

The Ridgeway School

*Inspiring Learners for their future*

# Behaviour for Learning Policy

**Implemented September 2007**

**Updated February 2009**

# Behaviour for Learning Policy

## Purpose:

- To ensure that all Governors, staff, students and parents are aware of the high expectations of the school in terms of Behaviour for Learning.
- To promote positive behaviour and self discipline to create a safe, calm and productive environment for all
- To facilitate the schools mission statement '*Inspiring learners for their future*',
- To promote Section 61 of the Schools Standards and Framework Act 1998 which requires a Governing Body to ensure that its school pursues policies to promote positive behaviour.

## Aims & Objectives

This policy will set the boundaries for the detailed operating procedures for a system that

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seek to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning;
- supports and promotes the anti-bullying policy, the Disability Discrimination Policy, Race Equality Policy and Mobile Phone Policy.

## **Behaviour for Learning Code:**

### **Rights,**

The school believes that the following rights apply to all within The Ridgeway:

- all students have the right to learn.
- all teachers have the right to teach.
- everyone has the right:
  - to feel safe;
  - to be listened to and be treated with respect;
  - to be treated fairly.

We, as a community, agree to the following rights and **responsibilities**:

- to learn and let others learn.
- to show respect for others and their property;
- to arrive on time, equipped ready to work and dressed correctly;
- to follow instructions straight away.

### **Rewards,**

A reward scheme will be in place that recognises and promotes:

- positive attitudes to learning;
- outstanding achievement and learning behaviour;
- students' teamwork and independent learning

### **Contribution to the community and its development**

*(Please see Appendix A for guidance on the use of rewards)*

Sanctions are in place in order to:

- deter poor behaviour;
- ensure consequences for poor behaviour;
- establish a levelled and proportionate response to poor behaviour;
- identify clear roles and responsibilities for operation;
- re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

In order to create an environment conducive to learning, The Ridgeway School uses five levels of sanctions for behaviour:

***Warnings 1, 2, 3 and 4***

***Detention (break, lunch and after school)***

***Isolation (1, 2 or 3 days)***

***Individual Education Plans and Pastoral Support Plans***

***Exclusion***

## **Detention**

It is essential that every teacher responds in exactly the same way using the W1, W2, W3 system:

W1 = Consequence is a verbal warning

W2 = 15-30 minute detention with the class teacher and a letter or telephone call home informing the parent.

W3 = Placed with the Team Leader (or Asst. Team Leader) and followed by an After School Faculty Detention for 1 hour with a letter home or phone call.

The member of staff issuing a W3 would enter the information on to Reports Manager and the Team Leader will send the details of the After School Detention (normally giving at least 48 hours notice) to the Pastoral Secretary (Office) who will send the letter to parents and will issue a reminder to the student on the day of the detention (Period 5).

For persistent offenders the school will impose detentions outside of normal school hours by informing parents but does not require parental consent. These can be evenings (as previously), weekends and certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach students, sometimes referred to as 'training days', 'INSET days' or 'non-contact days').

## **Analysis and further Pastoral Support**

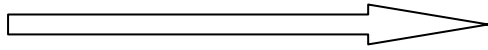
If any student does not respond to the consequences and seems not to understand the consequences of continued poor behaviour the school will:

- in the first instance, act to ensure that the learning of others is not disrupted;
- analyse the reasons for the continued poor behaviour, calling upon experts as required, engaging the student's family group;
- deliver a focussed support plan that meets the student's individual needs. This may include some of the following; restorative justice, school action plan, life coaching.

<b>Section 1</b>	<b>Behaviour in Class</b>	<b>Page 5</b>
<b>Section 2</b>	<b>Behaviour out of lessons</b>	<b>Page 12</b>
<b>Section 3</b>	<b>6<sup>th</sup> Form Agreement</b>	<b>Page 13</b>

# Classroom Behaviour (lessons & mentoring)

## Warning 1



Consequence:

Verbal reprimand

(Example Behaviour)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**Talking in class while the teacher is talking**

**Moving around class without permission**

**Talking too much when working**

**Late to class (first instance)**

**Minor/bad/inappropriate language/answering back**

**Failure to follow rules for school uniform**

**Making inappropriate noises**

**Involvement in messing around**

**Chewing and/or eating in class**

**Shouting out in class**

# Classroom Behaviour (lessons & mentoring)

## Warning 2

Consequence:

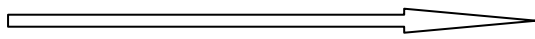
15 -30 minutes detention with the class teacher

Logged on Report Manager

Teacher issuing W2 to phone home

## Behaviour

(Example behaviour)



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**Refusing to complete work**

**Constantly ignoring instructions**

**Damage to equipment and property**

**Name calling/bullying**

**Minor acts of vandalism**

**Use of offensive language**

**Persistent failure to complete short detentions**

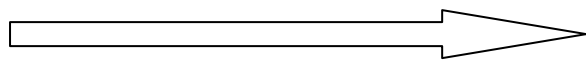
**Repeated failure to complete homework**

