriate
Alternative deadline to catch up missing work
Note to parent – planner/synergy

C2 Negative behaviour

These behaviours are examples of choices which should still be managed at the classroom teacher level but which require a more robust action/sanction as a consequence. At C2 level the behaviour should be recorded on School Synergy along with the action – a 20 minute detention. C2 behaviours will be tracked by curriculum staff (LOLs) and the student support team (SSLs and SPLs) to enable wider intervention where patterns of behaviour emerge. In some cases a staff member may issue a reprieve instead of a detention where there have been other strategies/interventions used with the student. The reason for a reprieve will be clearly communicated.

Examples

Repeated disruptive behaviour despite C1 warning (chatting, shouting out, distracting others)
Lateness to school or lesson
Incomplete home learning
Repeated refusal to follow staff instructions.
Sustained poor quality classwork due to lack of effort
Repeated equipment issues

Strategies for teacher to minimise C2 behaviour
Having clear and consistent routines and expectations
Revise seating plan regularly
Knowing pupils and needs well and tailoring activities
Meaningful starts to lessons – pupils on task straight away
Refocusing
Countdown/wait time
Verbal and non-verbal praise
Diffusion with humour
Focus on primary behaviour
Take up time following instructions
Tasks set to appropriate level of challenge
Fresh starts following previous issues
Clear explanations about possible next steps
Solution focused approach
Take time to investigate for underlying reasons for behaviour choices
Seek advice from other staff who teach/know the student well

Actions/Sanctions for C2 behaviour
Student conference/restorative action
Move seat – if appropriate
Alternative deadline to catch up missing work
Note to parent – planner/synergy
Phone call to parent
After School detention – 20 mins
Referral to targeted intervention/catch up session
Referral for report card

Around school behaviour
C1 Negative Behaviour

These behaviours are examples of choices which should be managed by the intervention of any member of staff in school. At a C1 level the action/sanction should initially be a warning which may be verbal or may include a note/sticker in planner to raise the issue with parents. **C1 actions are managed by the member of staff however they should be recorded on Synergy for the purposes of communication and tracking.**

Examples
Running on corridor
Not following one way system
Noisy behaviour near to teaching spaces
Poor language choices when speaking to peers
Dropping litter
Minor uniform issues -e.g. shirt out

Strategies for staff to minimise C1 behaviour
Having clear and consistent routines and expectations
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role models (one way systems/picking up litter)

Actions/Sanctions for C1 behaviour
Student conference/verbal warning
Reminder of rules/safety guidelines
Asking pupils to repeat action in correct manner i.e. walk down corridor
Asking students to pick up litter
Asking students to put phone away
Referring to signage with reminder of the rules
Facilitating an apology if behaviour has been disruptive or disrespectful

C2 Negative Behaviour

These behaviours are examples of choices which should be managed by the intervention of any member of staff in school. At a C2 level the consequence of the behaviour will require an action/sanction. C2 behaviours need to be logged on School Synergy along with the resulting consequence – 20 minute detention. C2 logs will be tracked by student support team (SSL/SPL) to monitor for repeated behaviour requiring further intervention. In some cases a staff member may issue a reprieve instead of a detention where there have been other strategies/interventions used with the student. The reason for a reprieve will be clearly communicated.

Examples
Out of bounds in school
Failure to follow direct instructions from staff
Failure to rectify minor uniform issues
Repeated C1 behaviour despite warning
Misuse of school property
Verbal abuse/poor language towards peers (context may determine this as C3)

Strategies for staff to minimise C2 behaviour
Having clear and consistent routines and expectations
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role models (one way systems/picking up litter)
Clear and fair explanation when C1 behaviour occurs to prevent escalation

Actions/Sanctions for C2 behaviour
Student conference/restorative action
Confiscation of mobile phone
After school detention – 20mins
Referral for report card
Facilitating an apology if behaviour has been disruptive or disrespectful
Note to parent – planner/synergy
Phone call to parent

C3 Behaviour – in class and around school

This level of behaviour represents a single serious incident or high level disruptive behaviour. C3 incidents can be reported by any member of staff but further intervention will be required, a consequence will be applied and parents will be informed as soon as possible after the incident has occurred. C3 incidents must always be logged and may require additional statements from staff/students. Within the C3 category some sanctions may only be authorised by a member of SLT or in the case of exclusion by the Headteacher/Deputy Headteacher. C3 incidents will always require follow up which may range from reflection and restorative action to a modified curriculum offer and targeted behaviour intervention/support

Examples
Truancy
Smoking
Bringing prohibited items onto school site
Mobile phone misuse
Deliberate infringement of uniform code – dyed hair/false nails
Verbal or physical aggression to staff
Verbal or physical aggression to peers
Vandalism
Theft
Bullying including racial/homophobic abuse towards others
Dangerous behaviour
Fighting
Persistent disruption to learning
Refusal to work or follow instructions despite C2 sanction being issued

