

HIGHCLIFFE SCHOOL



BEHAVIOUR FOR LEARNING POLICY

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HIGHCLIFFE SCHOOL

BEHAVIOUR FOR LEARNING POLICY



We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is fundamental. This policy seeks to enable all staff, students and parents to work together to develop strategies to support individual students in achieving their true potential and to demonstrate positive learning behaviour for now and for the future. Students who demonstrate these positive learning behaviours will be recognised through the school Rewards policy.

HIGHCLIFFE SCHOOL VALUES

We aim to provide a safe, secure and happy school, which both stimulates and challenges - a school where students achieve their full potential within a caring community.

At Highcliffe we value:

- Respect for all members of the school community
- Personal responsibility, self-discipline and independence
- High standards of achievement
- The development of positive attitudes to learning
- Respect for our learning environment
- Honesty, integrity and courtesy
- Co-operation and teamwork
- Punctuality, participation and attendance
- Care and consideration for all members of the community
- Making a positive contribution to both local and international communities

RESPECTFUL AND PURPOSEFUL LEARNERS

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all parents, staff and students and consistency of practice is needed across the school community to ensure that students know the standards of behaviour that are expected of them.

The school actively supports positive learning behaviours through the awarding of Attitude to Learning grades, Commendations and Commendation certificates, attendance certificates, letters of commendation, Headteacher's awards and celebration assemblies and lunches.

A shared commitment from parents through the home-school agreement, governors and the wider community is an important factor in promoting good behaviour as is the support of the inclusion policies, social service departments, the Careers service, health services and the police in dealing with challenging behaviour. In some cases a multi-agency approach is essential if the best interests of the student are to be fully met.

The continuous improvement of practice will be at the heart of the behaviour strategy and amendments will be made in accordance with any review, evaluation and any necessary developments.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The school has ensured that parents are fully informed of the expectations for all students by communicating them through the student organiser, tutor noticeboards, school rules, school prospectus, home-school agreements, the parent area on the school website and H2U newsletters.

The school has communicated the behaviour policy to all new and existing students through the student organiser, school rules, school prospectus, tutor notice board, H2U newsletters, school assemblies, intranet and within the curriculum wherever relevant.

The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff-training programme. Additional training is provided for trainee and newly qualified teachers.

The application of this behaviour policy remains at the discretion of the Governing Body and the Headteacher who will be the final arbiter in the decisions regarding the appropriateness and proportionality of any sanctions or restorative actions for student behaviour.

DISRUPTION OF LESSONS

At Highcliffe we view the right to learn in an ordered classroom environment as fundamental to the aims of the school. All students have the right to learn in a structured, ordered environment in the classroom where they feel safe and able to learn. All students have the responsibility to ensure that their behaviour does not hinder or impede the learning of others. Students who stop the learning both of themselves and others as a result of poor behaviour in the classroom will be subject to the range of sanctions as outlined in this policy.

ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons

within/outside the school premises. It is essential that the whole school community feels safe and secure at all times and does not fear invasion of personal space: emotionally, physically or mentally.

Examples of unacceptable behaviour include – but not exclusively:

- inappropriate physical contact
- invading the space of others: emotionally, physically and mentally
- name calling and/or verbal abuse
- threatening language or behaviour
- intimidation / physical abuse and/or fighting
- bullying
- harassment - including racist, sexual, sexist and homophobic abuse
- misuse of ICT such as sending offensive email or text messages or similar
- inappropriate use of technology including all mobile technology devices
- filming, photographing or otherwise recording and then sharing or posting this material
- smoking – this includes being in possession of any smoking related items on school premises, including e-cigarettes and similar items such as 'vapers', matches and lighters
- the bringing into school and/or consumption of alcohol in school
- use of an illegal substance – this includes being in possession of items on school premises
- any item that has been, or is likely to be, used to commit an offence or cause personal injury to, or damage the property of, any person
- showing disrespect to other students by mimicking, making fun or laughing at students who are keen to learn or struggling or who make mistakes in their learning
- bringing any item which may be used as an offensive weapon into school e.g. knives, BB guns, laser pens etc.
- being in possession of items which are not permitted on school premises – chewing gum, aerosols, marker pens, correction fluid or anything else that may be harmful to others
- the bringing of fireworks or similar items into school
- disrupting lessons and other learning activities
- damage to property and/or the fabric of the building
- tampering with health and safety equipment and procedures
- the bringing into school, accessing and/or sharing of pornographic material
- leaving the school premises without permission during the school day
- being in/around areas which are out of bounds during the school day
- any type of graffiti
- lateness
- making malicious accusations against other persons in the school – students and staff members
- arguing back or defying or being rude to a member of staff is unacceptable, as well as refusing to co-operate with a reasonable instruction

