

Behaviour for Learning

Our behaviour for learning policy should be read alongside the school's equality and diversity, action against bullying, SEN and safeguarding policies.

The effective delivery of the curriculum at Uxbridge High School will take place best when students are motivated to learn and behave well. The behaviour for learning policy will establish the agreed ways in which all members of the school community will contribute towards the learning environment. It will also ensure that students are mindful of the part they play in ensuring the good reputation of the school in the local community. Together we will be *proud to make success happen* for students at Uxbridge High School.

Positive behaviour for learning will be achieved when:

- There is an awareness of high behavioural expectations established in the school by students and staff.
- The importance of all students' personal development, behaviour and welfare is shared by the whole school community.
- There is a consistent use of praise and rewards when behaviour is appropriate.
- There is consistent use of sanctions when it is appropriate.
- These combine to result in there being a culture of positive behaviour and students consistently behave well because they are self-motivated to do so.

The intention of the behaviour for learning policy is to support a positive attitude towards learning for all students. To this end it will set out criteria for expectations:

- to establish and underline effective behaviour for students
- to determine rewards for meeting/maintaining such behaviour
- to detail guidelines for action when expectations are not met

1. A culture of positive behaviour at Uxbridge High School

The systems in the school have led to a culture of positive behaviour as recognised by Ofsted:

Pupils' behaviour is outstanding. Pupils show respect for each other and their teachers and are proud to uphold the values of the school.

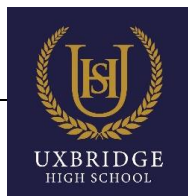
Excellent behaviour is a curriculum that must be taught and modelled. It is a relentless pursuit of excellence that never stops. Consequently, we continue to seek excellence through embedding this policy in every classroom and every facet of the school day.

1.1 The school's vision:

Uxbridge High School is a mixed comprehensive school providing for a culturally diverse student population, which includes students with physical and complex educational needs.

The school's core purpose is to create an academically stimulating and pastorally innovative environment. We aim to provide all students with a gold-standard education to produce academically confident and ethically minded students.

Therefore, we have chosen to employ a Behaviour for Learning Policy founded on the schools' principles of the P.R.O.U.D. values.



Positive. Respectful. Open minded. Unique. Determined.

'Proud to make success happen' stems from our belief that success at all levels can only come through team work and partnerships between dedicated staff, disciplined and happy students, supportive parents, and an enthusiastic committed board of trustees.

To nurture the ethos of "valuing success" the school has invested intentionally in personalised learning, the house system and extensive use of student rewards. Our core PROUD values reinforce our ethos to ensure all students demonstrate these – **P**ositive, **R**espectful, **O**pen Minded, **U**nique and **D**etermined.

The vision for students is as follows and is displayed in posters across the school site:

- Be positive about new types of learning in the classroom
- Be respectful and kind to all members of our school community
- Be open minded about all new opportunities
- Demonstrate your unique skills and talents
- Be determined to meet your target grades
- Be proud to make success happen

It is important that rules, routines, strategies, and systems are clearly understood by all members of the school community. They should be applied consistently, with flexibility and sensitivity, particularly in the use of consequences, considering each student's individual circumstances. To support staff we have clearly defined 'The UHS Way':

WHOLE SCHOOL

- * We are consistent
- * We are unshockable
- * We build relationships

CLASSROOM

- * We meet, greet and seat.
- * We teach routines
- * We use scripts for success
- * We make good behaviour visible
- * We take responsibility for our classrooms
- * We end and send

CHARACTER

- * We develop the whole child

1.2 Whole school culture of positive behaviour

We are consistent: Everyone notices

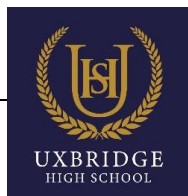
We are unshockable: Consistent, calm adult behaviour. We are role models and students notice everything we do.

We build relationships: We invest in our young people.

To this end, positive expectations are shared for both classroom and school in the form of our 'non-negotiables'.

Classroom non-negotiables

- Follow the seating plan



- Arrive on time equipped and ready to learn
- Listen respectfully
- Present work neatly
- Work hard and make a positive contribution

School non-negotiables

- Attend on time wearing the correct uniform
- Move swiftly to your next lesson, considering others
- Be respectful towards each other and staff
- Communicate positively
- Take responsibility for the school environment, e.g., lunch trays and litter
- Mobile phones and headphones – ‘see it – lose it’ (see Appendix 1)

1.3 A classroom culture of positive behaviour

It is the teacher's responsibility is to create a *positive*, stimulating learning environment *unique* to their teaching style, which promotes variety within our academic provision.

