



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

## Behavior for Learning Policy



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

Signed:

Date: June 2019

CEO/ Principal

Policy review date: September 2020



Reviewed by:

Designated Safeguarding Lead: Mark Mc Adam

Date: 1.9.19 Next review: August 2020

Principal: Naveed Iqbal

Date: 1.9.19 Next review: August 2020

### What are the purposes of the Behaviour for Learning policy?

To improve standards of behaviour in the learning environment and eradicate low level disruption

- To reduce the number of internal and external suspensions
- To encourage students to take responsibility for their own actions
- To communicate to students what good behaviour means
- To use constant positive reinforcement in the pursuit of high standards of work and behaviour
- To provide a clear set of rewards and sanctions which all students, parents/carers and staff understand

### Rewards and consequences

Actions students choose will have consequences. Good choices will result in praise and rewards. Poor choices will result in consequences.

#### Rewards

The rewards system recognises students who make the right choices. Students are awarded with achievement points for going above and beyond basic expectations. Students can be awarded for exceptional contribution in lessons or around the school. The achievement points will be tallied at various points throughout the year and celebrated in assemblies.

- Cinema vouchers
- Stationery items
- Certificates of recognition
- Hot chocolate mornings
- Educational experiences
- Student leadership responsibilities

#### Consequences

The Consequence System is used when students make the wrong choices. The system is consistent in secondary and gives students the opportunity to reflect on their actions and change their behaviour.



It is essential that C1 and C2 warnings are recorded on the whiteboard (if in the classroom) so that students can see that the system is being fairly and consistently applied.

If students reach a C3, C4 or C5 sanction it is essential that this is recorded on SIMs.

The 5 Levels of Consequence poster (below) should be clearly visible in all classrooms.

## 5 Levels of Consequence

<b>C1</b>	Verbal warning recorded on board
<b>C2</b>	Final verbal warning recorded on board
<b>C3</b>	Detention for minimum of 15 minutes (with class teacher or other adult)
<b>C4</b>	Detention for 60 minutes after school (whole school detention). Logged on SIMs. Possible removal from lesson, referral to HoD/HoY/SLT.
<b>C5</b>	Possible removal from lesson, referral to HoD/HoY/SLT. Investigation and further sanction.

<b>C1 Verbal Warning</b>	<p>A student who is rude, shouts out, disobeys instructions or behaves inappropriately will be issued with a <b>first warning</b> - Consequence One (C1) by the class teacher or support staff. These verbal warnings are not to be centrally recorded but should be noted by the class teacher e.g. on the board, in notebook etc. Teachers need to be calm and decisive in giving a warning to a student. Examples of where a C1 can be communicated to a student are;</p> <ul style="list-style-type: none"><li>• Rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other pupils which cause them to react</li><li>• Shouting out</li><li>• Disobeying instructions of a teacher or other adult</li></ul>
----------------------------------	---



	<ul style="list-style-type: none"><li>• Behaving inappropriately e.g. moving around without permission</li><li>• Other low level disruptions</li></ul> <p>Remember – as part of Metropole’s strategies for effective teaching and learning to take place, we need to give students time to reflect and a chance to correct any misbehaviour e.g. I will give you time to pick up that pen but if you refuse to do so then there will be a consequence.</p>
<b>C2</b> <b>Final Warning</b>	<p>If a student persists in being rude, shouts out, disobeys instructions or behaves inappropriately then a <b>second</b>, final warning is issued, and a tick is made against their name on the board (if in class).</p> <p><b><i>The issuing of C2 gives a student the opportunity to reflect and change behaviour, allowing them to make the right choice.</i></b></p>
<b>C3</b> <b>Detention</b>	<p>If a student does not meet the expectations for a <b>third time</b> they receive a class teacher detention.</p> <p><b><i>A detention will be issued for minimum of 15 minutes.</i></b></p> <p>This detention could take place at break or lunchtime. This should be entered on SIMS. Homework not completed in the first instance should result in a class teacher detention and parents should be notified via email.</p>
<b>C4</b> <b>Detention</b>	<p>If a student does not meet the expectations for a <b>fourth time</b>, the length of their detention is extended.</p> <p><b><i>A detention will be issued for 60 minutes after school in the secondary library</i></b></p> <p>Only the HoYs or HoDs are able to issue after school detentions. Teachers must escalate concerns to that level. This must be entered on SIMs and parents/carers must be given at least 24 hours’ notice.</p> <p>A C3 or C4 could be given due to an escalation of warnings, (C1, C2 etc.) or may jump straight to this category due to the severity of the incident (see automatic C4 behaviours below):</p> <p><b><i>C3 or C4 after escalation of warnings in classrooms</i></b></p> <ul style="list-style-type: none"><li>• Continued rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other students which cause them to react</li><li>• Continual shouting out</li><li>• Continual disobedience of instructions of a teacher or other adult</li><li>• Continual inappropriate behaviour e.g. moving around without permission, throwing pens or paper across room</li><li>• Failure to complete, satisfactorily, classwork, homework or coursework.</li></ul> <p><b><i>Automatic C4 around the school or in class</i></b></p>