**Smoking/out of bounds**

**Persistent W 1 Behaviour (including lateness)**

# Classroom Behaviour (lessons & mentoring)

## Warning 3



### BEHAVIOUR

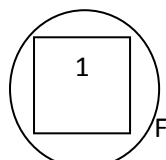
(Example Behaviour)

Consequence:

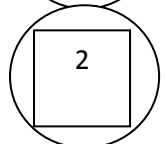
Placed with Head of Faculty

Faculty AS Detn (1hr) & letter home

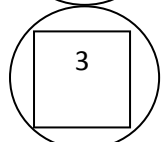
Logged on Report Manager by the teacher issuing the W3



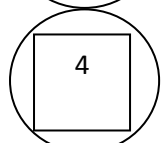
Continuous refusal to follow instructions



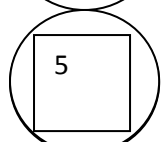
Major disruption of class activity



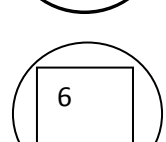
Repeated low level disruption of learning



Damage of equipment



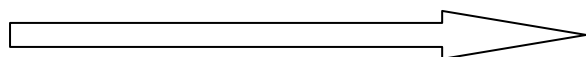
Threatening behaviour to students



Failure to attend a W2 detention

# Classroom Behaviour (lessons & mentoring)

## Warning 4



Referral sent to Learning Coordinator who issues the response

## BEHAVIOUR

To be used if a student fails to respond to a Team Leader having already used a W3 Faculty after school detention and subject report.

### Consequence:

Head of Faculty/ ATL sends referral to Key Stage Learning Co-ordinator

- 1st W4** Remove from next lesson, Pastoral after school detention (PADT) & phone home.
- 2<sup>nd</sup> W4** Removal from next 3 lessons, Pastoral report, PADT & Meeting of Parents, Assistant Learning Coordinator, Mentor.
- 3<sup>rd</sup> W4** 1 day internal Exclusion, removal from next 3 lessons, Pastoral report, PADT & meeting of parents, Assistant Headteacher, Learning Coordinator, Mentor.
- 4<sup>th</sup> W4** Temporary Fixed-term External Exclusion

**Negotiation of where the student is isolated will take place between the Faculty Leader and Learning Co-ordinator. This could include, the Isolation Room or another classroom within the Faculty.**

# Extreme behaviour

Immediate removal to the Isolation room informing SLT & LCo

Consequence: W4, Isolation or Exclusion

1

**Any form of violence**

2

**Bad language directed at a member of staff**

3

**Dangerous behaviour**

4

**Threatening behaviour to staff**

5

**Refusal to leave the room following a W3 for the teacher and Head of Faculty**

6

**Extreme breaches of the uniform policy (see appendices)**

7

**Violation of the Drugs and Substance Misuse Policy**

# Behaviour Procedures

Staff	Action	Monitoring	Support
<b>Teacher</b> 	Address Reprimand Move Speak to 1 to 1 Detain at break Detain at lunch (W2) Contact Home (W2) Park with HoD (W3 =Faculty Detn)	Assistant Learning Co-ordinator reviews Report Manager weekly overview to monitor student behavior across departments	Class teacher supported by the Faculty/Subject leader and mentor

Teacher sees Team Leader re W3

### If not responding to teacher (using the above strategies)

<b>Team Leader</b> 	HoD to see 1 to 1 Remove from the lesson Place on dept report (letter sent) Contact home Faculty After School Detention	Learning co-ordinator fortnightly review of Faculty overview using Report Manager	Faculty/Subject Leader able to seek support from the mentor and Pastoral Support Mentor in the first instance followed by the Learning Coordinator
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### If not responding to Team Leader (using the above strategies)

TL sends referral (W4) to Learning Coordinator



<b>Learning Co-ordinator</b>	<p><b>Referral 1 (W4)</b> = Removal from next lesson, pastoral afterschool detention (PADT) ,phone home</p> <p><b>Referral 2 (W4)</b> = Removal from next 3 lessons, pastoral report, PADT &amp; meeting with parents, Assistant Learning Coordinator and mentor.</p> <p><b>Referral 3 (W4)</b> = 1 Day Internal Excl, removed from 3 lessons, pastoral report, PADT &amp; meeting with parents, AHT, LCo &amp; mentor.</p> <p><b>Referral 4 (W4)</b> = Temp External Exclusion (see below)</p>	Learning coordinator able to seek support from the Assistant Headteacher (Support and Guidance) and outside agencies
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Exclusion Levels	Following action
<b>Level 1</b>	<b>Readmission meeting:</b> Learning Coordinator, AHT, mentor, IEP & 1day in Isolation Rm*
<b>Level 2</b>	<b>Readmission meeting:</b> Assistant Headteacher, Learning Coordinator, PSP, 1 day in Isolation room*, external agency*
<b>Level 3</b>	<b>Readmission meeting:</b> Deputy Head, AHT, Learning Coordinator, PSP, Managed move* 1 day in Isolation room*, external agency support*

### Level 4: Permanent Exclusion

Following a level 1-3 FTPE it may be appropriate to use the isolation room for the day after the readmission meeting to ensure school standards are being adhered to and the possibility of re-offence minimised.

