

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Barlby High School
Principal:	Anouska Gardner
Behaviour Lead:	Samantha Tanner-Smith
Designated Safeguarding Lead:	Anouska Gardner
Implementation Date: <i>Inline with policy approval</i>	June 2025

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@bhs.hlt.academy

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

The rewards framework encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students regardless of ability, or protected characteristic(s) are given the opportunity to operate within the rewards framework.

The Rewards framework runs through all classroom based and extra-curricular activities where students are rewarded achievement points. These are awarded for:

Work:

- Well done, you have produced some great work in lesson today!
- Well done, you have completed all the work set!
- Well done for completing your homework!
- Well done, your work was well presented!
- Great work today, you have contributed well!
- Representing our school brilliantly!

Attitude:

- You have shown a positive attitude to staff in lessons.
- You have shown a positive attitude to staff around school.
- You have shown a positive attitude towards other students.
- You have shown a positive attitude in your lesson.

Relationships:

- You have shown great team work today!
- You are making some positive relationships with others.
- You have shown kindness towards others.

All positive points will be recorded on Edulink/SIMS with a clear description of why it was awarded.

Verbal praise and encouragement should be used often and, in every lesson, so that positive behaviour is constantly reinforced.

Positive Phone call Home

Students who meet the criteria will receive a positive phone call home, this will be made by the tutor, teaching staff, Head of House or member of SLT. The call will be made for those students that have completed good work, displayed positive attitudes towards staff and their peers and behaviour in a positive and appropriate manner.

Letters/Postcards Home

Students that have produced good work, had a positive attitude or have displayed positive relationships/displayed academy values., for example will receive a letter or postcard to recognise this.

Rewards System - Lesson Based and Extra-Curricular Activities

Certificates of Achievement:

These are awarded by subjects at the end of term for outstanding effort or standard of work. They will also be awarded for reaching the following number of achievement points:

- Bronze certificate **100** Achievement Points
- Silver certificate **200** Achievement Points
- Gold certificate **300** Achievement Points
- Platinum certificate **400** Achievement Points
- Bronze badge **500** Achievement Points
- Silver badge **750** Achievement Points
- Gold badge **1000** Achievement Points

Arriving to School/Tutor Time

- Achievement Point - Arriving on time to school and in the correct uniform.

Attendance

- 5 Achievement Points for weekly 100% attendance

Extracurricular Activities

- 1 Achievement Point - Attending an extracurricular club.

Rewards System - Whole School Prize Draws and Rewards Assemblies

100% Attendance Club

- Every student who achieves 100% attendance in an academic week will receive a ticket for The 100 Club draw prize draw.
- A prize will be awarded every half term in a draw for 100 club ticket holders.

BHS Values Cards

Students who demonstrate our core values of Respect, Teamwork and Kindness in lessons and around school will be given values cards which they can exchange for rewards and prizes at our BHS Values Shop.

Rewards Assemblies

During the rewards assemblies students achievement can be celebrated for the following:

- School values certificates.
- Subject specific certificates.
- Tutor stars certificates.
- Head of House Award.
- Attendance certificates.

Inter-Tutor House Competitions

Inter-tutor house competitions take place with prizes awarded weekly for:

- Best Attendance
- Highest Number of Achievement Points
- Lowest Number of phases
- Most progress made in Reading Plus

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Section 1: Basic Expectations of Student Behaviour

Around the Academy School students should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times and bring full equipment
- Look after their academy school e.g., by looking after their property/putting litter in a bin
- Eat and drink in the right place at the right time
- Walk around the academy sensibly, calmly and quietly, remembering to use the one way system and keep to the left
- Keep to their designated areas as instructed by members of staff
- Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements
- Complete class and homework to the best of their ability and meet all deadlines
- Take pride in their work and keep books, including planners, in good condition.

Non-essential movement around the school should be avoided. Students should not be out of lessons without a signed planner or planner sheet.

When moving around the school students must abide by the school rules.

Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Students must use the toilet facilities designated to them and there should be no more than one person per cubicle. Students must only enter the toilet facilities if there is a free cubicle.

Students must leave the school site in a calm and orderly manner abiding by the school health and safety requirements at all times.

Section 2: Sanctions Pathway within the Classroom (Phase 1 -3)

In terms of classroom-based sanctions three key phases are identified. It is hoped that the great majority of students will simply choose to spend their time with us operating within the rewards framework.

It is also expected that only a small minority of students will receive PHASE THREE or beyond.

