

Staff responsible	AM
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Policy Category	Safeguarding



Northgate High School

Attitudes to Learning (AtL) Policy September 2016

“Northgate High School aims to be an excellent school, where pupils enjoy learning, achieve highly, and enter the adult world with confidence.”

The main aims of our Attitudes to Learning policy are to:

- Encourage a praise culture between staff and students;
- Promote our vision of creating:
 - Successful, lifelong learners;
 - Confident individuals;
 - Active citizens;
- Improve and reward effort and determination to succeed;
- Improve attitude to learning through praise and reward;
- Reward those students who consistently work hard and behave in line with ‘The Northgate Way’ Code of Conduct;
- Ensure consistency throughout our school;
- Encourage students to be active and responsible in the school and make positive contributions to the wider community;
- Sanction, firmly and fairly, those students who choose to demonstrate a negative attitude towards their learning either in the classroom or around school, or those who disrupt the learning of others.

Principles

The principles underlying the policy are founded in the school’s vision statement and are supported by the Learning & Teaching Policy, the Anti-Bullying Policy, the Equality & Diversity Policy and the Attendance Policy.

The Aims of the School

Valuing Learning / Inspiring Excellence / Fulfilling potential

We will do this by:

1. having a broad, balanced and exciting curriculum, supported by a wide range of extra-curricular activities;
2. providing a safe, supportive and stimulating learning environment;
3. developing spiritual, moral and aesthetic values;
4. being part of local, national, and global partnerships;
5. celebrating and promoting success;
6. encouraging initiative and enjoying our time here.

Through its aims, Northgate High seeks to be a school that provides opportunities for all to fulfil their academic potential; that allows students to develop their sense of the global community and to be equipped to take an active and positive part as citizens in their community, through developing a sense of their rights and responsibilities.

The underlying principle is on promoting positive behaviour and celebrating achievement and attainment, whilst raising the accountability for pupils, staff and parents. Any pupil who behaves well can be recognised and rewarded by consistent and regular use of our reward system, designed and supported by students through the Student Council. Those pupils who fail to behave in an appropriate manner, or affect the learning of others, will have negative incidents assigned to them on our management information system for each discrepancy. Incidents will be accumulated so that consistent misdemeanours are punished and students who constantly disrupt lessons are brought to task.

The reward system encourages learning, hard work, creativity and citizenship; it recognises achievements in any field by using a system of merit marks which are awarded. There is great enthusiasm amongst our pupils to achieve enough Merit Marks to obtain a bronze, silver, gold or platinum Certificate of Merit, and in our Rewards Brochure where pupils are able to 'cash in' merits for a wide selection of rewards. The merits also contribute to our inter-house competition and help to promote a lively and constructive spirit of competition between pupils which, in 2016, saw students voting for new names of notable Britons as House Titles.

We will strive to ensure that students work in a calm, orderly, well-disciplined atmosphere so that all can enjoy learning. We will rebuke bullying and prejudice, and promote justice and consistency of approach. We will enable all to feel secure and respected, and to trust the system to be fair and fairly implemented.

Our Attitudes to Learning policy:

- empowers staff to teach and manage student behaviour;
- ensures that students are safe, valued and fully involved in their learning;
- communicates to staff, students and parents what good behaviour means at Northgate High School;
- uses constant positive reinforcement in the pursuit of high standards of work and behaviour;
- provides a clear set of stepped rewards and sanctions which all students, parents and staff understand;
- provides procedures for achieving the stated aims of the school.

The Outcomes of our Attitudes to Learning policy:

- All staff follow principles and procedures set out in the policy in encouraging students to achieve high standards of work and behaviour.
- Discipline problems which do arise will be dealt with in a fair and consistent way, in line with the procedures and behaviour management strategies underpinning the policy.
- Internal monitoring will show that classroom activity is structured, purposeful and positive.
- A reduction in exclusions and referrals. Middle Leaders will provide evidence of high standards of behaviour in classrooms and around the school.
- Feedback from members of the local community should reflect the high standards of behaviour students exhibit on their way to and from school.

To promote positive behaviours, all staff will strive to:

- **Be Specific:**
Providing constructive feedback to students.
- **Be Sincere:**
No empty praise.
- **Help our children meet success:**
Reward effort;
Reward progress;
Applaud persistence;
Break tasks down into small steps;
Acknowledge 'learning' rather than 'work'.

Subject Teachers

It is expected that all teachers:

- Establish high expectations for students' attitude to learning and behaviour.
- Plan and deliver engaging lessons which include clear learning objectives and differentiated outcomes, **which will also include differentiated learning and behaviour strategies for students in line with information from Heads of Year, Learning Passports, Pastoral Support Plans, or Risk Management plans.**
- Use their classroom management skills to diffuse situations calmly and create a positive atmosphere for learning.
- Use a full range of rewards and sanctions as set out in the Attitudes to Learning policy.
- Display classroom routines/rules clearly in each classroom.
- Are punctual and well prepared.
- Show courtesy, respect and care for all students and colleagues.

Teachers will strive to:

- Greet students at the classroom door;
- Have an appropriate seating plan in line with our electronic system;
- Ensure that students stand behind chairs until asked to sit down;
- Ensure that students have planners and equipment on desks at start of lesson;
- Prepare lessons and share learning objectives and learning outcomes clearly;
- Ensure that there is a structured differentiated lesson incorporating all aspects of the 'Northgate Lesson' with regular opportunities to assess student progress throughout;
- Ensure that students answer 'Yes Sir' or 'Yes Miss' to the register and in any other communication with staff;
- Ensure that students are dismissed in an orderly manner at the end of the lesson.