\*where appropriate

## Exceptions to the Level Procedure:

There will be, however, exceptional circumstances where in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. See page 16.

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug;
- d) Carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security – Dealing with Troublemakers – Chapter 6* (see **related documents**). Schools now have a power to screen and search students for weapons (see separate guidance listed in **related documents**).

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a pupil for:

- a) **one of the above offences; or**
- b) **persistent and defiant misbehaviour** including **bullying** or repeated possession and/ or use of an illegal drug on school premises (see further guidance in **related documents**). And where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the pupil.

## Out of Classroom Behaviour

All staff have a responsibility to maintain a calm environment around the school at all times regardless of duty allocations.

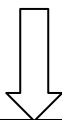
For incidents at the following times use the procedures laid out below

- Before school
- Break
- Lunchtime
- Bus Duty and during journey
- Between lessons
- School trips and visits

### Warning 1

Minor incidents e.g. running in corridors, litter etc.

**Action – Verbal reprimand, pupil moved on**

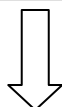


### Warning 2

Incidents e.g. pushing, intimidating behaviour **Action – Escorted to Key Stage Pastoral Office**

**Pastoral Lunchtime Detention – give details to Pastoral Secretary**

**Log on Reports Manager** by the member of staff dealing with the incident



### Warning 3

Serious incidents e.g. refusal to follow instructions, threatening behaviour

**Action – Escorted to Key Stage Pastoral Office**

**Pastoral After School Detention – give details to Pastoral Secretary**

**Letter home**

**Log on Reports Manager** by the member of staff dealing with the incident

**Removal to the Isolation Room pending further investigation**

## **Warning 4**

Extreme incidents e.g. swearing at staff, fighting

**Action – Escorted to Key Stage Pastoral Office**

**Temporary fixed term exclusion**

**Log on Reports Manager** by the member of staff dealing with the incident

Section 3  
**Sixth Form Support System**

**Rationale**

The Sixth Form Disciplinary Procedure is designed to support student progress and treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the school's exclusion policy and other policies where appropriate.

**Stage 1**

Reasons	Action
<ul style="list-style-type: none"> <li>○ Failed to respond to repeated verbal requests.</li> <li>○ Refusal to follow staff instruction</li> <li>○ Poor attendance – below 90% or a clear pattern emerging</li> <li>○ Failure to complete assignments on time</li> <li>○ Inappropriate behaviour</li> <li>○ A student may be placed directly onto Stage 1 for a single, more serious misdemeanour.</li> </ul>	<ul style="list-style-type: none"> <li>○ Meeting with Student and <b>HOY</b> and <b>Mentor</b> to explain why on Stage 1</li> <li>○ Action plan to address problem and set date to review progress will be fixed at the meeting.</li> <li>○ A letter to be sent to parents/guardians by <b>HOY</b> to inform them of this action and inviting them to contact the Students Mentor/HOY.</li> </ul>

**Stage 2**

Reasons	Action
<ul style="list-style-type: none"> <li>○ Failure to address the issue that led to them being placed on Stage 1.</li> <li>○ A student may be placed directly on stage 2 for a very serious misdemeanour.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student meets with <b>HOY/ Key Stage Leader</b> to offer advice and support to help the issue/s.</li> <li>○ Parents/ Guardians will be contacted and invited to discuss the issue/s with <b>Mentor/ HOY/ Key Stage Leader.</b></li> <li>○ Action plan to address problem set and date to review progress will be fixed at meeting.</li> </ul>

**Stage 3**

Reason	Action
<ul style="list-style-type: none"> <li>○ A student who fails to address the issue/s that led to them being placed in Stage 2.</li> <li>○ For a number of very serious misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students Parents/Guardians informed and invited to attend meeting with <b>Key Stage Leader/ Deputy Head or Headteacher.</b></li> <li>○ Reasons for being placed on Stage 3 explained and student asked to withdraw from 6<sup>th</sup> Form.</li> <li>○ Support and guidance will be provided for a move to another educational institution or employment.</li> </ul>

## **Pastoral Support and early intervention**

### **Mentors**

All students are in small Mentor groups (max 15 students) and see their mentors three times a week. Mentors communicate with home at least on a once termly basis and in particular, communicate with home over referrals and house points. The mentor programme promotes good behaviour and has strong SEAL (Social, Emotional Aspects of Learning) programme which encourages students to be aware of their emotional needs and to share concerns with their mentor. All Y7 Mentor groups have peer mentors who work with the group under the supervision of the mentor.