It is essential that all students, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each student to engage in positive learning. Each member of staff must seek to operate within the framework. The phases must be worked through in a logical manner.

Barlby High School operates a number of sanctions which are designed to discourage students from making poor behaviour choices and provide reflection upon previous decisions and encourage students to make better choices moving forward. If a student's behaviour is unacceptable the sanctions pathway will begin. Some of the possible behaviours that are sanctioned and start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

Before the sanction pathway begins a student should be given a clear verbal warning with the phrase 'verbal warning' used by the member of staff. If a student continues to not meet expectations this will move onto a Phase 1 of the sanction pathway.

PHASE 1 - White Board Warning

Following their verbal warning any student who continues to behave in an unacceptable manner will be given a Phase 1 with their initials written on the Phase 1 section on the white board. It will be made explicit why this is happening.

PHASE 2 - Formal Warning/Move Seat in the Classroom/Lunchtime Detention

Students who continue to behave in an unsatisfactory manner, despite previous sanctions will move to a Phase 2. In this Phase, teachers, where appropriate, will move a student to another seat within the room.

The teacher will record the student's initials on the Phase 2 section on the whiteboard and record this on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted.

Failure to attend the lunchtime detention will result in an after school detention.

PHASE 3 - Removal/Relocation/After School Detention

If the teacher comes to the decision that a student is persisting in disrupting the lesson, despite clear warnings, they will request 'removal' for the student by way of Edulink. Students should be made aware that they are now at Phase 3 and not sent out of the room until they are collected.

Any student who has reached Phase 3 will have already caused considerable disruption and inconvenience so they should be removed from the situation. The teacher needs to record the student's initials on the Phase 3 section on the whiteboard. The removed student should have work to complete from the class. They may also have a reading book with them as part of their daily equipment, which can be used.

The student should be told where to sit and to work in silence in their relocation room. The referring teacher should record the Phase 3 incident on **Edulink** through the in class register and call parents/carers to ensure they know an after school detention has been set. This is vital so that proactive behaviour strategies can be data informed.

Failure to attend a Phase 3 after school detention will result in a Principal's after school detention on the next Friday and/or further escalation of sanction.

Failure to attend the Principal's after school detention will result in a period of time in the Reflection Room the following week.

Although most misdemeanours which reach this level will have been cumulative and have been dealt with by working through the Phases step by step, there may be occasions when the teacher moves straight to Phase 3.

Examples of misdemeanours in lessons that move straight to Phase 3 include:

- Dangerous or unruly behaviour.
- Bullying or verbal abuse to other students.
- Theft.

If the student refuses to go to the relocation room within a reasonable timeframe this may escalate to Phase 4.

Section 3: Sanctions Pathway for Beyond the Classroom (Phase 4 -6)

PHASE 4 - Reflection Room

Where possible, the Reflection Room is used as a sanction that is arranged the previous academic day with students and parents/carers informed in advance.

PHASE 4 Direct Placement

Students can be placed directly into the Reflection Room for behaviours such as:

- Refusing the Reflection Room despite a reasonable time frame.
- Refusing to correct their uniform or remove jewellery.

- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 4 Booked Placements

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. A student who has been 'Removed' from 5 lessons in an academic week will serve 5 lessons in the reflection room.

Whilst in the Reflection Room, students will complete work set by their classroom teacher. If on the rare occasion this work is not available the Reflection Room staff will provide appropriate curriculum related work for this subject. This work will subsequently be marked by their classroom teacher once submitted.

Lunch will be taken in the Reflection Room and at no time will students be allowed to socialise with other students. The duration of the day in reflection will be from the start of Lesson 1 until the end of the school day. All students who are placed in the Reflection Room must bring their planner and equipment for the designated sessions there.

Students will be expected to complete 5 successful lessons in the Reflection Room.

A student who fails to behave appropriately in the reflection room is at risk of a fixed term suspension. Students in the reflection room follow a clear process for sanctions.

If a student continues to behave inappropriately after the final formal warning and discussion with SLT, they may receive a fixed term suspension.

Reflection Room Rules:

Reflection Room Rules

Regardless of the reason you are in the Reflection Room, you must adhere to the following rules.