Support of Middle Leaders/Senior Leaders on Learning Walk to Remove a Child at C4 (See Appendix):

A student should only be removed from a classroom to deal with serious incidents. 'Removal' is not a suitable reaction to students who have not done homework/do not have the right equipment, for example. Students must have the opportunity to make the right choices, and the class teacher should employ the appropriate staged approach (see Appendix) to seek compliance from a student.

- **Removing a student is not a sanction in itself; the subject teacher involved must follow up negative behaviour to ensure positive re-admittance before the next lesson.**
- Staff must not leave the lesson in order to remove a student but should send a responsible member of the class or a Learning Support Assistant to the school office to alert a member of SLT.
- The classroom teacher records the incident on E-portal under Student Events.
- Staff must be mindful of data protection when logging events if the incident involves someone else. *Please be factual and brief when recording.*
- Under normal circumstances, students who are removed will be placed within agreed classrooms/with staff within the department.
- **If Learning Walk staff support is required, they will respond promptly and reach the incident as soon as possible and deal with the immediate situation.** When a student is removed for a serious breach of behaviour, they will be escorted to the LSR. It is expected that the student will be given time to calm down. On many occasions, this is not the appropriate time to reprimand without a full knowledge of the facts. A full **written** report will be required for serious incidents and witness statements may need to be collated. **Students MUST NOT be sent directly to the LSR by the class teacher.**

Monitoring and further action

All staff must take responsibility for negative attitudes towards learning and should be involved in further/follow up action which may include the following:

- Parental involvement – i.e. meeting, telephone call or letter;
- Student on report;
- Mentoring of a student;
- Use of support staff;
- Referral on to the Head of Learning Support (for students with additional needs) who may involve outside agencies as necessary.

Students will be rewarded for their positive attitude towards their learning by way of:

- Merits/Positive Behaviour Events on e-Portal;
- Positive comments;
- Attendance certificates;
- Headteacher Special Awards;
- Merit certificates, badges and trophies;
- Departmental postcards home;
- Letters and phonecalls home for outstanding attitudes to learning;
- Reward brochure choices to 'cash in' their merits;
- Presentation Afternoons/Evenings to celebrate success.

The Northgate Way: The 5Rs

As part of Northgate High School's focus on promoting a growth mindset in all of our students, we believe that there are five key values which promote positive Attitudes to Learning. These are the 5R's;

RESPECT READINESS RESPONSIBILITY RESILIENCE REFLECTIVENESS

- **Respect** - mutual respect for all within Northgate, visitors and surrounding community;
- **Readiness** - in terms of attitude and approach as well as equipment, prior knowledge and 'Growth Mindset';
- **Responsibility** - being prepared to take up responsibility both leading your own learning and representing and leading others;
- **Resilience** - the spirit of perseverance and not giving up;
- **Reflectiveness**—being able to think about yourself as a learner and how you might be able to do this better (through our KPIs, Reflect & Correct, Marginal Gains Wheels.)

We wish to ensure that learners at Northgate High School are active learners, and are fully engaged in all the learning activities and extra-curricular activities on offer. Our Attitudes to Learning Policy and the 5Rs place an expectation on all students to engage with a positive Attitude to Learning, supported in developing their growth mindset alongside staff and governors within the school.

These values are shared through PART lesson activities, assemblies and as part of all staff responsibility to promote through learning and teaching activities.

Through their school life, we expect all students to demonstrate courtesy to and consideration for others. Students must follow the code of conduct in school and on their journey to and from school.
(Please refer to the code of conduct Appendix 1)

We believe that all students and staff at Northgate High School have the right to be treated with respect and courtesy. They also have the right to work and study in an effective, well-ordered learning environment where standards of behaviour and discipline are high.

All Students have the right to a good education

This means that everybody should:

- arrive on time in full school uniform;
- have their Student Planner and correct equipment;
- not disrupt lessons and the learning of others;
- listen to and follow instructions;
- complete all class work and homework tasks on time.

We have the right to be treated with respect and to feel secure

This means everybody should:

- be courteous and positive to all members of the school community and to the general public;
- be mindful of the safety and the rights of others;
- abide by the school's Single Equality Scheme;
- abide by the school's Teaching & Learning Policy;
- care about each other's belongings;
- not swear or insult others;
- not bully, harass or be physical with others.

We have the right to be safe

This means that everybody should:

- not run or push;
- not act dangerously;
- use equipment properly;
- use roads and buses safely, including walking as pedestrians or cycling to school.

We have the right to a clean and attractive environment

This means that everybody should:

- not drop litter;
- not smoke or spit and keep the toilets as you would like to find them;
- not eat or drink anywhere other than in the Canteen or Hall or picnic areas for packed lunches;
- not vandalise or graffiti property.

The Code of Conduct is displayed in all classrooms. The Code should be reinforced by all staff at all levels of interaction within the school and its community. Communication with parents should aim to elicit their support with promoting and expecting students to adhere to the code of conduct.