### **Subject Teachers**

Teachers are encouraged to use positive behaviour strategies in their teaching and use praise to reprimand in a ratio of 4:1. The Warning system is now well established within the school and the vast majority of students respond to a W1 and W2 without further levels needed to be used. Pupils who exhibit challenging behaviour within a subject will face a number of strategies including, withdrawal from lessons, subject report, Faculty Afterschool detention and if necessary, the change to another teaching group.

### **Pastoral Support Mentors**

All Key Stages now benefit from a Pastoral Support mentor. They offer support to pupils who appear vulnerable. This may include speaking to a pupil individually or in a small group. It can involve more in depth counselling work.

Pastoral Support Mentors meet weekly with the school nurse, Education Welfare Officer and Assistant Head Teacher -Support to discuss individual pupils who are causing concern. This may lead to a referral to an outside agency such as Primary Mental Health Services, Stratton Behaviour Support Team, connexions or Social Services. In addition the School Nurse runs a drop in clinic every Tuesday Morning which pupils can ask to attend.

### **Learning Coordinators**

The Learning Co-ordinators and their assistants work with pupils who are referred to them by either their Mentors or Team Leaders. They will discuss with the Assistant Head Teacher,- Support, strategies for intervention such as the writing of IEPs (Individual Education Plan) and PSPs (Pastoral Support Plan). They will discuss the need for intervention of outside agencies such as Stratton PRU and Marlborough House with their teams and the Assistant Head Teacher Support.

### **Attendance**

Attendance panels with Learning Coordinator, Education Welfare Officer and School governor lead to early intervention on attendance issues in order to bring about improvements.

### **Isolation Room**

If a student is not responding to a Team Leader using the strategies available to them, then a Team Leader issues a W4, referring the student to the Learning Coordinator. The Learning Co-ordinator and Assistants along with SLT will be the gatekeepers for this room. The number of lessons or days spent in the room are documented in the Behaviour Procedures. The maximum number of students is 8. Students within the session could be there for a variety of reasons.

**Criteria for Admittance:**

Referrals by Learning Co-ordinator after all other strategies have been tried. Entries are planned though there may be some crisis events. Students will have a distinct programme and timetable. They will often be at risk of permanent exclusion and this will be a significant provision in the steps to avoid this situation. Students returning from exclusion will spend the day in the Isolation Room in order to improve the re-integration process.

Students referred to the Isolation Room will have an IEP and in most cases PSPs issued. Parental support and acceptance on to any of the Programmes is essential.

## **DISCIPLINARY STAGES / FIXED TERM EXCLUSION**

**Level 1** readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Learning Co-ordinator and, if possible the Mentor. The pupil will attend.
- Behaviour Targets to be set up and monitored by the Tutor/PSM.
- Pupil Action Plan/Report system set up.
- Readmission Report Card

**Level 2** readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Assistant Headteacher Learning and Behaviour Support, Learning Co-ordinator. The pupil will attend.
- Pastoral Support Plan set up and monitored by Learning Co-ordinator supported by Assistant Headteacher Learning and Behaviour Support and the Pastoral Support Mentor.
- Pastoral report required.

**Level 3** readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Deputy Head, Assistant Headteacher Learning and Behaviour Support Learning Co-ordinator and a School Governor. The pupil will attend.
- PSP reviewed and outside agencies identified as necessary.
- Managed move considered.

**Level 4** Permanent Exclusion repeated offence following Level 3

- Parents invited into the school for the permanent exclusion meeting with Learning Co-ordinator, reps, from SLT, 3 Governors and LA representative.
- Permanent Exclusion paperwork fully documenting issues and actions taken.

# Appendices

- A. Guidance on the use of Rewards**
- B. Exclusion Letter - sample**
- C. Responsibilities & Support for Students**
- D. Relationship to other policies, Monitoring, Review and Evaluation**
- E. Uniform Policy**
- F. Out of lesson /Mentoring Teach responsibilities**
- G. The role of the Mentor**
- H. Teacher Responsibilities in Lesson Behaviour**
- I. Reports: Examples and Expectations**

## Appendix A

### Guidance on the use of rewards

Praise and rewards should have emphasis to encourage students to participate, perform and progress. Staff members are encouraged to use the following methods of providing students with satisfaction and pride in their achievements:

- Smile.
- Thumbs up!
- Verbal Praise (Remember a 4:1 ratio of praise to reprimand in a classroom).
- Stickers or Stamps for good work.
- Positive comments written in books.
- Appropriate comments on report books.
- The Housepoint system and the accumulative certificate and vouchers which will be presented in assemblies.
- Displays of Students work around the school.
- Praise in assemblies.
- Team Leader, Mentors, Tutors, Learning Coordinators, SLT or Governors invited to classrooms to deliver praise.
- Positive postcards sent to parents.
- Badges for roles of responsibility.
- Pupil of the Month. Subject staff to nominate students for effort.
- Annual presentation evening to celebrate effort and achievement.
- Positive phone calls home/letters home.
- Positive conversations with or e mails to a pupil's Mentor/Tutor.
- Ask Tutor/Mentor, Team Leader, ALC, LC, SLT along to class to praise a group of students or view work where appropriate.