The above misbehaviour will also be subject to the school's disciplinary and sanctions procedures if it occurs:

- whilst taking part in any school-organised or school-related activity
- travelling to and from school
- whilst wearing the school uniform

- where behaviour in and outside school may be considered criminal in nature or risks bringing the school into disrepute

and also if misbehaviour could have repercussions for the orderly running of the school or that could adversely affect the reputation of the school.

The school will seek to support students when appropriate by making referrals to multi-agencies and by offering internal support.

SCHOOL STATEMENT ON SMOKING

Highcliffe School is a smoking-free environment. Highcliffe School acknowledges that smoking is a health hazard and therefore smoking by students is banned to protect both students and staff from the harmful effects of smoke. It is therefore not acceptable for students to be smoking or to have any smoking-related items with them whilst in school, travelling to and from school and whilst wearing the school uniform or whilst taking part in any school-organised or school-related activity including visits overseas. Highcliffe School views e-cigarettes and similar items such as 'vapers' as smoking-related items and consequently does not allow students to be in possession of them.

DECIDING THE SANCTION

When deciding on a sanction the school will always apply the principles of proportionality. Depending on the nature of any unacceptable behaviour that a student has been involved in, whether once or on more than one occasion, the following sanctions may apply:

- Make a sincere apology.
- Be placed in a detention after school or at lunch time.
- Be placed on daily or weekly report card to monitor behaviour.
- Undergo a series of sessions of detentions.
- Be isolated from lessons for a limited period.
- Pay in part or in whole for any replacements or damage resulting from inappropriate behaviour.
- Be excluded from school for a fixed term or permanently.
- Explain actions to the police if behaviour is potentially in breach of the law.

In order for the behaviour policy to be effective, a clear relationship with other school policies is established. Relevant policies are: Anti-bullying policy, School Rewards policy and the Attendance policy. Other relevant documents from DfE to be read together with this policy: Use of Reasonable Force(April 13); Behaviour and Discipline in Schools (February 14); Searching, Screening and Confiscation Advice (February 14), ICT Acceptable Use (May 12); Mobile Phone Policy and Guidance (June 13); Social Networking Policy (June 12).

GUIDANCE FOR THE CLASSROOM

When teaching young people it is to be expected that at times there may be challenges presented in the classroom related to behaviour for the teacher. It should be borne in mind that effective learning and teaching is not necessarily achieved by the absence of problems but rather by the way that problems are dealt with.

Consistent and clear behaviours by professionals will support strong learning behaviours by the students – these include:

1. Professional actions and attitudes:

- Your professional appearance and behaviour;
- Arriving punctually for lessons;
- Being prepared for lessons;
- Being at the classroom door to greet students into a classroom;
- Dismissing students in an orderly manner;
- Giving regular feedback (spoken and written);
- Applying the school's Rewards policy;
- Addressing students with respect and expecting the same from them;
- The tidiness and cleanliness of your teaching area;
- Enforcing whole school policies consistently: i.e. the dress code, the mobile phone policy or the ban on chewing gum, for example;
- Maintaining interesting and engaging display work in the classroom;
- Leaving classrooms with all chairs or stools behind desks and benches in an orderly manner;
- Keeping storage areas tidy.