Support for learning

It is the responsibility of the subject teams to support students learning and progress. Each student has a Form Tutor who is the first point of reference for students, staff and parents. If there are individual concerns about a student's learning in a specific subject then the subject teacher and/or the Head of Department is the first point of contact. Students who are on the Special Educational Needs Register will have specific support depending on their individual needs from the Learning Support Team and through their Learning Passports. Individual students will receive appropriate support from outside agencies as necessary.

Behaviour Support Process

Students who do not conform to our expectations for learning will be supported in a structured manner.

The role of the parent is vital in supporting students' development, learning and progress. Parents/carers will be kept informed about their child's progress and potential barriers to learning.

Northgate High aims to involve parents in their child's learning in the following ways:

- Through the Home & School Agreement which is set out in each student's Planner;
- Regular contact with the student's personal tutor through each student's Planner and through form tutors/Student Services;
- Annually through a 'Learning Conversation' with their form tutor/ teachers;
- Through the Assessment and Reporting Cycle (Screening and Profiles);
- Through Pastoral Support Plan meetings with members of our pastoral and Learning Support team;
- Individual contact with subject area or Learning Support staff at parents evening or when necessary.

The sections below identify the types of attitude and behaviour that a school may need to respond to and whilst we acknowledge that they will not be a regular occurrence we do need to have appropriate responses in place.

By no means is this policy designed to outline an exhaustive list of all potential issues but provides information for all parties to be mindful of.

Classroom behaviour

Behaviour in the classroom is covered by our expectations for attitudes to learning and our code of conduct procedures linked to this Policy. (See Appendix 1)

Failure to complete work

Students must meet work deadlines in accordance with the expectations of their teachers. Students who fail to meet deadlines for classwork or independent learning on time will be dealt with by their subject teacher or HOD, in liaison with parents (which may result in C2/C3 being issued – see Appendix 1.)

Attendance, Punctuality and lateness to School

All students are expected and required to attend School every day on time. It is the responsibility of the School and parents working together to ensure that students' attendance is as regular as possible. Guidance on attendance and procedures for dealing with attendance problems is given in our Attendance Policy. Lateness is dealt with daily, with breaktime detentions for those pupils arriving after 8:45am.

Home/School Agreement

When students join the school they are issued with a planner. It contains the Home/School Agreement that parents, pupils and the school must sign. It contains information about expectations for learning. These expectations are discussed and reinforced with the students during school assemblies and tutorial time. These expectations for learning are introduced to new staff at their induction meetings.

Bullying

Please see our Anti-Bullying Policy.

Investigations regarding breaches of The Attitudes to Learning Policy

Before any decision on an appropriate sanction is reached, a thorough investigation should take place. Investigations will be conducted by the pastoral team under the guidance of the Deputy Headteacher responsible or any other SLT member. All those involved in the incident should write a statement and teachers should complete a behaviour log in the management information system. Statements should also be gathered from witnesses where appropriate. A child may be placed in Internal Exclusion whilst an issue is investigated.

All statements and evidence regarding breaches of the Attitudes to Learning Policy must be collated by a member of the investigating team, with recommended action and background information, by the end of the day wherever possible (or, if the incident occurs at the end of the school day by the end of the following day.) Documentation should then be passed to the Head of Year / SLT member for consideration and recommended sanction and parents contacted.

Detentions

Individual teacher detentions can be given for C2 incidents. Short impromptu detentions at break and lunch can be given when deemed necessary. Detentions at break time for lateness to school are held daily where students have no authorised reason to be late into school.

C2 Detention - duration of up to 15 minutes - may be supervised by the class teacher.

C3 Detention duration up to 30 minutes. The teacher/Head of Department/Head of Year takes the lunchtime detention and records on the behaviour log. Students receive a card notifying them of the time/date of detention. Any student who does not attend is then referred to the Head of Department/Head of Year as appropriate.

After School Detention (C4) (Parents will be informed by letter and text) on a Wednesday 3:30pm – 4:30pm.

Parents receive a letter informing them in advance of a C4 detention held on a Wednesday. It is an expectation that pupils attend, as the notice period provides time for alternative travel arrangements to be made as necessary. A reminder text message is sent, and pupils are reminded ready to start at 3:30pm.

All detentions (C2, C3, C4) are entered on the students' computerised school record and are available for parents to view (both positive and negative behaviour events) via ParentPortal. Failure to attend C4 can result in Internal Exclusion.

Exclusions

Exclusion means that a student is removed from normal lessons and prevented from mixing with other members of the school community. Exclusions may be conducted internally or externally depending on the severity of an incident.

Fixed Term Exclusions

Will be conducted in accordance with this Policy and according to the statutory DfE guidelines.

Permanent Exclusions

Will be conducted in accordance with this Policy and according to statutory DfE guidelines.

The Learning Support Referral Room (LSR Room) – Internal Exclusion

This room is a resource base which is used to internally exclude students who have breached the Attitudes to Learning Policy as a consequence of their actions. The LSR Room is staffed by members of the Learning Support Team. In the LSR Room students are allocated a seat and are expected work in silence without disturbing the area. Students internally excluded in LSR Room are supported by a Learning Support Team member and may be referred to our Head of Learning Support (who may seek support of outside agencies) in order to re-integrate them back into lessons.

The Learning Support Team secures the involvement of parents through the strategies outlined above. During an internal exclusion parents will be notified.