Strategies for staff to minimise C3 behaviour
Having clear and consistent routines and expectations at all times
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Early intervention with C1/C2 incidents to avoid escalation
Information sharing between pastoral and curriculum teams
Following advice issued by behaviour and learning support specialists
Reporting issues/concerns quickly and following up actions
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role model
Clear and fair explanation when C1/C2 behaviour occurs to prevent escalation
Acting on student concerns when reported

Actions/Sanctions for C3 behaviour
Support call for immediate student conference
Removal to buddy classroom
Removal to reflection space
Referral for report card

Facilitating an apology if behaviour has been disruptive or disrespectful
Phone call to parent
After school detention 40 minutes
Planned fixed period in Reflection*
Timetable change (fixed term or permanent)*
Suspension**
Permanent exclusion***

* Must only be actioned once discussion has taken place between LOL/SSL/SPL and AHT/DHT
** Can only be authorised by DHT/HT
***Can only be authorised by HT

When to record a behaviour incident on School Synergy

If a student's behaviour reaches C1 level you should record it formally on School Synergy but there does not need to be a direct sanction.

If a student's behaviour reaches a C2 level you should record it formally on School Synergy and schedule a 20 minute after school detention(see guidance below). You should choose the most appropriate behaviour type to match the incident. Actions taken other than detention can be recorded in the comments section. Please be aware that parents are able to view the external comments if you want to give additional detail about what happened.

If a student's behaviour reaches C3 level you should record it formally on School Synergy and schedule a 40 minute school detention (see guidance below). In the event of serious behaviour incidents the C3 log may be supported by an additional investigation and reporting statements. Please note that planned reflection/exclusion must only be recorded as an outcome when authorised by SLT.

How to record a behaviour incident on School Synergy

1) Firstly select the student(s) you wish to record behaviour for. In a teaching group this can be done simply by clicking the small squares at the top of your register – select add behaviour and then you can select the student(s) required.
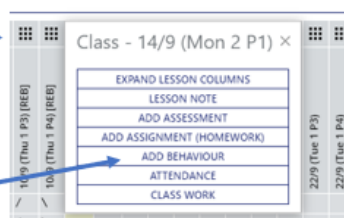
Or you can select the student name from your class list or search for the student name by using the student/groups from the dashboard and then click on 'Behaviour' and Add New Behaviour'

2) Choose Reward or Consequence
3) Choose the most appropriate category of behaviour
4) Choose the most appropriate type of behaviour
5) Choose the most appropriate type of outcome for the behaviour
6) Add an external comment if you instantly wish to give the parent more detail about the incident
7) Add an internal note if you wish for any other staff to have additional information about the incident – please be mindful to maintain professional language/tone at all times with these comments. Whilst they will not be automatically communicated home they do still form a part of the student record and therefore could be viewed by other professionals and could form part of a subject access request where school is required to show all records held about a student.
8) For C2 and C3 negtaive incidents you should schedule a detention at this stage if that is the most appropriate outcome. – **Remember to save the behaviour**.

SSL/SPL teams along with LOLs and SLT regularly monitor incidents throughout the day. It is important to try to record a behaviour incident as quickly as possible after it has happened.

How to schedule a detention on school synergy

When you record a negative C2 or C3 behaviour incident you will have the ability to schedule a detention. Detentions scheduled before the end of Period 3 should take place the same day. Detentions scheduled from lunchtime onwards should take place the next day.