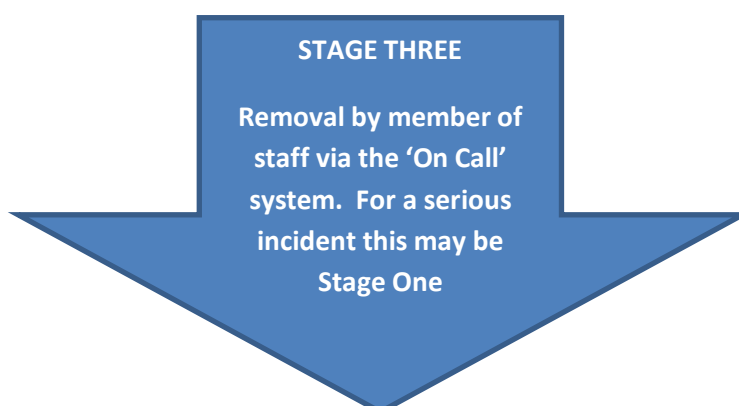
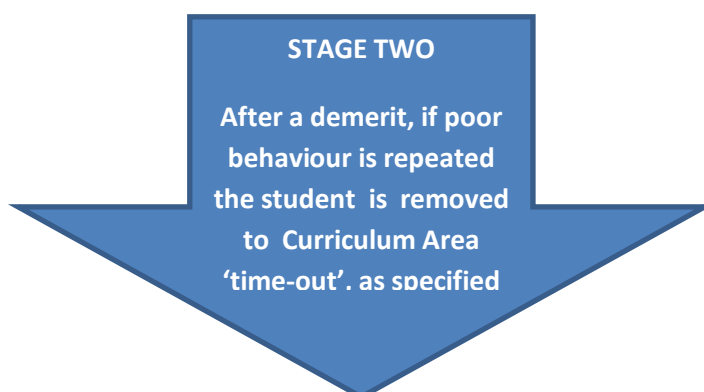
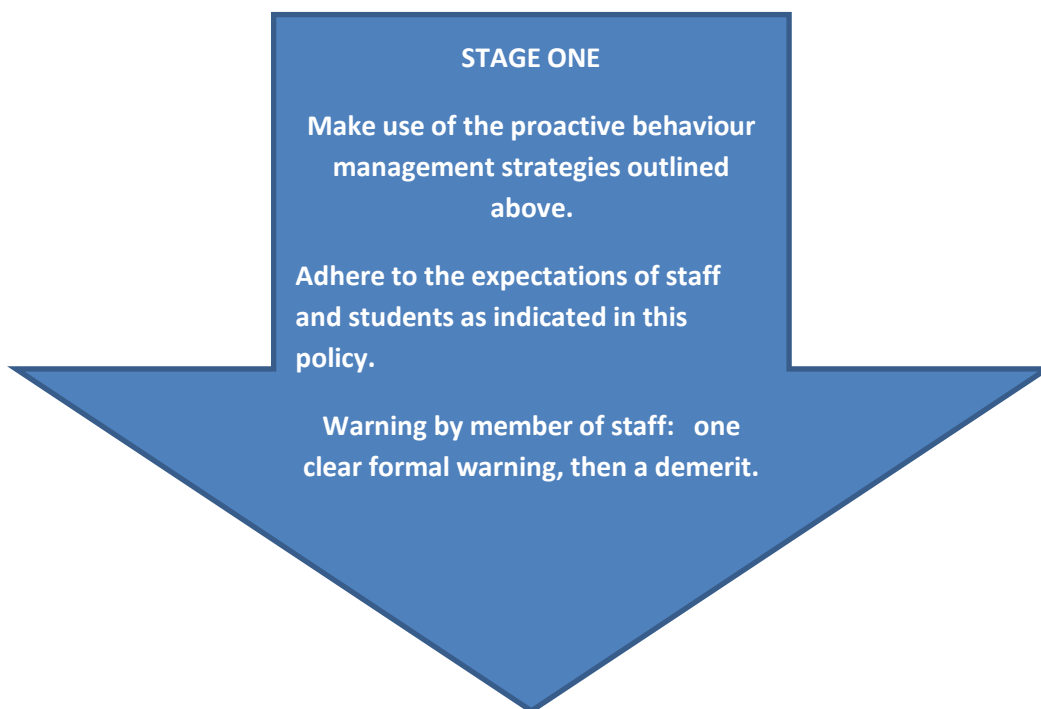
2. In the classroom you must:

- Greet students at the door and insist they enter the room in an orderly, quiet manner ready to learn;
- Use a seating plan in Years 7-11 which promotes good academic progress and minimises potential disruption i.e. not in friendship groups but perhaps boy/girl or planned by ability;
- Take the register accurately within the first five minutes of the lesson, and record lateness;
- Enforce whole-school rules on uniform, eating and drinking, using mobile phones and ear-phones;
- Ensure that every student places on their desk their planner and the correct learning equipment and learning resources (Years 7-11);
- Ensure that when you speak to the whole class that students remain silent;
- Insist that students raise their hand to speak rather than call out, unless using a planned 'no hands-up' strategy for questioning (Years 7-11);
- Not allow students to leave their seats without permission;
- Not allow students to wear outside coats inside the classroom;
- Sign a student's organiser if they need to go to the toilet or go on an errand (Years 7-11);
- Ensure that students leave your room in an orderly fashion within the school timings.

3. You can take the initiative by:

- Setting high standards of speech, manner and dress for yourself and students;
- Enjoying relaxing with students;
- Keeping calm, using appropriate humour, listening and being positive in building relationships;
- Avoiding confrontation with and humiliation of students;
- Avoiding over-reacting, over-punishment and harshness;
- Not shouting – it rarely works;
- Following through any consequences that you have threatened to take.

FLOWCHART FOR CURRICULUM BEHAVIOUR INTERVENTION



DEMERITS, 'TIME-OUT' AND 'ON-CALL'

DEMERITS

a) Being a respectful and purposeful learner

A demerit is issued in the following circumstances – this must occur after a clear formal warning:

- Persistent talking, shouting out or not following the 'hands-up' rule
- Persistent low-level disruptive behaviour
- Arguing back or being defiant
- Other inappropriate behaviour in or outside the classroom
- Failure to follow promptly a reasonable instruction
- Lack of effort or coasting in class

A demerit must be automatically issued without warning in the following circumstances:

- Failure to complete home study by deadline
- Breach of mobile phone policy and/or ICT policy
- Failure to adhere to the school dress code

b) Being prepared for learning

A demerit must be automatically issued without warning in the following circumstances:

- Failure to bring the correct equipment, including PE equipment*
- Failure to have organiser and/or demerit card when requested (Years 7-11 only)*
- Failure to bring the required learning resources (eg. textbook, exercise book or file, ingredients, revision materials, any other study materials requested by the teacher)

*These are non-cumulative over a day.

'TIME-OUT'

This must be used only after a demerit has been issued. Each Curriculum Area will have a rota for each lesson indicating the assigned 'time-out' member of staff and their teaching room.

- A student issued with a 'time-out' will be sanctioned by being placed in a lunchtime detention.
- A student who is issued with three 'time-out's or more within a three week period will be placed in after school detention.

Students should never be sent outside the classroom and instead should be 'timed out' or 'on called'. Failure to arrive promptly at a 'time-out' room will result in an additional lunchtime detention. A 'time-out' will lead to a Curriculum Area report.

USE OF 'ON-CALL'

There will be a rota of senior colleagues for each teaching period who will remove students from lessons in the following circumstances:

- Abusive language
- A 'one off' serious act of defiance, arguing back or rudeness to an adult
- Threatening behaviour or aggression
- Intentional damage

- Poor behaviour after a 'time-out'
- Poor behaviour by a student on Head of Achievement report
- Poor behaviour by a student on Head of School report will automatically lead to isolation for the rest of the day in the first instance

A student who has been removed by a senior colleague will be placed in whole school detention and sanctioned additionally as appropriate: isolation or exclusion.

REPORT CARDS

The following graduated system of report cards is in place to support behaviour for learning:

- Tutor report / Curriculum area report
- Pastoral Lead report and Behaviour contract if appropriate
- Head of Achievement report and Behaviour contract if appropriate
- Head of School report and ISP if appropriate

Failure to modify behaviour as a result of being on a report card or failing to complete the report card will result in a move onto the next card in the graduated system, or if whilst on report a more serious issue occurs.

Students will report to their assigned member of staff at least once a day at an agreed time. Students will identify their improvement areas for the report card which will then be assessed during the school day by their teachers. Failure to meet the target will result in a sanction eg: after school detention, isolation or exclusion.