The classroom environment must be aligned with our school vision and provide an environment that is stimulating, safe from prejudice and discrimination and promotes active engagement.

In line with our P.R.O.U.D. values, we expect an active learning environment that encourages diversity of thought, inclusivity and *positive* reinforcement. When a student has presented barriers to learning inside the classroom, the teacher must diffuse the situation with the student to prevent any escalation of behavioural disruption or delay in academic provision.

Uxbridge High School students must adhere to our P.R.O.U.D. values, as we believe that peers and practitioners always deserve respect, regardless of their roles.

In the event that a student does not adhere to the P.R.O.U.D. values inside and outside the classroom, they will be subject to the process as set out in the operational guidance. They can expect to be issued a consequence point (C-points) for their displayed behavioural barrier to learning.

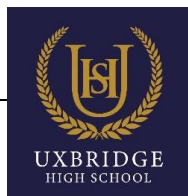
We meet, greet and seat

- Speak to the students as you arrive – give positive direct instructions to create a productive classroom culture.
- we are 50/50 at our doors when students are transitioning to and from lessons to ensure a smooth and orderly start to lessons.
- Positive, open gestures, direct eye contact, smiles and assertive body language all matter.
- ‘Do Now’ activities are the best strategy for productive beginnings.
- Get them working pronto, unstinting confidence. Before they know what has hit them, they can be learning stuff.

We teach routines

“Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practice doing them with students, so they roll like clockwork.”

Doug Lemov



Teachers are expected to teach and establish clear routines within lessons. Students are taught routines for the start of lessons, questioning, transitions, activities, collecting work, equipment, and the end of lessons. These are modelled and reinforced every lesson until they become 'clockwork'.

We use scripts for success

Scripts are designed to be an assertive, non-confrontational means of flipping low level disruption into the behaviour you wish to see.

- State your need succinctly (avoid questions)
 - The instruction was to get your books out and write the title
- Positive reinforcement
 - I like the way you raised your hand before speaking
- Use "I" statements (e.g., "I need you to...")
 - I need you to stop talking and put your pen down
- Use refocusing technique - statement of understanding
 - "O.K. I appreciate that, but what I need now is ...") repeated as needed – DON'T GIVE UP
 - I understand you are excited about what happened at break, I need you to sit down and take your coat off. Bob, the instruction was to sit down and take your coat off.
- Use name to gain attention
 - Jordan, I appreciate that, but the instruction was to read the paragraph
- Give an element of choice
 - You need to understand that every choice has a consequence (provide example of positive/negative) "I will leave you to make the decision"
- Use the language you feel comfortable with but learn your script and deliver it verbatim each time. Here are some examples of universal script starters.
 - You need to
 - I've noticed that
 - I need to see you
 - I expect
 - I know you will
 - Thank you for
 - I have heard what you want to say, now you must
 - We will

We make good behaviour visible (see also rewards)

Teachers focus on the students following and behaving positively. They make it easy to behave well and difficult to behave negatively.

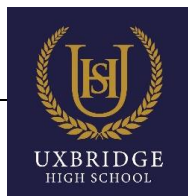
We take responsibility for our classrooms (see also sanctions)

The following steps are used to address low level disruption:

- Non-verbal intervention
- Positive group correction
- Anonymous individual correction
- Private individual correction
- Private individual praise
- Lightning quick public correction

All of this should be completed prior to any public warning. When the above is ineffective you use the on-call system, and a student can be required to complete classwork outside of your lesson.

We end and send



All students are taught a routine for the end of lessons to ensure that the lesson ends calmly, and students are well prepared for their next lesson.

1.4 We have a culture of developing our students' character

We develop the whole child

To achieve these aims, all staff will need to adopt a policy of encouraging good attitudes. Central to these aims are rewarding and praising students, whenever possible. Rewards will be accessible for students of all abilities and praise and appreciation will play a key role. Opportunities to reward will be sought constantly and actively by all staff.

2. Rewards

The use of rewards and sanctions is communicated clearly to all at Uxbridge High School and staff are made aware that emphasis should be on positive encouragement and praise, wherever possible.