In addition a more formal rewards system will operate:

- House points will be awarded for good class work, sustained progress or good standard of homework. House points will replace credits and will be recorded on Reports Manager in exactly the same way as before.

The following criteria will be used for rewarding students who obtain house points:

	Praise Postcard	Bronze Certificate	Silver Certificate	Gold Certificate	Platinum Certificate
KS3	15	30	50	100	150
KS4	10	20	40	80	100

Praise postcards will be organised by the Mentor/Tutor.

Bronze Certificates will be sent home with a covering letter from the ALC KS3/KS4.

Silver Certificates will be sent home with an accompanying letter from the LC KS3/KS4.

Gold Certificates will be sent home with an accompanying letter from JMW/JP.

Platinum Certificates will be sent home with an accompanying letter from SC.

- Praise postcards can be sent home by a classroom teacher for a particularly pleasing piece of class work/progress/homework. This practice is encouraged.
- Teams are asked to select a Pupil of the Month for each subject in each year group. Nominations should be sent to JMW on request. Winners' names are displayed on the board in the area below Resources. Certificates are sent home to all winners and their names read out in year group assemblies.
- Annual presentation evening to celebrate effort and achievement
- Competition between Houses will be encouraged in House Assemblies once a term and in year group assemblies regularly.

## Appendix B Exclusion Letter - SAMPLE

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period for **[specify]**.

?? now moves to Level ? of the Exclusion Levels (*as shown below*)

Level 1: 1 to 2 day Fixed Term Exclusion

Level 2: 2 to 4 day Fixed Term Exclusion with Pastoral Support Plan commencing

Level 3: 5 to 6 day Fixed Term Exclusion – Final Warning

Level 4: Permanent Exclusion

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact The Clerk to the Governors at The Ridgeway School, Inverary Road, Wroughton, Swindon, SN4 9DJ: telephone 01793 846100; e mail [admin@ridgeway.swindon.sch.uk](mailto:admin@ridgeway.swindon.sch.uk) as soon as possible.

Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed **[not for parents of secondary aged pupils]**. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[Name]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or [here](#) **[insert reference to local sources of independent advice if known.]**

**[Child's Name]**'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

S J Colledge  
Headteacher

J S Povoas  
Deputy Headteacher

## Appendix C

### RESPONSIBILITIES

The Mentor will:

- Monitor behaviour of all members of the mentor group.
- Support the students verbally and by use of the mentor report.
- Encourage and praise students for good behaviour.
- Give guidance on how to behave.
- Liaise with parents as necessary.
- Work with teachers, Learning Mentor, Heads of Learning and SLT to enforce the school code of behaviour fairly, consistently and effectively
- Monitor House Points and respond as necessary.
- Be involved in regular pastoral reviews.
- Check the Student Planner on a weekly basis to communicate with home and Learning Co-ordinators monitor the recording and completion of homework.

The Teacher will:

- Liaise with parents regarding pupil attainment & behaviour
- Follow behavioural procedures to achieve consistency across the school
- Implement appropriate awards & sanctions
- Work with mentors, LCO's, Heads of Faculty/ Department and SLT to enforce code of behaviour fairly, consistently and effectively
- Take responsibility for the behaviour of students in their lessons.

Heads of Faculty/Dept will:

- Ensure that the school rules are enforced consistently and fairly within their area.
- Follow the procedures in order to achieve good order and effective learning within their area.
- Implement rewards and sanctions as appropriate.
- Support staff as necessary when there are implementing the school rules
- Take responsibility for the behaviour of students in their area.

Learning Co-ordinators will:

- Monitor the overview of the Year group's behaviour.
- Work with all staff to modify pupil behaviour as necessary.
- Keep records of behaviour for certain individuals.
- Monitor trends and patterns of behaviour.
- Liaise effectively with the outside agencies to support students and parents
- Meet parents.
- To set and maintain high standards of behaviour within the school.
- To ensure that positive behaviour is taught.
- Distribute rewards and apply sanctions as necessary.
- Hold regular pastoral reviews.
- Meet parents with the pupil.
- Refer to the Heads of Learning if a very serious incident occurs or if a pupil is failing to modify behaviour when all the strategies have been implemented.

Assistant Head of Behaviour and Learning Support will:

- Manage and lead the Isolation Room
- Oversee the SENCO and provision of Special Needs Education
- Oversee the provision of support for students whose behaviour reflects significant learning or personal problems
- Liaise with outside agencies to provide Learning and behaviour for students
- Work closely with Learning Co-ordinators with rewards to pastoral reviews.