CONTRACTS AND OTHER LEARNING PLANS

A behaviour contract will be used to support a student in modifying their behaviours, often following specific poor behaviour or prolonged failure to adhere to the behaviour policy. The Pastoral Lead, Head of Achievement or Head of School will manage the behaviour contract. Failure to adhere to the contract will result in 'Wave Two' or more escalated sanctions from the policy.

Individual Support Plans (ISPs) will identify specific modifications, actions, support strategies and targets for students who are displaying challenging behaviours. This will be aimed to support students who are at risk of exclusion or who are displaying extreme levels of disaffection. There will be a meeting held with the Head of Achievement and if appropriate the Head of School and parents to establish the ISP, and the plan will be monitored during a period of time up to a maximum of one term.

LUNCHTIME AND AFTER-SCHOOL DETENTIONS

There will be a lunchtime detention every day supervised by pastoral leads and teaching staff. Lunchtime detentions will be recorded and monitored on the school information system. Individual teachers can place a student in a lunchtime detention from 1.35pm to 2.00pm. After school detentions will be held on a Tuesday evening from 3.05pm to 4.05pm. Students will only be placed in an after-school detention by the Head of School, Deputy or Headteacher. Referrals to after school detentions will be made by Pastoral Leads, Heads of

Achievement with the approval of the Heads of School. After school detentions will be staffed by all colleagues on a rota basis. Late arrival or failure to attend a lunchtime detention will result in an after school detention.

ROLE OF THE TUTOR

Tutors should check regularly the Commendations/demerits summary page for their tutor group. They should give appropriate praise, advice, guidance and support with reference to the information. The tutor will award merits and issue demerits where appropriate, transfer from the merit/demerit card onto the school system and will also monitor the tutor report card for students when required. It is important that the tutor and pastoral lead liaise frequently to discuss the welfare and behaviour of students in each tutor group. The guidance for the classroom (see above) should also be applied within tutor time: this should be purposeful and respectful. Heads of Achievement will provide and monitor a structured programme of tutor-time activities throughout the academic year.

ROLE OF THE PASTORAL LEAD

The pastoral lead will be the first point of contact in issues regarding student behaviour when following up behaviour issues once demerits and 'time-out' have been issued to a student. If a student has three 'time-outs' or more in a 3 week period then the pastoral lead will refer the student to the Head of School/ Deputy or Headteacher for an after-school detention and make contact with parents. The pastoral lead will monitor behaviour within the year group and commendations and demerits on a daily basis and will target individuals and groups for observation and intervention. The pastoral lead will issue and monitor a report card for students as appropriate. The pastoral lead will be the main point of contact with parents and outside agencies with regard to student behaviour. The pastoral lead will manage the behaviour contract working closely with the Head of Achievement. The pastoral lead will also make referrals for ELSA intervention and support where appropriate.

ROLE OF THE HEAD OF ACHIEVEMENT

The Head of Achievement will monitor their own report card for behaviour. Students who have failed to modify their behaviour after intervention from the pastoral lead will be on report to the Head of Achievement, or in the case of a more serious behaviour issue that has caused an 'on-call' response or has been prolonged. Students who may continue to display the already identified poor behaviours will receive intervention and support by the Head of Achievement who will also liaise with parents and will work with the Pastoral Lead to monitor and implement the behaviour contract. The Head of Achievement will also monitor and take action for more serious levels of misbehaviour. The Head of Achievement will analyse and identify cohorts who require behaviour intervention.

ROLE OF THE HEAD OF SCHOOL

The Head of School is responsible for the implementation of the behaviour policy within their allocated year groups. The Head of School will authorise the placing of students in an after-school detention (Tuesday afternoon). The Head of School will monitor the rota for supervision of the detention and the back-up rota if colleagues are unable to supervise as allocated. The Head of School will work with the Heads of Achievement to monitor trends and aspects of behaviour within their allocated year groups and will work with Heads of Achievement with appropriate individual and group interventions to support high standards of behaviour and conduct in school.

BEHAVIOUR OUT OF LESSONS

Each Y7-Y11 student will carry a Commendation/demerit card in their planner for the awarding of Commendations and the issuing of demerits outside the classroom. This card should be dated and signed by the member of staff as appropriate and tutors should record commendations and demerits onto the school system after checking the card on a weekly basis.