Students respond to a supportive and caring approach; they therefore need a high level of support, encouragement, and reminders in order to achieve the expected level of respect, courtesy, politeness and an active consideration of others. The academic support system and extra-curricular programme give students access to opportunities allowing them to make a positive contribution to the community.

2.1 Rewards

- Classcharts
- Positive points
- Praise and encouragement
- Letters/postcards/phone calls home/text message home
- Plasma screens/displays of work
- Subject certificates and rewards
- 100% attendance and punctuality certificates
- House competition awards
- Student of the week certificates and prizes
- Presentation evenings
- Assemblies
- School trophies and awards
- Principal's commendation
- Educational and recreational reward trips
- Afternoon tea with SLT
- SLT lunches

2.2 Sanctions

In order to create a firm yet supportive relationship with students, we must all take responsibility for establishing and reinforcing clear expectations. It is vital then that we all understand and internalise that we are in charge of and responsible for what happens in our classrooms and workspaces and the most effective members of staff in schools assert their authority with students in a firm positive manner.

Wherever possible, we aim to do whatever we can to resolve any problems without escalating to formal punishment. The effect of a coaching conversation between students and staff can often be far more powerful and long-lasting than the issue of a detention.

The sanctions procedures exist to support staff and students. Applied across the school, they will help to provide a framework to manage poor behaviour when it occurs and to demonstrate clearly to students that there are consistent consequences for actions, they take which are harmful to our community.

The list of C- points is as follows.

C1	Initial display of behaviour/learning barrier
C2	Persistent display of behavioural/learning barrier
C3	Rudeness to staff / Truancy / On-Call removed (Hub Sanction) /Swearing/Unsafe conduct
C4	Racism / sexual misconduct / Bullying / Phobic comments/Fighting/Aggression to staff / Ableism/ Bringing the school into disrepute /Improper use of technology
C5	Possession of dangerous items / Poor exam conduct / Exclusion

2.3 Sanctions provision

The following provision is in place to help us address incidents of disruptive behaviour around the school:

- Class detention
- Curriculum detention
- year group detention
- SLT Whole school detention
- Late detentions - issued weekly by form tutors and by the academic support team, for persistent lateness:
 - Same day late detention – 20 minutes lunch time detention
 - 2 late sessions in a week = 30-minute HOL detention – Tuesday and Thursday
 - 3 and above late sessions in a week or persistent lateness each week = SLT detention 1 hour detention Patrol system (on call to support truancy and significant disruptive behaviour).
- Hub provision: If a student has presented themselves in a manner that is not in line with our ethos inside or outside the classroom, the student will be placed in the Hub.

The Hub room is a temporary provision and will not be used to hinder or delay the academic provision of the student, as a result, the Hub room is not to be used its a punitive resource as the teacher must make every attempt to keep the student in the active learning environment of the classroom.

Classroom removal to the Hub

If the student has been removed from a classroom for failure to adhere to the P.R.O.U.D values, they will be placed in the Hub room and expected to complete work in silence for that lesson duration only.

Non-classroom removal to the Hub

If the student has been removed to the Hub due to a matter not related to the classroom, they will be placed in the Hub and expected to adhere to the conditions of the environment.

It is the responsibility of the staff member within the Hub to ensure that the integrity of the provision is not compromised. The staff member is to book the student into the Hub provision via class charts and then provide the student with work.

If the student fail of that specific student to follow procedures and find a suitable outcome, whether that be in the form of detention a referral to the Head of Learning of that student.

The severity of the sanction-will be dependent on the nature of the behavioural act.

ASP Alternative Student Provision (ASP)

The ASP is an internal provision for a student who has seriously breached our P.R.O.U.D values. This internal exclusion provision specifically addresses the behaviour that the student presented, resulting in their internal suspension, whilst also ensuring curriculum work is completed.

3. Key principles of the behaviour for learning policy are:

- supporting and encouraging positive attitudes towards learning and behaviour through effective curriculum, teaching, rewards, and sanctions. The policy will relate to the school improvement plan and underpin the goals that are agreed by staff and trustees.
- developing and extending staff strategies to promote behaviour for learning, including individual and team CPD.
- operating and reviewing policies relating to student inclusion clearly and consistently.
- supporting the personal development of all through a planned and differentiated curriculum.
- working with students and parents to develop and support practice which enables effective learning and behaviour.
- monitoring the performance of individuals and groups at risk of disaffection, fully utilising all multi-agency input within the school and beyond, i.e., the flexible learning centre (FLC), Hillingdon training centre (HTC) and other resources to support early implementation strategies.