The Learning Support Team use a variety of strategies in order to ensure that barriers to learning are removed and those students do not continue to breach expectations for learning.

These strategies include:

- The use of restorative justice techniques;
- Mentoring;
- Mediation;
- Self-Management techniques;
- Periods on behaviour / learning reports;
- Individual Education plans/Pastoral Support Plans (PSP's);
- Referrals to Counselling Services;
- Directed placement in our Learning Support Unit.

Whilst in the Learning Support Referral (LSR) Room, all students are expected to follow the specific Room Code of Conduct (Appendix 3). If a student's behaviour is deemed unacceptable whilst excluded in the LSR Room, they will be removed and an external exclusion may follow. Home will be contacted, advised of the situation and if necessary students will be collected immediately pending further action, according to the Behaviour Policy.

Whilst excluded in the LSR Room, students will be supervised for break and lunch. A student who is in receipt of free school meals will still be supervised in the school canteen.

Aggression, Intimidation and Violence

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated at Northgate High School. Aggression, intimidation and violence will be deemed as Gross Misconduct. An incident does not need to result in physical harm for it to instigate serious sanctions. Each incident will be investigated and where necessary the perpetrator(s) will be punished and counselled.

Where the incident is minor a student may be isolated and this could result in an Internal Exclusion in the LSR Room.

Where there is violence, or where there is an attack by a student on another, a decision will be made regarding the nature of the exclusion. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders may face permanent exclusion. In extreme cases the student may face permanent exclusion for a first offence.

Verbal, physical threats or intimidation against staff will be investigated and will result in internal or external exclusion. Depending on the severity of the situation, verbal, physical threats or intimidation or physical violence against staff may also result in permanent exclusion.

The school retains the right to report incidents to the Police.

Weapons and Dangerous items

Students are not allowed to bring guns, knives, laser pens, other weapons and dangerous items into school. Students who do so will be excluded for a fixed period depending on the nature of the offence. Very serious offences will result in permanent exclusion.

The Police will normally be informed in cases where a dangerous weapon is brought onto the school site.

Theft

Theft will attract exclusion depending on the severity of the offence. The length of the exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders and very serious incidents will face permanent exclusion.

The Police will normally be informed in cases where a theft has occurred.

Harmful or illegal substances, prescription drugs, and smoking/vaping

These are dealt with under Northgate High School's Drugs Policy, and the three step process for smoking/vaping. In addition, pupils should not be consuming high-energy drinks in school and they will be confiscated by staff on duty as part of our duty of care and focus on the health of our students.

Aerosols and Sprays

Due to a serious and significant allergy to a member of staff within the school, aerosols are not permitted at Northgate High School. Parents and pupils are regularly informed to remind them of this expectation as the impact on our member of staff is significant. Signage around the school acts to remind the community of the expectation. Pupils found with aerosols and sprays will have them removed and parents may collect the aerosols from Student Services. Deliberate spraying of aerosols/sprays in contravention of our Attitude to Learning Policy will result in contact with parents, and may result in Internal or Fixed Term Exclusion based on investigations.

Setting off the fire alarm

Setting off the fire alarm or damaging fire protection equipment is a criminal malicious offence that puts the health and safety of students and staff at risk. Any student who intentionally sets off the fire alarm will be excluded from school on a fixed term basis. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders permanent exclusion will be considered.

Uniform and appearance for year 7-11 (see Uniform Poster in Appendix)

Students who arrive at school without the correct uniform will meet with the Student Support Worker/Head of Year and unless the problem can be rectified, they may be placed in the LSR. Where a solution cannot be found, the student remains in the area and parents/carers will be contacted.

Students are not permitted to **wear jewellery to school** apart from a maximum of **one plain metal stud in each ear and a watch**. No other visible body piercing, such as tongue piercings, are allowed. Students who contravene these rules will be asked to remove the items. Students caught a second time will have their jewellery confiscated for the

day: it will be placed in a labelled envelope and stored at School Reception until the end of the day. A subsequent confiscation will require collection from a parent/guardian.

Hairstyles must not be extreme, e.g. bright unnatural hair colours, with more than one colour, or shaved extremely or into patterns. Students who come to School with an extreme hairstyle will not be allowed to attend lessons and will be placed in LSR room until the matter is resolved by parents. During examination periods students who contravene this rule will be asked to sit their examination, under supervision, away from other students.

Students should not attend school wearing excessive makeup. Nail varnish should not be worn. The school reserves the right to ask pupils to remove make up. Students who come to school with in excessive makeup and refuse to remove it will not be allowed to attend lessons and will be placed in LSR until the matter is resolved by parents.

All students must wear the correct PE kit. If they fail to bring PE kit to their lesson, alternative PE kit will be provided which students are expected to wear.

Equipment

It is essential that students are able to learn, and to prepare for the world of work. To do so they must be equipped with the “tools for the job”, specifically pen, pencil, ruler, student planner and PE kit.

If students do not have the correct equipment for school, and are therefore not prepared for learning, it will be recorded on the behaviour log. Persistent lack of equipment / kit will result in referral to HOD / HOY, contact with parents/carers made, and appropriate sanctions given.

Swearing

Swearing is regarded as verbal abuse and is unacceptable.