CONSEQUENCES

The following table is intended as a guide to support the proportionality and appropriateness of the application of sanctions when the Behaviour for Learning code has been breached. The Headteacher and delegated staff reserve the right to apply sanctions outside this guide.

<p style="text-align: center;">Demerits:</p> <ul style="list-style-type: none"> • Persistent talking, shouting out or not following the 'hands-up' rule. • Persistent low-level disruptive behaviour. • Arguing back or being defiant. • Other disrespectful behaviour in or outside the classroom. • Failure to follow promptly a reasonable instruction. • Breach of mobile phone policy and/or ICT policy. 	<ul style="list-style-type: none"> a) Demerit issued. b) Students who receive 3 demerits in a 3 week period will be sanctioned by a lunchtime detention; c) Students who receive a 4th demerit in a 3 week period will be sanctioned by an additional lunchtime detention; d) Students who receive a 5th demerit in a 3 week period will be sanctioned by an after-school detention; e) Students who receive 6 or more demerits in a 3 week period will be placed on Pastoral Lead report or Head of Achievement report and will be sanctioned by an after-school detention.
<p style="text-align: center;">Demerits:</p> <ul style="list-style-type: none"> • Lack of effort or coasting in class. 	<ul style="list-style-type: none"> a) Students who receive 3 demerits in a 3 week period will receive supportive intervention by the Form Tutor. b) If the behaviour persists further intervention will be actioned by the Head of Achievement and/or the Curriculum Area. Possible parental involvement.

<p>Demerits:</p> <ul style="list-style-type: none"> • Failure to complete home study by deadline. • Failure to complete home study by deadline. 	<p>a) One late home study will receive 1 demerit; the late home study should be handed in by 3.05 the following day to the 'drop-off' in the Library, labelled with student name, class and teacher name.</p> <p>b) If the late home study is not handed in within the deadline, then a 2nd demerit should be given and a lunchtime detention.</p> <p>c) Students who fail to complete 3 home studies by the deadline within a 3 week period will be placed on Form Tutor report for a minimum of two weeks for home study as well as completing sanctions a) and b) above.</p>
<p>Demerits:</p> <ul style="list-style-type: none"> • Failure to adhere to the school dress code 	<p>a) Demerit issued.</p> <p>b) Students who gain 3 demerits in a 3 week period will be placed in lunchtime detention. Further demerits in the same period will lead to a Form Tutor report.</p>
<p>Demerits:</p> <ul style="list-style-type: none"> • Failure to bring the correct equipment, including PE equipment. • Failure to have organiser and/or demerit card when requested. • Failure to bring the required learning resources (eg. textbook, exercise book or file, ingredients, revision materials, any other study materials requested by the teacher) 	<p>a) Demerit issued.</p> <p>b) Students who gain 3 demerits in a 3 week period will be placed on Form Tutor report.</p> <p>c) Students who gain more than 3 demerits in a 3 week period will be placed on Pastoral Lead or Curriculum Area report.</p>
<p>'Time-out'.</p>	<p>a) Curriculum Area report and lunchtime detention. 3 demerits awarded.</p> <p>b) 3 'time-outs' in a 3 week period will lead to an after school detention.</p> <p>c) More than 3 'time-outs' in a 3 week period will lead to a possible internal isolation (5 demerits).*</p>
<p>'On-call'.</p>	<p>a) After-school detention. 5 demerits.* Contact made with parents.</p> <p>b) 3 'on-calls' in a 3 week period will lead to internal isolation and possible fixed term exclusion (10 demerits).*</p>
<p>Serious breaches of the school's code of conduct.</p>	<p>Fixed term exclusion or permanent exclusion. Approved by the Deputy Headteacher or the Headteacher.*</p>

* After these sanctions a restorative or reintegration meeting should take place between the student and the appropriate member of staff, led by the Curriculum Leader and/or the Pastoral Lead.