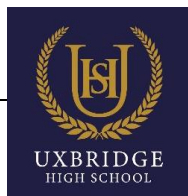
4. Principles

Uxbridge High School will apply the principles of the behaviour for learning policy by the following means:

4.1 Prevention

- Our rewards policy will encourage and act as recognition of the motivation and positive behaviour for the majority of our students.
- Rules will be kept to a minimum, but staff will make expectations/procedures explicit to students. The classroom 'non negotiables' are displayed in each classroom.
- Early intervention, where problems first appear in lessons/school, will take place through a planned and coordinated route.
- Employing a full range of classroom management strategies in the classroom, including:
 - A welcoming, positive greeting at the start of lesson
 - Ensuring students arrive on time, equipped to learn (pencil case and planners on desk)
 - Emphasising positive responses and achievements
 - Seating/grouping plan
 - A variety of teaching and learning styles
 - Differentiated work, appropriate for each student
 - Following agreed routines, especially at the beginning and end of lessons
 - Encouraging self-assessment/evaluation/review
 - Ending lessons on a positive note
 - Orderly entry to and dismissal from the classrooms and other learning areas
 - Positive greeting on entry and exit by the member of staff and visiting staff members
- Involving the experience of other staff to review and amend approaches in the classroom.
- Recognising that parents need to be involved, informed, and welcomed in partnership, to ensure and consolidate positive behaviour.
- Establishing a partnership with students and involving them in taking responsibility for and developing their own learning.
- The trustees should be perceived by students, parents, and staff as actively supportive in promoting high standards of behaviour.
- Liaising with the curriculum leader and the academic support team to consider referrals to the flexible learning centre (FLC) or alternative and additional provision.
- Using target setting as the basis for improving behaviour as well as extending learning for and with students.

4.2 Active intervention



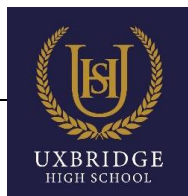
This will entail:

- The consistent and positive application of the behaviour for learning policy by all staff.
- Expectations of all to be displayed and applied consistently by all. It emphasises self-discipline and raises awareness of what is expected by all members of the school community with a clear line of response whenever a behavioural problem emerges. Each stage relies upon professionalism, qualified judgement and common sense from the staff involved.
- An adapted curriculum to offer appropriate support and challenge.

5. Maintaining effective teaching and learning

The most effective intervention to facilitate positive behaviour for learning are engaging lessons. Therefore, Uxbridge High School places a great importance on the classroom teacher being primarily responsible for positive behaviour in the classroom. This, in turn, encourages students to take responsibility for their behaviour and learning in a way that encourages them to achieve and fulfil their potential.

- The first line of discipline will always be the classroom teacher; a well prepared, paced, and pitched lesson will engage students and minimise the possibility of behaviour likely to cause difficulties.
- The teacher will employ a range of strategies which reinforces established rules and procedures and use rewards/sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with/between students.
- It is important that parents are kept informed of a student's success and progress as well as unsatisfactory work or behaviour and that they are invited into school for discussion with the appropriate member of staff, if necessary, and at an early stage of concern.
- The equivalent of a 'raised eyebrow' should be the first line of censure of inappropriate behaviour; the more severe the sanction, the more quickly the stakes are raised for the student, thus the more likely confrontation is to occur.
- Students need to be given a controlled way out of inappropriate behaviour where possible; the more limited the choice for the student, the more likely they are to resort to confrontation.
- Research reveals that our positive comments are usually reserved for work and negative comments for behaviour. We need to reinforce appropriate behaviour by commenting on it.
- An effective teacher will want to reflect on a confrontation to see if there is a way of avoiding such a situation arising in the future. This will be discussed with a curriculum leader or the academic support team as and when necessary.
- When proactive strategies are exhausted, reactive ones are needed.
- Avoid appearing to humiliate a student in front of their peers.
- If on-call is used it should be as a last resort; if sent out temporarily, it should only be for a few minutes' (maximum of 2 minutes). The door should be open so that the student is being supervised by the teacher. Patrol should be called if a student needs the support of the HUB for persistent disruptive behaviour or incident. The student will be escorted to the HUB.