When you enter the Reflection room:

- Take off your coat/jacket
- Hand in your mobile phone
- Sit in the booth allocated to you by the member of staff

During your time in the Reflection Room:

- You must complete work given to you by the member of staff. Where possible this will be from your class teacher but you may be given alternative work to complete
- Chromebooks can only be used if required for the lesson and should be handed in at break and lunch
- Do not speak to other students. RR is a silent working space. Raise your hand to speak to staff
- Remain in your allocated seat unless instructed otherwise
- Only use the toilet at designated times unless you have a toilet pass
- Only fill water bottles at designated times
- Only eat during break and lunchtime

Failure to follow instructions will lead to further sanctions which could include repeating Reflection Room, Internal Exclusion with the Senior Leadership Team or suspension from school

ALL REFLECTION ROOM BOOKINGS MUST GO THROUGH THE PASTORAL TEAM

PHASE 5: Fixed Term Suspension

Suspensions may be used for students who have completed all of the other levels of punishment and still continue to disrupt the learning of other students. This phase is meant as the last punishment before possible permanent exclusion. Suspensions are issued as a final resort.

Fixed term suspensions may be issued for a range of serious behaviour incidents to sanction a student for the severity of an incident or a student's cumulative behaviour including, but not being limited to:

- Defiance.
- Threatening or intimidating behaviour to staff.
- Unprovoked serious assault on a student.
- Use of racist, homophobic or disablist language towards a student or a member of staff.
- Persistent bullying.
- Possession of or being under the influence of illegal substances.

- Possession of a weapon on school premises.

The length of the suspension will depend on the seriousness of the offence and the circumstances surrounding it.

The decision to suspend is the Principal's decision. Once this decision has been taken parents/carers should be contacted, and if possible, the student should be collected immediately. **Work must be arranged for students to complete via Google Classroom for all suspensions of more than one day.**

A readmission meeting involving the student, parent or carer and the appropriate staff member should take place before the student returns to school.

- Details of the timing of the meeting will be contained in the suspension letter.
- Prior to the meeting the office will produce a re-admission document that will be completed during the meeting.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the student, parent/carers and staff member's voice.
- Interventions to support the student in amending their behaviour will be offered.

PHASE 6: Permanent Exclusion

Permanent exclusion from school is a last resort when all attempts to modify a students' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies. Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises.
- Severe assault on another student

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Section 4: Sanctions Pathway for Unstructured Time

Students need to have it made clear to them how they are expected to behave around school - on the corridors, in the dining room and outside. This should be done at the beginning of the year in Form Tutor time and assemblies. There should be regular reminders throughout the year.

Verbal Warning

If appropriate, students should be given a verbal warning to provide time to correct their behaviour. If a student's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 2 - Formal Warning.

If the student does not move beyond the Phase 2 the member of staff will record this onto Edulink through the in behaviour section on Edulink and add a lunchtime detention. This is vital so that proactive

behaviour strategies can be data informed. If the student continues to not follow instructions then this will move to a Phase 3.

Failure to attend the lunchtime detention will result in an after school detention

PHASE 3 - Detention

If a student's behaviour continues to be unacceptable the sanctions pathway will continue into a **Phase 3 - Outside of Lesson**.

The **Phase 3 - Outside of Lesson** should be recorded on Edulink via the Behaviour section with an after school detention being issued on the next available slot the following day. The member of staff issuing the phase 3 should contact parents so they know an after school detention has been set and the reasons why.

PHASE 4 - Reflection Room

Students can be placed directly into the Reflection Room for:

- Refusing the Reflection Room despite a reasonable time frame.
- Refusing to correct their uniform or remove jewellery.
- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 5

This operates in the same way as the '*Sanctions Pathway Within the Classroom*' section.

Section 5: Reports and Detentions and Uniform

Reports

Repeated behaviour issues will result in students being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Head of House/Subject Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

Persistent Disruptive Behaviour:

Students who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon behaviour report. The reports that may be used are:

Reports

Tutor report – initial report for monitoring a student across all subject areas. This is tracked by the student's form tutor who will apply additional praise and sanctions in line with student performance whilst on report. The tutor will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on a daily basis. This will be checked by the form tutor each day. This report will be triggered by five lesson removals in a half term.

Subject Report – Initial report to monitor student behaviour and attitude in an identified subject. The Faculty Lead or Subject Lead staff will track this report and apply additional praise and sanctions in line with the student performance whilst on report. The Faculty Lead/Subject Lead will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on the same day the student has a particular lesson. This will be checked by the Faculty Lead/Subject Lead after each lesson of a given subject.

Head Of House Report – The HOH will monitor a student's behaviour and attitude when the tutor report has not been successful or when there has been a serious concern raised regarding a student's behaviour/attitude. A face to face parent/carer meeting with the HOH will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the HOH each day. The HOH will apply additional praise and sanctions as a result of the student's performance whilst on HOH report.