Deputy Head will:

- Keep an overview of whole school behaviour
- Work with the Heads of Learning to support students in the modification of their behaviour.
- Ensure that the systems for rewards and sanctions are consistently and fairly implemented.
- Liase with parents.

### **Support for students whose behaviour reflects significant learning or personal problems**

- Peer Observations. Learning Support
- Anger Management
- Student Support Group
- Behaviour support team
- Learning Mentor.
- Student coach
- Life coach
- Buddy.

### **Support and training available to help staff manage challenging pupil behaviour**

- In house training from the Key Stage 3 Behaviour Consultant.
- Peer Observations.
- Peer Mentoring.
- External training as appropriate.

### **Support available to parents who wish to learn more about improving behaviour**

- Parent support evening organised by the school.
- Parental support from meetings with the Tutor, Learning Mentor, teacher or Head of Faculty/Learning.

## Appendix D

### Relationship to other policies

- The attendance policy.
- The equal opportunities policy.
- The anti-bullying policy.
- The SEN policy.
- The Teaching and Learning Policy.

### Monitoring, Review and Evaluation

The bodies consulted and to be consulted in the development and future revision of this document.

- Students
- Parents
- Staff
- Governors
- DCSF
- LEA

The purpose of reviewing the effectiveness of the implementation and development of this policy are:

- To ensure that all parents are aware of this Behaviour for Learning Policy.
- To ensure that all school staff are aware of the workings of the policy.
- To ensure that all students are aware of the behaviour requirements.
- To monitor the standards of behaviour in the school and to aim for increased improvements.

Areas for future consideration:

- To consider any relevant new legislation.
- To look at best practice and consider new strategies.

## Appendix E

### The Ridgeway School Uniform

*All items should be clearly marked with name and form*

Parents will notice that the list is clear and concise. We do not want staff time and effort to be wasted on uniform problems. It is our aim that teachers should be allowed to teach and pupils to learn. The co-operation of parents is appreciated and we draw your attention to the following points:

1. Uniform should be smart and appropriate for the school environment.
2. It should give a clear sense of identity.
3. No extreme of fashion is allowed.
4. Offensive lettering or suggestive logos/comments on clothing, school bags, and books is prohibited.
5. Failure to conform to these rules will result in the pupil being sent home or placed on internal exclusion.

#### Autumn and Winter Term

##### Boys and Girls

**All skirts/trousers/shirts should be purchased from the 'school range' of major chain stores.**

- White long-sleeved school shirt/blouse (tucked in and buttoned to the neck).
- \*The Ridgeway School tie.
- \*The Ridgeway School sweatshirt with school logo.
- Black school trousers/skirt. Large belts, buckles, laces, pin stripes etc. are not acceptable.
- Suitable plain black school shoes. (High heels and backless shoes are not allowed for health and safety reasons, max heel 2"). Boots are not acceptable.
- Natural colour tights, grey, black or white socks.
- Cream apron for Technology.
- Trainers are not acceptable.

**Items marked\* should be purchased from the School Shop.**

#### Summer Term

Pupils may continue to wear a long sleeved white shirt and tie OR a school polo shirt purchased from the School Shop. Pupils may wear tailored short trousers.

##### PE Kit Boys and Girls

- One House T-Shirt (available from the visits office)
- Two pairs of plain black shorts.
- Sky blue polo shirt with school logo (available from Trutex).
- Sky blue rugby shirt/hockey shirt with black collar and reversible contrast •band in black (available from trutex).
- Two pairs of sky blue with navy 'turnover top' long socks (available from Trutex)
- Black 'Speedo' style swimming trunks, costume, swimming hat and towel.
- Football boots and shin pads.
- \*Orthopaedic gum shield/mouth guard (available from your local dentist).
- Trainers (please see important note below).
- \*Athletics vest.
- \*Black drill top/tracksuit top.
- \*Black plain tracksuit bottoms.

Please note: the risk of injury and long term damage to joints and bones is increased if pupils perform in 'leisure trainers' where the sole is narrower than the foot, and has little cushioning effect or much support and are too often worn with either the laces untied or loosely tied. We strongly recommend a cross trainer type of trainer.