	<ul style="list-style-type: none"><li>● Persistent inappropriate/incorrect uniform</li><li>● Rudeness to staff</li><li>● Deliberately offensive language directed at an individual e.g. swearing etc.</li><li>● Any violent or aggressive behavior</li><li>● Truancy</li></ul> <p>Students will also receive a C4 detention (60 minutes) if they have to be removed from the lesson for any reason.</p>
<b>C5</b>	<p>This challenge to the staff member's authority has to be over and above all of the reasons listed for a C3 or C4. C5 incidents must be referred to the HOD/HoY/SLT for further investigation.</p> <p>Automatic C5 leading to investigation and further sanctions:</p> <ul style="list-style-type: none"><li>● Absolute refusal</li><li>● Use of, possession any banned substances</li><li>● Swearing at staff</li><li>● Intimidating/threatening behaviour</li><li>● Fighting</li><li>● Truancy</li><li>● Carrying a weapon</li><li>● Carrying/use of drugs</li></ul>

**Remember – reasons for giving the consequence must be made clear. Students should know why they have received the consequence, how to modify their behaviour and what the consequences will be if they continue to behave inappropriately.**

**If a student receives 5 behaviour points over the course of a week, this is an automatic C4 detention. HoY will inform parents 24 hours in advance before this detention.**

### **The Contribution of Parents/Carers to Good Behaviour**

*Metropole expects parents / guardians to:*

- Follow the principles of the school behaviour policy.
- Work together with the school to ensure their child follows instructions and school rules.
- Send their child to school punctually every day, properly clothed, rested and fed.
- Inform the school of any factors which may make it difficult for their child to behave in an appropriate manner.
- Be supportive and take an active interest in their child's experiences in school
- Attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.

### **The Contribution of Students to Good Behaviour**

*Metropole expects students to:*



- Arrive on time to school every day, fully equipped and wearing school uniform.
- Have a positive attitude at all times towards staff, pupils, other members of the school community, the property of others and the school environment.
- Actively engage in their learning.
- Act as positive ambassadors for the school when off school premises.
- Never harm, put down or bully any member of the school community (see 'anti bullying policy').
- Listen to and be respectful of the opinions, views and beliefs of other members of the school community.
- Co-operate with all members of the school community.
- Co-operate with systems in place designed to promote positive behaviour.
- Follow school rules.
- Not bring inappropriate or unlawful items to school including weapons of any type and illegal substances.

### **Direct involvement of students towards the behaviour management at Metropole**

We actively seek to include our students in the promotion and maintenance of a calm, healthy and productive environment for all at MTS. We are currently developing this through the following areas, with students from all year groups having access to using their voice and their skills to support the process.

- School Leadership Team.
- Peer mentors, Peer Mediators and Prefects.
- Student Behaviour Panel

### **Misbehaviour off school premises**

Metropole students are expected to be positive ambassadors for the school at all times. The expected standard of behaviour described in this behaviour policy therefore applies to students on educational trips and visits, work experience placements, sporting events, on their way to and from school, including on the school bus, and when wearing Metropole uniform in a public place.

Students acting as positive ambassadors for their school and in support of their local community will be rewarded. Any Metropole student misbehaving off school premises will receive an appropriate sanction, if possible, at the time of the incident. Otherwise, students will receive an appropriate sanction on their return to school. Intimidating or threatening behaviour from Metropole students towards the general public, or students bringing Metropole into disrepute will not be tolerated.

### **Inclusion and Behaviour**

At Metropole we consider it of the utmost importance that all students are able to achieve academic success and develop the ability to become a good citizen. There is, therefore, a strong pastoral system in place to support pupils whose additional need, disability or personal difficulties may cause them to behave inappropriately, thus affecting their academic progress.



For students experiencing personal difficulties, there are a number of support mechanisms in place. Each student has a LEAD teacher whom they see on a daily basis and who will invariably detect problems. Equally, subject teachers or support staff may become aware of students experiencing personal difficulties. In all of these cases, the student's Head of Year will be informed and appropriate support put in place. We have an Inclusion Team, Learning Support Assistants and a Counsellor.

## **Other Sanctions Used by the School**

### **Confiscation**

We will not tolerate students bringing banned items into school. We will also not tolerate students using phones during the school day. If a teacher sees a phone they will confiscate it from the student and pass it on to the Head of Year. Students will receive the phone at the end of next school day. If this is confiscated on a Thursday afternoon, the student will not receive the mobile phone until end of the day on Sunday.