The following sanctions apply:

- Swearing overheard in conversation with another student: Consequence 1 in accordance with Appendix 2.
- Using extremely offensive language in conversation may result in a gross misconduct.
- Swearing directly at a member of staff: the situation will be investigated according to the guidelines set out below. Swearing at a member of staff will result in an exclusion, the nature of which parents will be informed of. Persistent offenders may face permanent exclusion.

Damage to the School

If the damage is accidental, there will be no charge. If the damage is the result of inappropriate behaviour parents/carers will be informed and the cost of repair/replacement will be shared between those involved. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

Behaviour on School trips and on Home-School transport

Students on School trips and visits, and on the daily home-School buses, are governed by the School’s Behaviours for Learning policy and expectations, and consent forms include a section to be signed by students agreeing to high standards of behaviour.

It is expected that students behave well on trips and visits and on the daily buses. Poor behaviour on buses can be extremely dangerous and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated and may result in further sanctions and possible exclusion.

Students who misbehave on the daily buses may be reported to Norfolk County Council, who may choose to issue warnings and ban them from further travel on the buses concerned if no improvement in behaviour is seen.

Students could be sent home from a school trip or visit if their behaviour risks the health and safety of others.

Use of mobile phones or other electronic devices

Students who choose to bring mobile phones or other electronic devices into school will be *responsible for their safekeeping: the school and its Governors will not be responsible should they go missing or be stolen.*

Students should not have their mobile phones or other electronic devices switched on or visible during lesson times.

Mobile phones and electronic devices (for example MP3 players, Bluetooth speakers) must not be seen or used during the school day.

Students using their mobile phones or other electronic devices inappropriately during lesson time will have their mobile phones or other electronic devices confiscated for the day. This will also include headphones which must not be visible. Any mobile phones or other electronic devices confiscated will be placed in a labelled envelope and taken to Student Services for safekeeping until the end of the day. A subsequent confiscation will require collection by a parent/guardian – this will be logged by administration staff. If a student is non-compliant in handing over any item or headphones, parents will be contacted and they will be placed in internal exclusion for the remainder of the school day. Whilst we acknowledge that mobile phones are part of modern life, they distract from learning and can be misused in terms of social media linked to cyberbullying.

Mobile phones must not be used by students to contact home to report an issue or concern whilst in school. Students must report to Student Services for any support, e.g. personal concerns, health concerns, and Student Services staff will contact home in order that any concerns are explored/investigated. This is to prevent parents arriving at school anxious, with school unaware of any concerns if a student has contacted home before speaking with anyone.

Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Anti-Bullying Policy.

Chewing Gum

Chewing gum is not permitted in School. Students chewing gum will be told to put the gum in a bin. Gum will be confiscated and stored in the school office until collected by parents.

Smoking and Vaping

If a student is caught smoking/vaping on or near the school premises they will be given:

- A formal warning letter in the first instance.
- If caught for a second occasion they will be placed in internal exclusion for 1 day.
- Further incidents will bring about fixed term exclusion, for 1 day fixed term, and students encouraged to join a smoking cessation programme.

Truancy

Students who leave the School site during the day without permission, or are present around the site choosing not to attend lessons as expected, will be regarded as truants. The following sanctions apply:

- Students caught truanting will be taken straight to the LSR Room and be recorded as a Gross Misconduct.
- Persistent truancy: where a student is truanting regularly, the situation would need to be investigated thoroughly by the Attendance Office under the supervision of the senior leader in charge of Attendance. In the case of persistent truants, a case conference will be convened with all parties in attendance, and improvement strategies will be implemented. Continued truancy may result in further action being taken, including Attendance Panel meetings and the Fast Track to Attendance process which may lead to prosecution of parents/carers.

Defiance of staff

Defiance of staff will not be tolerated. **'Failure to follow staff instructions'** in the first instance will result in a C1; continued issues will result in escalation through the consequences system and possible Gross Misconduct. In extreme cases, students who persistently defy staff could face fixed term or permanent exclusion.

Gross Misconduct (See Appendix 3)

Gross Misconduct is a very serious breach of our expectations for learning. An agreed list of actions that constitute Gross Misconduct is reviewed annually by staff. A student who commits gross misconduct will initially be internally excluded for one day but further sanctions may be required dependent on the severity on the incident.

Where a student's conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts student or staff at risk or affects the Northgate Community in any detrimental way, exclusion will be considered. Depending on the severity of the incident, students could face external Fixed Term exclusion.

Pastoral Support Plans

Students who are excluded as a result of poor behaviour will be placed on a Pastoral Support Plan. This will be drawn up in partnership with parents and the student at a reintegration meeting. Reintegration meetings will be conducted by the Head of Year and/ or a member of the SLT. A Learning Support Team member may also be present at the reintegration meetings.

Police involvement

We work closely with our colleagues from the Police as part of the Safer Schools' Partnership. However, the decision to involve the police in any incident should not be taken without reference to the Headteacher.

Promoting Positive Attitudes to Learning The Rewards System – Positive Actions have 'Consequences' Guidelines for Staff

It is important for staff to consistently recognise and reinforce students who work hard and behave well. Staff must do all they can to create a positive working environment in which rewards are our main strategy for encouraging the standards we seek.

Our emphasis is on the use of rewards as a means of raising levels of attainment and achievement, encouraging appropriate behaviour, increasing student's self-esteem and creating a positive classroom environment.

Praise

Every opportunity should be taken to praise students for excellent effort, achievement and behaviour. Everybody feels motivated by encouragement and praise.