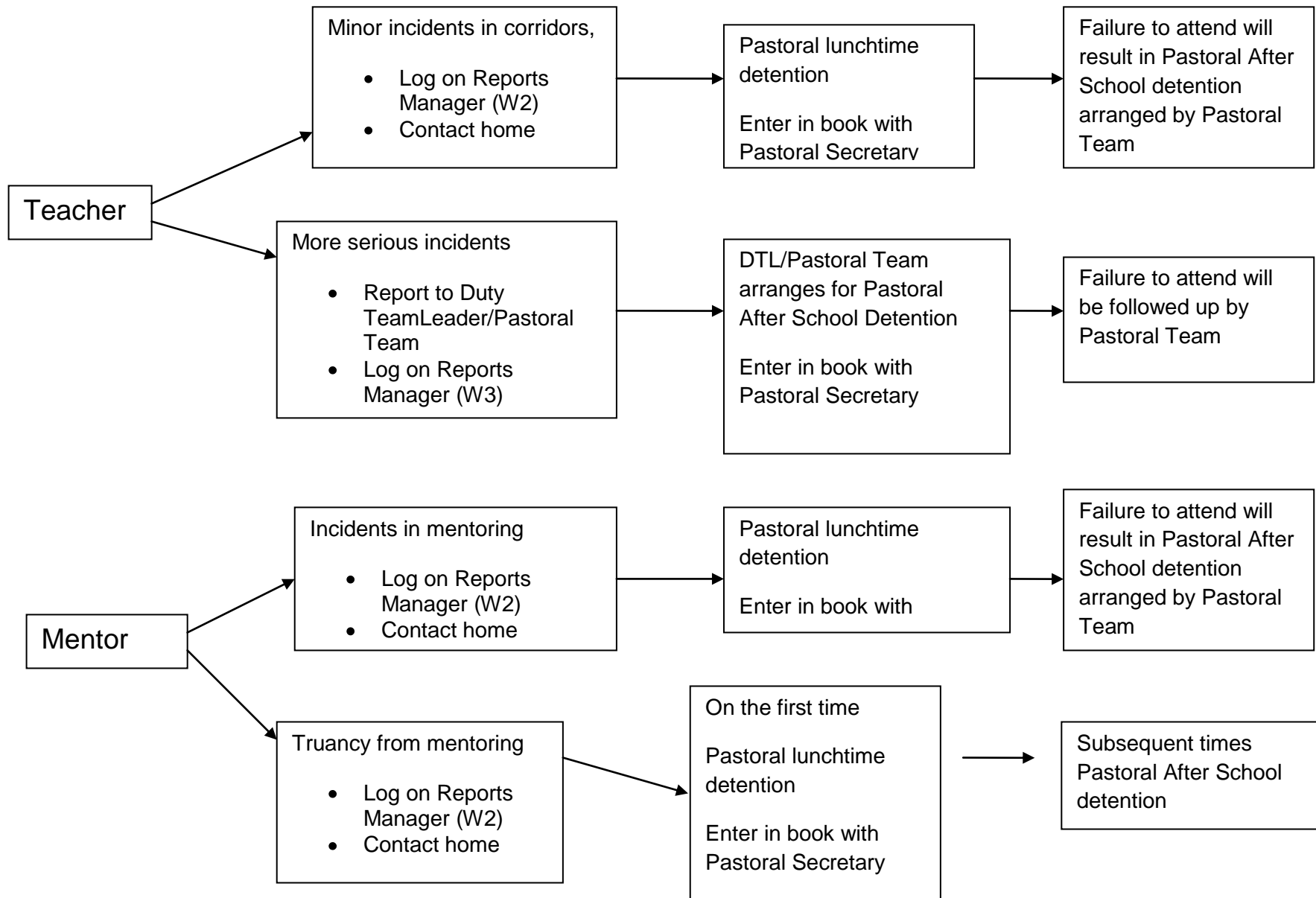
**Items marked in the PE section with an \* are optional.**

### Further Points

1. Outdoor coats – must not have inappropriate logos, slogans and should NOT be worn inside the school building.
2. Trainers and boots are **NOT** school uniform and **should NOT be worn during the school day**. Trainers can be worn when pupils are taking part in a sporting activity.
3. Jewellery – the wearing of jewellery is not considered appropriate for school and is therefore not allowed. Pupils with pierced ears may wear one small discreet stud in each earlobe only. (These will need to be removed for PE lessons.)
4. Only school-type belts and trousers are permitted.
5. Mobile Phones are not to be used in school. They should be switched off during the school day – the school accepts NO responsibility for mobile phones. Should a student wish to use their phone to contact home, they are allowed to do so in the school office.
6. Personal stereos and other similar valuable items should NOT be brought into school
7. Make-up – natural, discreet make-up is allowed. Not nail varnish.
8. Haircuts of extreme fashion or unnatural colour are NOT permitted. Haircuts below grade 2 are discouraged. (Please note point 5 above).
9. **The school will remove any pupil from lessons who does not conform to our guidelines.**