- Students need to be clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in future.
- Persistent infringements of the behaviour policy need to be addressed more formally than minor or one-off infringements. Students need to be counselled and targets set/monitored, if a real difference is to be made to their approach/attitude.
- If students present long-term difficulties for staff, then curriculum leaders should be notified. We must be able to demonstrate that we operated a fair and consistent behaviour policy to make effective use of external support.
- It is important that there is a consistent approach to the recording of incidents across all curriculum areas and year groups as well as the ways and stages in which matters are referred to curriculum leaders or the academic support team through Classcharts.
- Incidents which occur in lessons are the responsibility of the subject teacher in the first instance, and then followed up, when necessary, by the relevant curriculum leader. The role of the curriculum leader and the academic support team is crucial in supporting the subject teacher.
- Repetition of serious behaviour in lessons should be discussed with the curriculum leader and the academic support team, in order to determine the most appropriate route for action.
- Incidents which occur outside of lessons should be dealt with by all members of staff and the corridors are everyone's responsibility. Serious incidents should be passed on to the academic support team as appropriate.
- Incidents which occur outside of school in the local community will be dealt with by a member of the academic support team or leadership team, where applicable, involving the police.

6. Interventions/support

- Clear whole school reporting and referral systems.
- Monitoring through the points system on Classcharts, behaviour reports and daily academic support provision register.
- Guidance leader mentoring support.
- Referral to the flexible learning centre (FLC).
- Classcharts Student reports.
- Pastoral support programmes (PSP).
- Restricted/alternative timetable.
- Alternative educational provision.
- Restorative justice.
- Early help referral.
- Referral to the safer schools' police team.

7. Home/school communications

The school will aim to engage positively with families, communicating good news as well as involving parents when there are problems. It is important that parents understand the reasons why the school has used sanctions in response to any breach of the school's behaviour policy. All sanctions set through Classcharts will generate a text that will automatically be sent to the parent. Parents are notified of positive reward points by emails generated automatically via Classcharts. Subject teachers, tutors and

the academic support team will also try to involve parents in supporting the school to resolve problems before they escalate. A serious incident which results in seclusions or fixed term exclusions will always include a phone call home and, wherever possible, a meeting with the parent. The school will organise translators where this is required.

8. Serious breaches of the school's behaviour policy

Serious breaches of behaviour include:

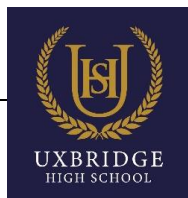
- Bringing onto the premises any type of weapon, in particular any type of knife or sharp implement (including small penknife, etc.) or any type of gun (including imitations)
- Bringing into the school any harmful or illegal substances (including tobacco and other drugs, vape kit, fireworks, matches and lighters)
- Behaviour which prevents the learning of others from taking place including persistent low (or offensive) level of disruption which hampers teaching and learning in the classroom
- Behaviour which places students or staff at risk and breaches health and safety
- Involvement in any incident outside of school/in the local community, that brings the school into disrepute
-
- Breaches of the school's equality and diversity policy
- Failing to follow the instructions of members of staff
- Persistent failure to attend timetabled lessons
- Any form of physical or verbal abuse
- Any form of sexual harassment or abuse including peer-on -peer
- Deliberate damage to property or the school environment, including dropping litter and graffiti
- Smoking or vaping on the premises or in the locality of the school
- Theft (including demanding money with menaces)
- Bringing into school any item which symbolises membership of a gang or involvement in gang related activity
- Involvement in any incident outside of school/in the local community, that brings the school into disrepute
- Persistent breach of school uniform requirements*
- Going off site without permission
- Sharing school data, passwords, login details or remote learning details to an outside audience or inappropriate use of 'technology' in or outside of school

These will result in seclusions, fixed term exclusions of 5 days or less, longer fixed term exclusions or permanent exclusions.

* Students failing to attend school in correct uniform will be subject to in school sanctions. In some cases, the Principal or a person authorised by the Principal may ask a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school or takes longer than is necessary to effect the change, the student's absence may be counted as an unauthorised absence. In either case, the student's parents will be notified.

Any serious breach of the school's behaviour policy will be thoroughly investigated by the academic support team/leadership team and written statements collected where possible. In addition to a phone call, parents/carers will receive a letter about any seclusions or exclusions within 24 hours.

9. Misconduct: exams



Serious breaches of exam regulations including plagiarism will be investigated, reported to examination boards and lead to school sanctions being applied up to and including permanent exclusion.