Students who work hard and behave well can expect to receive:

- Praise from staff;
- Merit Marks;
- Subject Specific Certificates;
- 100% Attendance Certificate;
- Merit Certificates, badges and trophies;
- Rewards brochure to select rewards to 'cash in' for merits.

Merit Marks

A merit mark may be given out by subject teachers to reward good homework, consistent /good effort in a lesson, good presentation, and good contribution to discussion/debate etc.

Tutors may also give out merit marks to reward good work in the form, being consistently helpful / supporting or mentoring others etc.

These are recorded by members of staff on our electronic management information system and are visible to parents via ParentPortal. Merit marks are cumulative for each pupil.

Merit Certificates are awarded for 20, 50, 100, 150, 200 and 250 merits. A Merit Badge is awarded for 100 merits, Merit Trophy for 150 merits, Merit Star Badge for 200 merits and Merit Plaque for 250 merits.

During the year, the school will provide opportunities for students to 'cash in' their hard-earned merits in line with the rewards on offer in our Rewards Brochure. Points really do mean prizes. Please refer to our rewards brochure on the school's website.

Headteacher's Award.

Students can be recommended to the Headteacher throughout the year to receive the Award for outstanding work and effort. The Headteacher will celebrate with all recipients at a reward party towards the end of the academic year.

Attitudes to Learning - Sanctions

Negative Actions have 'Consequences'

All sanctions are administered in line with our Behaviour for Learning policy and operate through the use of our 'Consequences' model (See Appendix 2)

Referral to Head of Department:

Any student whose behaviour does not improve after they have had warnings and a negative incident log, will be referred to the Head of Department (HoD). The HoD may keep the student in their room or decide to return the student to the lesson after recording the incident and warning them that further misbehaviour resulting in them being sent to them again may result in being placed on subject report. **In all cases the referral for behaviour in lessons must go through the Head of Department. The Head of Department will record on behaviour log that they needed to intervene and support.**

Pupils whose behaviour gives serious cause for concern

Involving parents: when a pupil's behaviour gives serious cause for concern the Head of Year will contact the parents/carers and arrange a meeting to which he or she may invite a member from the Learning Support Team or senior member of staff. The purpose of the meeting will be to:

- Explain the concerns that the school has and ensure that the parent(s) or carer(s) are aware of the likely consequences if the pupil's behaviour does not improve. Pupils persistently breaching the Attitudes to Learning Policy will not be permitted to represent the school in events and activities.
- Give the parent(s) or carer(s) the opportunity to provide the school with additional information.
- To work with the parent(s)/carer(s) to agree a 'joined up' approach and, if possible, to seek a solution to the problem.
- To commence a Pastoral Support Plan (PSP) to formalise support and expectations for the student.

Report

Following discussions with Subject Teacher/ HOD's and a HOY (HOY makes the decision on report card), pupils may be placed on a targeted report, linked to a PSP, for example:

- Treating others poorly;
- Disruptive behaviour in class;
- Continuous behavioural problems following a formal warning and name on board, and negative incident record (Referral to HOD will also have occurred);
- Persistent lack of work or homework;
- Persistent lack of preparedness for work;

Reports will be monitored by all staff.

Accumulation of Negative incidents

After an accumulation of **negative incidents** (5 behaviour logs in a week) a letter will be sent home (Student Services Staff to oversee), informing parents about their child's behaviour, informing them of the next sanction (C4 Detention), and inviting them to come in to discuss the situation if required.

The tutor / subject teacher (Supported by HOY) will arrange an **appointment** to see the student and their parent(s) / guardian(s) as soon as possible **after further / serious negative incidents** have been accumulated to discuss the student's behaviour. If a student receives three C3 incidents in a week they will be issued with a C4 after-school detention.

Pastoral Support Plan (PSP) Attitudes to Learning Panel

Continuous breaches of the Attitudes to Learning policy will result in the student meeting with their tutor, their Head of Year, a member of learning support team as appropriate, parents and at PSP Level 2 and 3, a member of the Senior Leadership Team. At this meeting they will be informed of the next stage that they are being put on to. The next stages will be one or more of:

- Having a Learning Passport and/or targeted expectations and support through the Pastoral Support Plan (PSP);
- Consideration of change of teaching sets or reducing timetable (short term);
- A fixed period in the LSR Room;
- Restorative Justice- this is the preferred strategy and will be used to address and correct student behaviour;
- Allocation of a Learning Mentor;
- Being referred to an outside agency for further help. (AIO, GP, Ed. Psych, YISP etc.);
- Alternative Provision at external learning establishment/Directed Provision;
- Recommendations to Headteacher for a fixed-term exclusion. (Followed by a reintegration meeting and time in the learning support centre.)

Certain offences may result in a student being moved straight to the Headteacher, for example criminal damage or dangerous/violent behaviour causing bodily harm.

Headteacher Attitudes to Learning Panel (PSP 3)

In the case of a serious breach of the Attitudes to Learning policy or if a student's behaviour continues to cause concern, a PSP 3 meeting with the Headteacher is arranged. This will be a meeting with the student and their parents/carers, a member of SLT, their Head of Year or member of the Learning Support Team and the Headteacher. At the meeting there will be a discussion of the student's behaviour to date and the outcome is likely to be one of:

- Reduced timetable package (in partnership with other agencies);
- Fixed term exclusion;
- Parents withdrawing the child from the school;
- Directed education package with partner agencies;
- A managed move;
- A permanent exclusion.