EXCLUSIONS

For repeated breaches of the school's code of conduct (repeated after-school detentions, for example) a student may be placed on a one-day internal exclusion supervised by the Pastoral team. For serious breaches of the school's code of conduct, a fixed term exclusion may be appropriate. This will be decided in discussion with Deputy Headteacher and/or the Headteacher. Such serious breaches may include:

- Acts of violence;
- Serious cases of bullying;
- Repeated misbehaviour and failure to modify behaviours after use of after-school detentions and report cards;
- Substance abuse;
- Smoking or bringing smoking-related materials into school;
- Possession of offensive weapons;
- Wilful and wanton damage to property and belongings;
- Theft;
- Bringing the school into disrepute;
- Breach of the school's guidelines on the appropriate use of technology and social media;
- Serious disrespect, defiance or arguing back to a member of staff;
- Persistent misbehaviour.
- Behaviour which brings the school into disrepute.

In very serious cases, a permanent exclusion may be appropriate. This will be decided by the Chair of Governors and the Headteacher in liaison with the Dorset Behaviour Support advisor and will be agreed by the Governing Body in accordance with DfE guidance.

FLOWCHART FOR LEARNING SUPPORT AND GUIDANCE BEHAVIOUR INTERVENTION

WAVE ONE:

All behaviour management activity undertaken by classroom teachers, tutors , CLs and SCLs, Pastoral Leads and Heads of Achievement.

Demerit and 'time-out' steps taken. Other incidents reported to Pastoral Lead – statements taken and decision made regarding the appropriate sanction to take. Actions recorded. Parental contact made if appropriate. Support from tutor / Pastoral Lead.

WAVE TWO:

Internal referral to a specialist member of staff, or for a programme of specialist intervention i.e. ELSA, SEN, Academic tutor. Possible referral to an outside agency.

WAVE THREE:

Referral to an external specialist service i.e. Behaviour Support service, CAMHS, locality, school nurse, safer schools team etc.

SANCTIONS AND INTERVENTIONS

1.	Demerit.
2.	Lunch-time detention*.
3.	Tutor report card / Curriculum Area report card.
4.	Pastoral Lead report card.
5.	Head of Achievement/Head of School report card.
6.	Behaviour contract/Individual support plan.
7.	After school detention*.
8.	Internal isolation: two days maximum.
9.	Short (less than 5 days) fixed term exclusion.
10.	Long (5 to 45 days) fixed term exclusion.
11.	Permanent exclusion or managed move.

*In the Sixth Form detentions will be supervised study sessions in the Sixth Form study centre at lunchtime.

The Correct Equipment/Learning Resources Years 7 to 11

School Stationery Shop

The school operates a supply shop from the Library. Students will be able to buy individual items (a pack of pens/pencils not singles, rulers etc) or a ready-stocked pencil case, through Wise Pay.

The following basic equipment is required of all students in Years 7 to 11 on a daily basis:

- School Organiser/Planner

Plus:

- Black pens (at least 3)
- Pencils (at least 3)
- Sharpener
- Eraser
- Glue stick
- Ruler (15cm or 30 cm)
- Colouring pencils, not felt tip pens)
- Scientific calculator *

*recommended Casio fx83GT PLUS or fx85GT PLUS (solar).

Students can purchase a clear pencil case (required for internal and public examinations) ready-stocked with equipment from the School Library at a reasonable price, if required.

The following learning resources are required of all students in Years 7 to 11 by arrangement/request in certain lessons:

- The course textbook where issued
- Exercise book or work folder
- Plus any learning resources, revision notes, or independent work requested by the teacher for a particular lesson

Checking Equipment in Years 7 to 11: Expectations and Routines

Form Tutors in Tutor Time:

Undertake a daily check by asking students to put their Organiser and pencil case on the desk. You don't need to individually go through their pencil case.

Demerit a student who does not have their Organiser or a pencil case. Hand out a one-day Organiser sheet to the student, to use as an Organiser (this will prevent 5 more Demerits).

When an assembly or other year group activity interferes with a form time, this check will not happen.

Students will be able to buy equipment in school from the Library, or borrow and return for 24 hours a school-filled pencil case. Students can borrow a pencil case from their Year Office before 8:35am in order to ensure they have the correct learning equipment.

Teachers in Lessons/Learning Activities (i.e. catch-up classes, revisions sessions, controlled assessments etc)

At the start of each lesson/learning activity remind students to put the correct learning equipment on the desk: this may be best done when greeting them at the door, if possible.