Please see the Mobile phone policy for more detailed information on this.

We do not allow students to bring merchandise into school to sell onto other students. Staff will take these items away from students and place them in the possession of the pastoral leaders in the school.

Students who wear inappropriate items of clothing to school, including hoodies and trainers as well as jewellery and headphones may have them confiscated by any member of staff. They will then be available to collect by parents/guardians. Please refer to the uniform policy for further information.

### **School-time Detention**

Detentions at break time or lunchtime are possible if the teacher concerned is able to administer this. These will be in connection with the C system and will be for C3 incidents.

### **After School Detentions**

Detentions are one of the most widely used sanctions and a student may receive detentions from HoD/HoY after consultation with the classroom teacher or member of school staff. For detentions after school (C4 behaviour 60 minute detentions) contact will be made home by the HoY/HoD at least 24 hours before the detention will take place. After school detentions will take place on Mondays and Wednesdays in secondary.

### **Community service**

This type of consequences includes cleaning away graffiti and picking up litter, as well as other activities to support our school community. This will usually take place in detention.

### **Pastoral Report Card System**

Green, Amber and Red Report Cards are used by Lead teachers, Heads of Year, and SLT respectively to monitor students' progress and attitude across the school for a minimum of one week and potentially half a term. During the monitoring, all class teachers, parents/guardians and the supervising teacher signs each day and evaluates how well the student is getting on. If students do not consistently achieve the targets set by the report,



they get a second week on the same report before they are escalated to the next card in the system and a more senior member of staff.

### Informing Parents/Carers

For most students a significant sanction is to contact parents/carers and seek a meeting with them. It is useful to involve/inform the Head of Year / Head of Department or Pastoral Leader in the school. This will be done either via email or directly by telephone.

### Exclusion

Students will face either internal exclusion or external suspension for more serious incidents.

#### Internal Exclusion

Internal Exclusion is an internal isolation for at least one day, depending on severity of the behaviour could be more. Students are referred to internal exclusion for a variety of reasons including:

- A single serious, dangerous or violent incident
- Persistent poor behaviour in or around school
- During an investigation, pending a decision
- Persistent disruption to learning.

Meetings will usually take place with parents at this stage.

#### External Suspension

This strategy is a last resort and should be seen as such. At Metropole, we see this as a break down in all other means of resolving a situation or behaviour around a student. Suspension from school is used as a sanction for serious offences such as:

- Fighting with another student
- Extreme rudeness or defiance to a member of staff
- Theft of another person's property
- Deliberately damaging school property
- Bullying (see 'anti-bullying' policy)
- Racism and other forms of prejudice and discrimination
- Persistent disruption to learning
- Using/taking banned substances or items into school (smoking, alcohol, illegal drugs).
- Other issues deemed appropriate for suspension

External suspensions can last for 1 to up to 5 days in duration depending upon the seriousness of the incident. This will be decided by the Head of School/Principal after consideration of the matter in hand. After this the student returns to school with his parent/guardian and a reintegration meeting takes place, where the seriousness of the incident is emphasised and the consequences of continued behaviour of this type is explained.





Suspension takes place in consultation with Pastoral Leader but must be sanctioned by the Head of School/Principal. During the exclusion it is the parent/guardian's responsibility to ensure their child is not found unsupervised in a public place.

At the end of an external suspension, parents are asked to attend a return to school (reintegration) meeting with their child and the Head of Year or an SLT member. Students will not be allowed back into lessons until a re-integration meeting has taken place and a behavior letter or contract has been signed by parents, students and a MTS leader.

### Permanent Expulsion

When a student has had repeated suspension or has reached 5 days of suspension, the school considers them to be at risk of expulsion. At this point, the school may decide to call a behaviour review meeting chaired by the Pastoral Leader in the school. This meeting must be attended by parents/guardians with their child.

This is very much the last resort after all other sanctions have proved ineffective or the offence is so serious that no other sanction is appropriate. Metropole will consider permanent suspension when the decision for a child to remain in the school would be detrimental to the safety, wellbeing or learning of other students. Three stages of letters will have been provided at this point to try and encourage a change in behavior. Permanent expulsion will result in a case being presented to the KHDA that we can no further meet the needs of that particular student. In cases like this a further option may be to not re-enrol the student.

### Standards Card

To reward expected conduct and to ensure high standards are adhered to consistently by every member of the school community when on corridors, at break and on lunch.

#### Categories

The categories listed on the card are:

1. Uniform
2. Chewing
3. Punctuality
4. Equipment
5. Corridor conduct
6. Personal devices
7. Swearing

#### Process

Pupil Responsibility:

All students are given a green Standards Card at the start of every half term which they should keep on their person at all times in school.