The school reserves the right to permanently exclude any student in line with statutory DfE procedures.

Appendix 1 – School’s Code of Conduct.

This code has been designed to encourage the smooth running of the school and to promote consideration for others, both in school and in our wider community.

We expect high standards of behaviour at all times, both in the classroom and outside.

We aim to create a community where respect is shown to all its members, whatever their position, and their property.

Good manners and politeness are expected in all situations. Rudeness, bad language or over-familiarity will not be tolerated.

RESPECT RESPONSIBILITY READINESS

At Northgate High School Pupils are required to:

- 1 **ARRIVE IN TIME** for every lesson and registration. **LINE UP OUTSIDE**. Enter when instructed.
- 2 Once in, **SETTLE DOWN** quickly. **LISTEN CAREFULLY** to **INSTRUCTIONS** and **FOLLOW THEM**. **PHONES SHOULD NOT BE SEEN AND MUST BE TURNED OFF**.
- 3 **ALWAYS HAVE** the correct books, pens and other equipment needed.
- 4 **PARTICIPATE** with a **POSITIVE ATTITUDE**.
- 5 **COMPLETE CLASSWORK** and **HOMEWORK** to the **BEST OF YOUR ABILITY**. **TAKE PRIDE** in your work.
- 6 **RESPECT** others’ contributions, work effort and points of view. **DO NOT DISTURB OTHERS’ LEARNING**.
- 7 **ASK** if you are not sure about something. **WAIT** for the teacher to answer. **DO NOT CALL OUT**.
- 8 **COURTESY IS IMPORTANT**. Remember **‘EXCUSE ME, PLEASE** and **THANK YOU’**.
- 9 Leave the lesson in an **ORDERLY MANNER** on the **TEACHER’S INSTRUCTION**.
- 10 **TAKE CARE** of your school. **LOOK AFTER** the **ENVIRONMENT AND OTHERS**. **DO NOT EAT** or **DRINK** in class. (Water is allowed)

VALUING LEARNING / INSPIRING EXCELLENCE / FULFILLING POTENTIAL

Attitudes to Learning: The Sanctions System – The ‘Consequences/Choices Model’

Appendix 2

All incidents of poor behaviour will be challenged and entered onto the student’s electronic file. Staff will exercise their own professional judgement for individual incidents and assign them appropriately, as well as utilising departmental procedures to apply sanctions. In order that the assigned incidents are proportionate to their conduct, staff should refer to the following consequences guidance:

Incidents of aggression and/or threatening behaviour will be addressed through a Restorative Justice approach in the first instance. This strategy has been shown to be highly effective and is in line with PCSO and partner organisation procedures.

Attitudes to Learning in the classroom

	What will happen if I...?	Who will deal with it?	How will I be punished? (possible sanctions applied as appropriate.)
C 1	Misbehave in a minor way e.g. failing to follow initial instructions, chewing, chatting, forgetting my book, not completing a homework task.	Classroom / Form Teacher	Verbal warning. Teacher provides opportunity / guidance for learner to change behaviour.

C2	Misbehave in a way that will seriously affect my or other pupils' learning e.g. persistent chatting, several homework tasks not completed, persistent inappropriate uniform.	Classroom / form Teacher	A second verbal warning. The student may be asked to leave the classroom and stand outside the room for a brief reflection time. Teacher enters incident on student's electronic behaviour file. 1 Negative incident recorded. Inform Head of Department. Subject Teacher sets detention.
C3	Continually misbehaving frequently, seriously affecting learning e.g. frequent disruption, rudeness, lack of effort over a period of time. Failure to attend C2 detention.	Classroom teacher / form tutor. Head of Dept.	A third and final verbal warning is given. The student may be asked to leave the classroom and stand outside the room for a brief reflection time. Original behaviour log is updated to show behaviour has escalated. The 'on call' teacher will speak with students outside a classroom and remind them of the expectations of their behaviour. Expected sanctions. Departmental Detention and letter to parents Departmental Report. HOY informed.
C4	As above but has failed to be successfully reintroduced back into a lesson and work effectively as per our behaviour expectations. A student receiving three C3's in one week. Failed to attend C3 detention.	Class / Form teacher 'On Call' member of staff. Referral to Head of Dept. and Head of Year	The student is removed from the classroom and sent to departmental "include". The class teacher or HoD will make contact with home that evening by telephone and inform parents, having spoken to the Head of Year. In conjunction with pastoral and Subject leaders, a reintroduction interview with child will be initiated before allowing the child back into that subject area next lesson. Subject report and detention in place. Head of Learning Support informed. Possible PSP in place.
Gross Misconduct	Gross Misconduct is a very serious breach of the school Behaviour for Learning policy / rules. It will lead to exclusion from lessons. If a student fails to attend 2 after school detentions. Please refer to Appendix 4 Gross Misconduct Students will be removed to the LSR room whilst the incident is being investigated. Details will be passed to the appropriate middle leader who with the support of senior leadership team will make a decision regarding the nature of the exclusion.	Head of Year Member of Senior Leadership Team Headteacher and Governors.	If a student refuses to go to departmental "include" then the on-call member of staff will remove the student to the LSR room for a period of internal isolation. (Length of time will be determined by 'on call' teacher in conjunction with staff.) A record of the incident is kept on the student's file. The teacher making the referral will document the incident and discuss with 'On call' member of staff. Heads of Year will be informed and will contact home by phone, inform parents and request that they attend a meeting at the school prior to their child returning to that lesson. Support from a member of the Senior Leadership team when required. Exclusion from school – further fixed term or ultimately permanent exclusion.