10. Fixed term Suspension

A fixed term exclusion will be considered for serious breaches of the school's behaviour policy or for persistent disruptive behaviour, which is detrimental to the learning of others. The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. Prior to an exclusion, parents/carers are contacted immediately by telephone, where possible, and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the board of trustees regarding an exclusion. A meeting will be held following the expiry of the fixed term exclusion, and this will involve the student, parents and a member of the leadership team or the academic support team. During the meeting, a pastoral support plan (PSP) will be issued or reviewed, and possible early help referral will be discussed.

11. Permanent exclusion

Permanent exclusion is a last resort. The Principal will make the decision to permanently exclude in response to serious or persistent breaches of the school's behaviour policy. In addition, the Principal will consider whether allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The Principal may also decide to permanently exclude a student where persistent and defiant misbehaviour continues despite the use of appropriate consequences and support. The school will ensure this decision is made once all other alternatives have been exhausted.

12. Monitoring of the behaviour policy

A member of the leadership team monitors data for exclusions and seclusions, and this is regularly reviewed by leaders in the school. This policy will be reviewed annually. In addition, a member of the leadership team will report to the board of trustees' committee.

13. Reasonable force.

Section 550A allows teachers and other persons whom the Principal authorises to have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

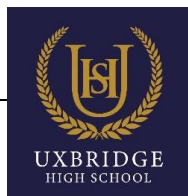
- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the student's property)

Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere. The provision applies when a teacher, or other authorised people, is on the school premises and when they have lawful control or charge of the student concerned elsewhere, e.g. on a field trip or other official out-of-school activity.

Section 550A does not cover all the situations in which it might be reasonable for someone to use a degree of force. For example, everyone has the right to defend themselves against an attack, provided they do not use disproportionate force to do so. Similarly, in an emergency, for example, if a student were at immediate risk of injury or on the point of inflicting harm on someone else, any member of staff would be entitled to intervene. Section 550A is to make it clear that teachers, and other authorised staff, are also allowed to intervene in different, less extreme situations.

Please see the link below for government guidelines on the use of reasonable force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf



Mobile Phones and Headphones - 'See it- Lose it' Policy and Guidance

Guidance for students, staff and parents

Students often need to have a mobile phone on their journey to and from school, but it should be switched off and not be seen whilst on the school premises. The school has a successful approach to ensuring mobile phones do not distract students from their learning. We also ensure they do not present social or safety problems in school. We need full parental and student support with this. All staff, students and parents must ensure mobile phones are not an issue at UHS. Therefore, as soon as students enter the school site their phone should be switched off and put in their bag and only turned on again when they leave the school site.

Parents and students are notified regularly and reminded of this policy.

Procedure

Please use the following guidance to support our proactive approach.

Tutor Time

- Tutors will remind students that their phones are switched off and, in their bag, and do regular spot-checks or liaise with parents where necessary.

Lesson Time

- If a mobile phone is seen during lesson time, staff will confiscate the phone and return it to the student at the end of the lesson. This will be logged as a type A behaviour infringement on Classcharts;
- If there is a second occasion, staff will let the student know that they will need to collect the phone at the end of the day from student services. This will be logged as a type B behaviour infringement on Classcharts;
- If there are any further occasions, a parent will be asked to collect the phone. This will be arranged through the GL, HOY or Assistant HOY. This will be logged as a type C behaviour infringement on Class charts;
- Any confiscated phones will be taken to student services as soon as possible along with details of the student's name and form.

During the school day

- When a student arrives at school, duty staff will check that students have turned their phone off and it is in their bag;
- If a student is seen with a phone, the phone will be confiscated and taken to student services;
- The student will be able to collect the phone at the end of the school day;
- Staff members should provide student services with the name and tutor group of the student.

Further information for staff

- Staff members will always speak to the student individually, allowing them to see that the

best decision is to provide them with the phone and inform them that providing they co-operate they will have the phone returned;

- Staff will avoid a public confrontation, pull the student to one side if necessary or seek support from colleagues;
- In the exceptional case that a student does not co-operate, the curriculum leader will organise a CL detention and speak to the parent, to ensure future cooperation. The consequences chart will be used in lesson and a C5 will be issued if the problem persists;
- If the issue is outside of lesson time, the pastoral teams can support;
- Students respond well to a clear and consistent message. These will be reinforced in assemblies and by all colleagues putting this policy into practice;
- Failure to comply and hand in a mobile phone is a serious breach of the school behaviour policy and could result in exclusion;
- Persistent breaches of the policy could also lead to exclusion.