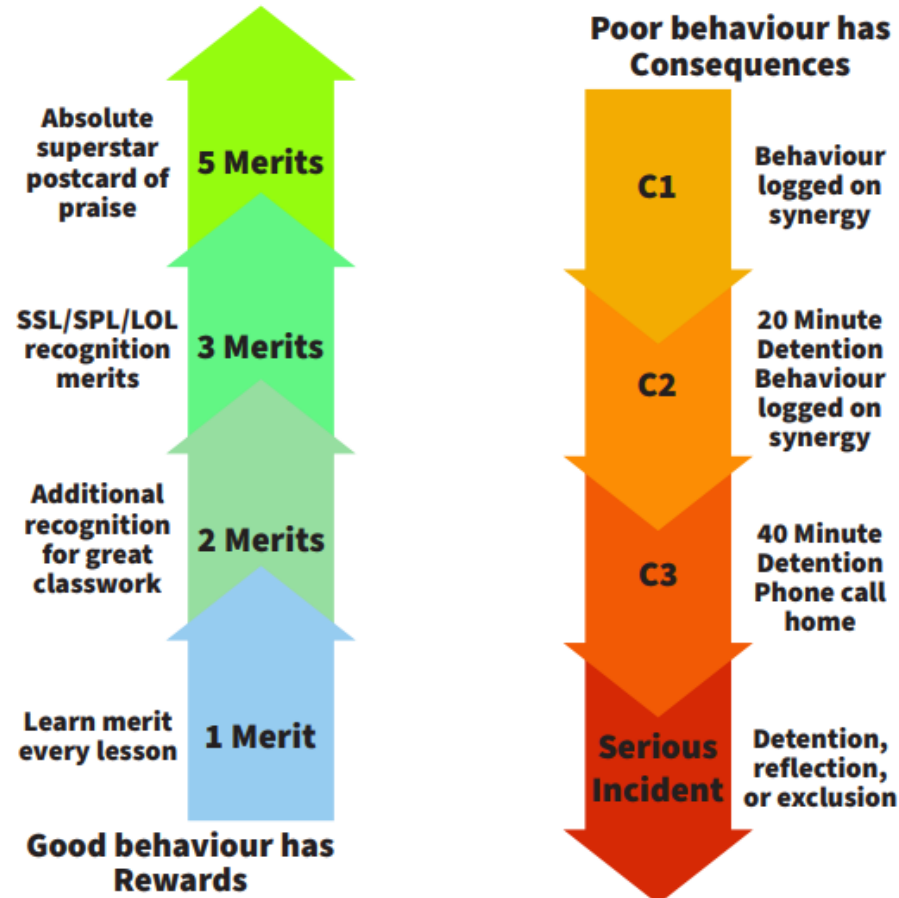Please make sure the student is aware that you are placing them on detention.

20 minute detentions can be scheduled for 3.10-3.30 and then from 3.30-3.50 and 3.50-4.10. 40 minute detentions can be scheduled for 3.10-3.50 or 3.30-4.10. You should schedule for the next available timeslot.

WHERE IT SAYS TEACHER/GROUP IT IS IMPORTANT THAT YOU SELECT THE KEY STAGE DETENTION INSTEAD OF YOUR OWN NAME TO ENSURE THE STUDENT IS ADDED TO THE CORRECT DETENTION REGISTER. YOU CAN FIND KEY STAGE GROUPS BY SCROLLING TO THE TOP OF THE BOX.

Each member of teaching staff will have approximately 1 detention slot to supervise per half term. The detentions slot is from 3.10 – 4.10. The member of teaching staff will be supported by the SSL/SPL team and if needed by members of SLT.

Staff are positively encouraged to come down to the detention rooms (canteens) if they allocate a detention to facilitate a restorative conversation with the student involve

Appendix 2 – Overview for staff

LEARN Behaviour system

Look after each other — Enjoy our school — Aim high — Respect one another, ourselves & our school community — Never stop learning

LEARN

Good behaviour has Rewards

Reward	Merits
Absolute superstar postcard of praise	5 Merits
SSL/SPL/LOL recognition merits	3 Merits
Additional recognition for great classwork	2 Merits
Learn merit every lesson	1 Merit

Poor behaviour has Consequences

Level	Consequence
C1	Behaviour logged on synergy
C2	20 Minute Detention Behaviour logged on synergy
C3	40 Minute Detention Phone call home
Serious Incident	Detention, reflection, or exclusion

Incidents recorded before end of P3 = same day detention.
Incidents recorded after P3 = next day detention.

Westhoughton
HIGH SCHOOL

Verbal/ physical aggression, fighting, vandalism, theft, bullying, dangerous behaviour, substance misuse

Serious Incident
There are a range of actions for this level of behaviour; detention, planned reflection, fixed term exclusion, permanent exclusion. Investigating staff should liaise with pastoral team/SLT for decision on action and record. Staff recording should also call home.

Truancy, verbal/physical aggression (low level), vandalism (low level), persistent disruption to learning, persistent defiance, repeated late to lesson/school

C3
There are 2, 40 minute Detention slots for this level of behaviour.
15:10 – 15:50
15:31 – 16:10
Staff recording should also call home. If student is exited to hot reflection or buddy room above actions still apply.

Repeated disruptive behaviour, defiance, late to lesson/school, not working to ability, repeated homework/equipment issues, misuse of mobile phone/earphones

C2
There are 3, 20 minute Detention slots for this level of behaviour.
15:10 – 15:30
15:31 – 15:50
15:51 – 16:10

Incidents recorded before end of P3 = same day detention.

Incidents recorded after P3 = next day detention.

Low level disruption, not working to ability, incomplete homework, failure to follow R2L code, inappropriate language, no PE kit, equipment issue, uniform issue

C1
*Behaviour managed by staff intervention. No Detention slots available for this level but behaviour is **always** logged on Synergy*