Behaviour Out of Class / Trips Visits

	What will happen if I.....?	Who will deal with it?	How will I be punished? (possible sanctions applied as appropriate)
C1	Misbehave during break/lunchtime or trip in a way that does not involve other pupils e.g. shouting in the corridor, hanging about in the toilet, eating on the bus, inappropriate uniform.	Prefect. Member of staff	Verbal warning. Teacher provides opportunity / guidance for learner to change behaviour.
C2	Misbehave in a way that is inconsiderate towards others e.g. 'Failure to follow staff instructions', disobey a prefect , minor infraction with other pupils	Member of staff	A verbal warning. Teacher enters incident on student's electronic behaviour file. 1 Negative incident recorded. Detention set with member of staff within 1 day. Inform Head of Year were appropriate. Subject Detention/ Pastoral detention.
C3	Behave in a way that hurts physically or mentally other members of the school e.g. aggressive behaviour, name calling. Failure to attend C2 detention	Member of staff on duty and report to Head of Year	Head of Year Detention. Duties set. Record on behaviour log. Letter to parents.
Gross misconduct	Misbehave either through repeated actions or serious misdemeanours e.g. failure to follow C3 detention, truancy, rudeness, fighting, bullying.	Head of Year Senior Leader	Letter to parents. Record in file. Referral to Head of Learning Support. External or Internal exclusion dependent on severity. Possible monitoring action. Daily report. Behaviour contract. Pastoral support programme -administered by HOYs Fixed term exclusion.

Appendix 3

CODE OF CONDUCT IN THE LEARNING SUPPORT REFERRAL ROOM

1. There will be no talking, eating, drinking, turning around or disturbing other students in any way whilst you are in The LSR Room.
2. If you have a problem of any kind, you will put your hand up and wait to be seen by a member of staff.
3. If you are disturbing the environment in The LSR Room, in any way, you will be given formal warnings by the member of staff in charge as per our consequences model.
4. If you continue to disturb The LSR Room you will be removed and may face an external exclusion from the School.
5. All bags and equipment (including electronic devices) must be placed in a locker provided.

Appendix 4

Sanctions and the 'C' codes – The Northgate Way and 'Non-negotiables'

As part of the schools' drive on 'The Northgate Way', there are 'non-negotiables' shared with students. These will be logged and visible on Parent Portal as a C2 Warning, and include the following:

Uniform – shirt un-tucked, lack of blazer, no tie, non-regulation trousers/shoes, blazer sleeves rolled up, skirt length inappropriate, hoodies not to be worn on site (will be confiscated.)

Mobile Phone – as above, mobile phones, electronic devices and headphones should not be visible around the site and will lead to confiscation and C2 warning logged on Parent Portal.

Equipment – as a minimum pen, pencil, ruler must be taken to all lessons. Failure to do so will result in a C2 warning logged on Parent Portal.

Lateness/Punctuality – students should attend school on time for the start of the day (Lesson 1 begins at 8:45am). Breaktime detentions are held daily, for pupils late at the start of the day without authorised reason.

Pupils arriving late to PART lesson and beyond is non-negotiable and will be issued with a C2 warning.

The 'C' Codes

C1 is the first stage in students making the right choices, following a member of staff identifying a breach of the Attitude to Learning Policy. This is not logged on Parent Portal as it is expected that pupils respond and situations do not escalate.

C2's are logged and are visible on Parent Portal where a child has not responded to a C1 warning. The sanction issued will be up to a 15 minute detention with the class teacher and a discussion about situations not escalating in future.

C3's are logged and are visible on Parent Portal where a child has not responded to a C2. The sanction issued will be up to a 30 minute detention with the class teacher/Head of Department/Head of Year.

C4's are logged and are visible on Parent Portal where a child has not responded to a C3. Detentions are issued when a member of staff on Learning Walk is called to deal with situations where behaviour is escalating above C3. C4 detentions are for one hour after school on a Wednesday 3:30 – 4:40pm.

Appendix 5

Gross Misconduct

Gross Misconduct is a very serious breach of the school's Attitudes to Learning policy / rules. Whilst not an exhaustive list, the following incidents are deemed 'gross misconduct' and are dealt with accordingly:

- Physical abuse or injury to anyone.
- Swearing at or threatening a member of staff physically or verbally, including any homophobic, LGBT, sexist comments, religious intolerance or racist comments in line with our commitment to upholding the British Values of tolerance and respect.
- Threatening behaviour towards anyone in the college community.
- Walking out of lessons or off site without permission from a member of staff.
- Defiance of a member of staff.
- Intentional dangerous behaviour.
- Discrimination, intimidation and bullying and cyber-bullying.
- Smoking on the school site or when travelling to and from school.
- Accessing inappropriate sites and behaviour on the computer.
- Deliberate damage of school property.

Policy reviewed & adopted by the Strategic Governors

Date:

Signed by Chair Governors:

Review:

Summer 2017