UHS BEHAVIOUR EXPECTATIONS (REWARDS AND CONSEQUENCES)

Reward	Behaviour	Awarded
	<p>POSITIVE Pride in your own work with regards to presentation Positive attitude to learning/interaction with peers Willingness to take part or lead activities Great organisational skills Persistent equipment and ready to learn</p> <p>RESPECTFUL Showing consistent politeness towards peers and teachers Offering to help your peers or your teacher Challenging bad language/behaviour Great communication skills Persistent excellent uniform/appearance/punctuality.</p> <p>OPEN MINDED Working and interacting positively with classmates you do not usually interact with Taking the opportunity to lead team tasks in a lesson. Displaying forgiveness Showing kindness to others Challenging bullying Getting out of comfort zone Volunteering</p> <p>UNIQUE Running your own starter/activity with your teacher's permission Doing something without being asked Creating something special Independently taking responsibility for your own and others learning Participating in an extra-curricular club Participating in sports day Participating in House competitions</p> <p>DETERMINED Excellent engagement/effort in a lesson or homework Showing determination to complete work and extend yourselves during a lesson Demonstrating resilience during a lesson Improved punctuality to school/lesson Attending an intervention or revision lesson Excellent progress</p>	<p>Character Credit</p> <p>Phone Call Home</p> <p>Recognition Postcards.</p> <p>Any other positive acts of recognition</p>

Type	Event	Detention	Note	Folder	Refer
Comments causing concern	1	CT	Yes	C1	GL/HOY/SLT
Uniform concern	1	None	Yes	C1	GL/HOY/SLT
Lateness to lesson	1	Yes (Optional)	No	C1	GL/HOY/SLT
Mobile phone seen or heard	1	None	No	C1	GL/HOY/SLT
Eating or chewing	1	None	No	C1	GL/HOY/SLT
Disrupting learning	1	None	No	C1	GL/HOY/SLT
Disrespecting peers	1	None	No	C1	GL/HOY/SLT
Passive engagement-insufficient work	1	CT	No	C1	GL/HOY/SLT
Passive engagement-No equipment	1	CT(Optional)	No	C1	GL/HOY/SLT
Passive engagement – persistent disruption	1	CT(Optional)	Yes	C1	CL/GL/HOY/SLT
Disruption of Do Now	1	CT(Optional)	No	C2	GL/HOY/SLT
Disrespectful to staff	1	CT	Yes	C2	GL/HOY/SLT
Boisterous behaviour/conduct	1	CT/HOY/SLT	Yes	C2	GL/HOY/SLT
Late to school (On the day)	1	Late	No	C2	GL/HOY/SLT
Late to school (2 nd in the week)	1	HOY	No	C2	GL/HOY/SLT
Late to school (3 rd in the week)	1	SLT	No	C2	GL/HOY/SLT
Disrespectful behaviour	1	CT/HOY/SLT	Yes	C2	GL/HOY/SLT
Plagiarism	1	CT(Optional)	Yes	C2	CL/HOY/SLT
Refusal to follow instructions	1	CT (Optional)	Yes	C2	GL/HOY/SLT
No P.E kit	1	CT (Optional)	No	C2	GL/HOY/SLT
Rudeness to staff	1	HOY	Yes	C3	GL/HOY/SLT
Swearing	1	CT	Yes	C3	GL/HOY/SLT
On call – student removed	1	CT	No	C3	GL/HOY/SLT
Truancy	1	HOY	Yes	C3	GL/HOY/SLT
Damage to school property	1	HOY	Yes	C3	GL/HOY/SLT
Persistent lateness to lessons	1	CT	Yes	C3	CL/GL/HOY/SLT
Unsafe conduct	1	HOY/SLT	Yes	C3	GL/HOY/SLT
Improper use of technology	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Aggression to staff	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Bullying	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Fighting or violent behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Racist behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Sexist behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Homophobic behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Ableism behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Transphobic behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Sexualised comment	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Sexualised physical behaviour	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Bringing the school into disrepute	1	HOY/SLT	Yes	C4	GL/HOY/SLT
Possession vapes/drugs/weapons	1	HOY/SLT	Yes	C5	GL/HOY/SLT
Other C5 level behaviour	1	HOY/SLT	Yes	C5	GL/HOY/SLT