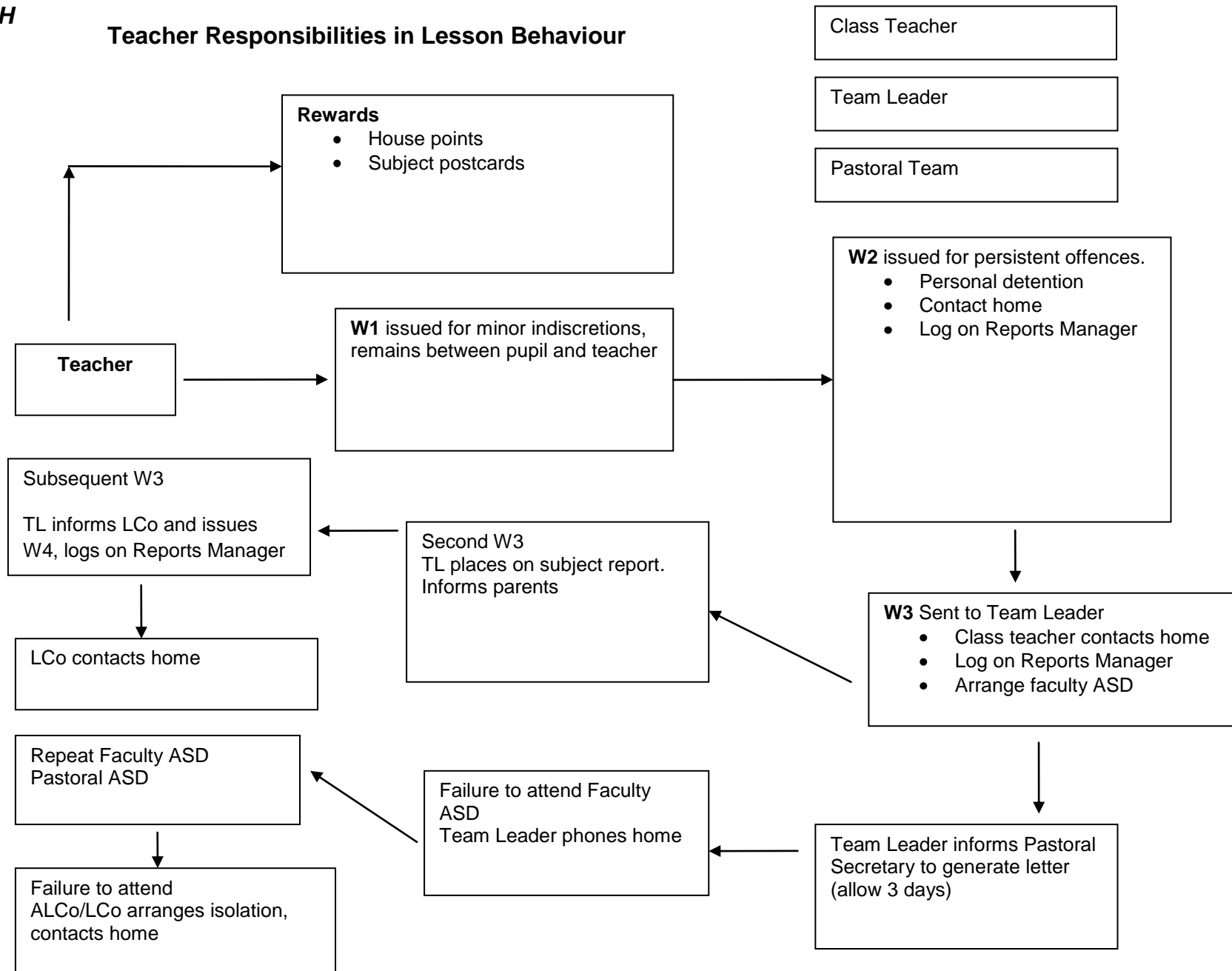
## Appendix F

### Out of Lesson / Mentoring Teacher Responsibilities





## Teacher Responsibilities in Lesson Behaviour



Class Teacher

Team Leader

Pastoral Team

## Appendix I

### Reports: Examples and Expectations

#### Mentor Report:

A student who receives several W2's in a fortnight should be recommended to the Assistant Learning Co-ordinator as a student in need of a Mentor Report.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- When the mentor has chosen the targets with the student, the Assistant Learning Co-ordinator will send a letter home outlining these.
- This will be logged on Reports Manager by the Pastoral Secretary.

As the name of the report suggests, the mentor should be monitoring and reviewing this report in mentoring sessions and contacting the students home to discuss progress and achievement each week of the report period. The report will be checked daily by the Key Stage Team.

#### Learning Co-ordinator Report

A student who does not respond to the Mentor Report, or who receives several W3's in a fortnight should be recommended in the same way as a student in need of a Learning Co-ordinator report.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- The Learning Co-ordinator will discuss the targets with the student and send a letter home outlining these.
- This will be logged on Reports Manager by the Pastoral Secretary.

The report will be checked daily by the Key Stage Team and monitored by the Learning Co-ordinator. The mentor should continue to review and discuss the students' progress as part of the learning conversation between mentor and student during mentoring sessions.

#### Post-Exclusion Report / Pastoral Support Plan (PSP)

These reports will be set up by the Pastoral Team during a re-admittance meeting, following a period of exclusion. Targets will be agreed by the parent/carer, the student and the Pastoral Team. The type of report is dependent on which exclusion level the student is at.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- Targets will be logged on Reports Manager by the Pastoral Secretary.

The mentor should be involved in reviewing and discussing the students' progress as part of the learning conversation between mentor and student during mentoring sessions.