They should produce an Organiser (or a daily substitute), their pencil case, their homestudy and/or textbook and/or any revision notes/study materials etc. that had been requested by the teacher for that lessons.

If a student fails to produce their Organiser or the daily paper substitute, Demerit them.

If a student fails to produce a pencil case Demerit them*. (see below)

During the lesson if a student has to ask you for or try to borrow from you a ruler/ calculator/ pen/ pencil/ sharpener/eraser/ set of colouring pencils then they don't have the correct equipment and please Demerit them on the system. If a student is not working because they are missing an item, Demerit them (the 'I can't do that because I don't have a . . . scenario').

Don't let the student borrow something off you.

If they fail to provide the learning resources (revision materials/ textbook/ ingredients/ materials/ PE kit) you requested for the lesson, Demerit them.

So it is possible a particularly disorganised or irresponsible student will be Demerited more than once.

*After the first Demerit for Missing Equipment or Organiser *in a day* (presumably in Form Time but possibly Lesson 1), subsequent Demerits in the day will be logged as an Observation i.e. *the students will not accumulate 6 Demerits in a Day for forgetting their pencil case*. The observations will, however, allow the Tutor the day after to have the 'I notice by Period 5 you still hadn't bothered getting a pen/ruler/pencil case' conversation.

However, students might fail (for example) to bring an exercise book for Lesson 1, a revision folder for lesson 3 and their PE kit for Lesson 5, in which case they would get 3 Demerits over the course of the day. The Form Tutor will be aware of all of this, and can have the necessary conversation the next day. If the student hits a trigger point for a detention over the course of one day, they will receive the detention, unless they have flagged up with their Pastoral Lead, or Head of Achievement at the start of the day a legitimate personal reason which has prevented them from bringing the required equipment.

The Correct Equipment/Learning Resources Years 12 & 13

The following basic equipment is required of all Sixth Form students on a daily basis:

- School Organiser/Planner
- File/folders or exercise books for the subjects they have on that day
- The course textbook where issued
- Any learning resources, revision notes, or independent work requested by the teacher for a particular lesson
- Black pens
- Pencils
- Sharpener
- Eraser
- Glue stick (if required)
- Ruler (15cm or 30 cm)
- Scientific calculator ***(Year 12/13 Maths and Science students only)**

*recommended Casio fx83GT PLUS or fx85GT PLUS (solar).

In addition, as mature, independent learners Sixth Form students are expected to bring the equipment they need to support their independent study:

- File dividers
- Highlighter pens
- Revision cards (if required)
- Post-it notes (if required)
- Personalised Learning Checklists (PLCs)
- Explore tasks

School Stationery Shop

The school operates a supply shop from the Library. Students will be able to buy individual items (a pack of pens/pencils not singles, rulers etc) through Wise Pay. Students can also purchase a clear pencil case (required for internal and public examinations) ready-stocked with equipment from the School Library at a reasonable price, if required.

Checking Equipment in Years 12 and 13: Expectations and Routines

Form Tutors in Tutor Times:

As mature, independent learners in the Sixth Form the school does not expect to need to reinforce basic routines and expectations on equipment with students on a daily basis in Form Time. However, where the school comes to have concerns about a student being Demerited for lack of equipment or learning resources in lessons, Form Tutors may well temporarily require daily checks and report card monitoring until they are satisfied the student has established their reliability.

In Lessons/Learning Activities:

Teachers should expect all Sixth Form students to arrive at lessons fully equipped and ready to learn. However, in line with our ethos of encouraging independence in learning in the Sixth Form, teachers are not expected to carry out an equipment check in Sixth Form lessons.

It is rare for Sixth Form students to turn up to lessons without pens, pencils, ruler, eraser, sharpener etc. Students missing the correct equipment when asked to use it (e.g. a scientific calculator in Maths or Science), or who do not bring the required additional learning resources listed above when required (e.g. PLCs, textbook, revision notes, independent study tasks), should be Demerited accordingly.

Teachers should Demerit Sixth Form students when their lack of the correct equipment interferes with their ability to learn (e.g. they have to ask the teacher to borrow a pen to undertake an activity because they don't have one).

Policy compiled by:	P. Earnshaw, N. Campbell.
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