Staff Responsibility:

Staff should request the Standards Card of any student to adhering to one of the 7 standards. Staff must sign the relevant code in one of the 5 boxes. **The staff member signing the 5<sup>th</sup> box should keep hold of the Standards Card and hand it directly to the Head of Year for the student in question.**

#### Stage 1

#### Clear Standards Cards



All Standards Cards will be collected by Heads of Year at the end of each half term. Students with a clear Standards Card will automatically be rewarded 10 House points and will be entered into the *Rewards Draw*.

Students with partially signed cards will receive 1 House point per clear box.

### **Signed Standards Cards**

Students with full Standards Cards (containing a staff signature in all 5 boxes) will receive 5 behaviour points and will conduct an hour detention. Contact will also be made with parents by the Head of Year. This automatically escalates the student to Stage 2

### **Stage 2**

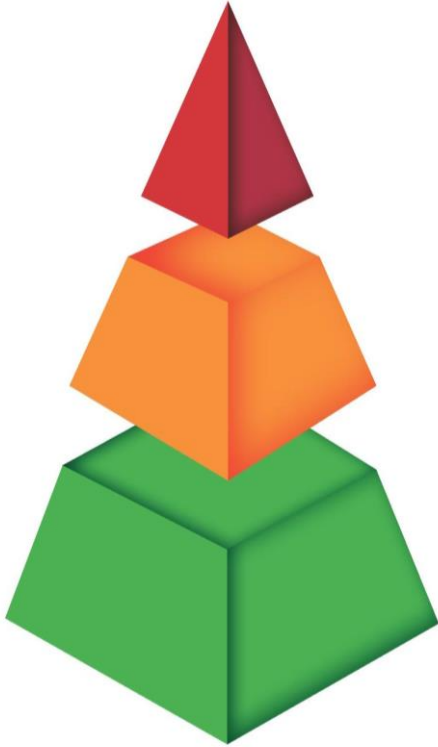
Students who have had a full green Standards Card will be issued with an orange card. Students on Stage 2 will be expected to report to their Head of Year at the end of each school week. A full orange Standards Card warrants an hour detention, 5 behaviour points, contact with parents and escalates a student to Stage 3.

### **Stage 3**

Students on Stage 3 will be issued a red Standards Card and must report to SLT at the end of each school week. Failure to improve at this stage warrants a parental meeting to discuss persistent poor conduct, 5 further behaviour points and an additional hour detention.



## ENTRY LEVEL BEHAVIOUR EXAMPLES: METROPOLE



### Level 6-7 (RED)

**EXAMPLE ACTIONS:** alcohol, drugs, smoking, fireworks, weapons, threatening/assaulting staff, group attack on student, systematic bullying, persistent disruption to learning

**CONSEQUENCE RANGE:** Suspension, Permanent Expulsion, parental/carer involvement, Police involvement, Pastoral Support Programme, Red Report to SLT

**LEAD STAFF:** Pastoral Lead / School Principal

### Level 3-5 (ORANGE)

**EXAMPLE ACTIONS:** Persistent C4 and C5, truancy, prejudicial/discriminatory behaviour, theft, swearing at staff, fighting, vandalism, bullying, persistent disruption to learning

**CONSEQUENCE RANGE:** Internal suspension, Restorative Justice Meeting, meetings with parents/carers, counsellor Orange Report to HoY

**LEAD STAFF:** SLT/HoY/HOD

### LEVEL 1-2 (GREEN)

**EXAMPLE ACTIONS:** Persistent disruption to learning, anti-social behaviour in social areas, disobeying instructions, rudeness, inappropriate uniform, lateness, failure to complete homework, use of mobile phone

**CONSEQUENCE RANGE:** C1, C2 and C3 warnings, C4 detentions, subject teacher/tutor detentions, meeting with parents/carers, Green Report to Tutor

**All consequences are indicated as a guideline and are context based. Final consequences will depend on the precise nature of the incident, including the age and vulnerability of the student involved.**

**Bringing a weapon - including knives, guns (including BB guns) and fireworks will result in a permanent expulsion.**

**All incidents at ORANGE or RED stages should be recorded on SIMS**





## Consequences

The Consequence System is used when students make the wrong choices. The system is consistent in secondary and gives students the opportunity to reflect on their actions and change their behaviour. It is essential that C1 and C2 warnings are recorded on the whiteboard (if in the classroom) so that students can see that the system is being fairly and consistently applied.

If students reach a C3, C4 or C5 sanction it is essential that this is recorded on SIMs.

The 5 Levels of Consequence poster (below) should be clearly visible in all classrooms.