Homework

Homework should be tracked by the teacher. If a student misses a homework deadline the teacher should allocate a lunchtime detention on Edulink via the in class register. Every second and subsequent missed homework results in an after school detention. This does not reset during the academic year.

Lates

Lates should be tracked by the teacher or tutor. If a student arrives after the register has closed at the start of the lesson or tutor time they are deemed late. If a student is late the teacher or tutor should allocate a lunchtime detention on Edulink through the in class register. Every second and subsequent late results in an after school detention. This does not reset during the academic year.

If a student is late to school after the gates have closed, a lunch time detention will be issued on each occasion to be sat on the same day.

Planner

As students arrive at school staff check that they have their planner, equipment and correct uniform. If a student does not have a planner they will be issued a planner sheet for the day. If a student forgets/loses their planner a lunchtime detention will be set by their tutor. Every second and subsequent time a planner sheet is issued results in an after school detention. This does not reset during the academic year.

Equipment

Students are expected to bring the following each day to school:

- School planner
- Black pens
- Red pen
- Whiteboard pen
- HB pencil
- 30cm ruler
- Rubber
- Scientific calculator
- Reading book

A check of equipment should take place in the morning by the Tutor. If students do not have the correct equipment on a regular basis please inform the Head of House so that this can be addressed.

Equipment should be tracked by the teacher. If a student has the incorrect equipment on three occasions for the lesson the teacher should allocate an after school detention on Edulink via the in class register. This does not reset during the academic year.

PE Kit

PE staff will check for the correct kit at the start of each lesson. If a student does not have the correct PE kit the teacher should allocate a lunchtime detention on Edulink via the in class register. Every second and subsequent incorrect kit results in an after school detention. This does not reset during the academic year.

Uniform

Students will have their uniform checked when they arrive at school and during tutor time. This is either on the school gate or through the reception if a student is late. Students who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform which will then be returned at the end of the school day.

If a student refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal which carries a phase 4 sanction.

Uniform should be tracked by the tutor. If a student has the incorrect uniform on three occasions, the tutor should allocate an after school detention on Edulink via the in class register. This does not reset during the academic year.

Jewellery

Jewellery is restricted to one pair of ear studs in the lobes and one plain watch. No other piercings are allowed. If students arrive with additional jewellery, staff will store this in an envelope and take it to Reception to be collected at the end of the day. If a student refuses to remove additional jewellery within a reasonable timeframe this will be dealt with as refusal which carries a Phase 4 sanction. Exemptions may be made for medical or religious jewellery. In these circumstances parents should contact school before the jewellery is worn.

Mobile Phones

Mobile phones should be switched off and in student bags. If a phone is seen it will be taken to reception. On the first occasion it may be collected at the end of the day. On the second and subsequent occasions parents will be asked to collect it. On each occasion the teacher should set a lunchtime detention.

Section 6: Sanctions Tariff

It is intended that all sanctions are dealt with consistently and hope that by providing these guidelines to parents, pupils as well as staff, everybody is clear what RANGE of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these offences would go alongside the involvement of the police.

NB: these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

	Parents Contacted	Subject Action inc. subject report	Whole School detention	Reflection Room	Suspension	Permanent Exclusion
In the Classroom						
Classroom Disruption						
Persistent Disruption whole school						
Lack of homework						
Insufficient work						
Lateness to lesson						
Truancing from lesson						
Persistent Lateness to lessons						
Persistent truancing						
Lack of response to departmental action						

	Parents Contacted	Subject Action inc. subject report	Whole School detention	Reflection Room	Suspension	Permanent Exclusion
Towards Equipment						
Use of mobile, ear pods in school						
Inappropriate use of equipment						
Deliberate damage to property						
Theft of equipment						
Repeated theft of equipment						
Vandalism						
Graffiti						

	Parents Contacted	Subject Action inc. subject report	Whole School detention	Reflection Room	Suspension	Perman ent Exclusi on
Towards Others						
Dealing in a controlled substance						
Physical aggression towards staff						
Dangerous behaviour						
Inappropriate language towards staff						
Defiance						
Bullying						
Smoking/ Vaping						
Possession of illegal substance						
Possession of alcohol in school						
Carrying of weapons (knives; fireworks etc.)						
Extortion						
Theft/deliberate damage of property						

Interfering with others work					
Fighting					
Racism					