

**ELFED HIGH SCHOOL**



# **EHS BELONGING POLICY**

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# EHS BELONGING POLICY

NAME OF POLICY / PROCEDURE	EHS BELONGING POLICY
Issue date	September 2021
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GB committee responsible for the policy / procedure	GB Curriculum Committee
Staff member responsible for writing, reviewing and updating the policy / procedure	Policy Author JF/LE/AS
Person responsible for monitoring implementation of the policy / procedure	AS
Workload impact assessment (see below)	Teacher Workload Impact High

## TEACHER WORKLOAD IMPACT ASSESSMENT

- High impact:** Policy implemented by teachers on a daily / weekly basis
- Medium impact:** Policy implemented by teachers on a monthly / termly basis
- Low impact:** Policy implemented by teachers on an annual basis
- n/a** Policy is not implemented by teachers





# EHS BELONGING POLICY

**Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community. School belonging or school connectedness involves feeling 'personally accepted, respected, included, and supported by others in the school social environment' (Goodenow, 1993).**

As an Outstanding Learning Community, a feeling of belonging within a group is essential. Our role is to influence students' sense of community. Individuals have psychological needs and satisfaction of these needs affects perception and behaviour. Our belonging policy strives to recognise this.

A sense of belonging, has a huge impact on classroom learning. Research has unveiled that a sense of belonging is core to academic success. We can make a difference by creating a sense of belonging in our classrooms.

It has also been linked with improved mental health, reduced involvement in risky behaviours and as a buffer against the effects of disadvantage.

**We know that the parts of 'belonging' to a school that make a difference to children's progress include:**

- Warm, positive, consistent relationships with staff: children believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff.
- Peer relationships: children feel accepted and included by other pupils.
- School engagement: children feel committed to and actively participate in their learning.
- Respectful and nurturing environment: the school generates a sense of community (drawing together parents, children, school staff, outside agencies) and creating a respectful, tolerant, safe environment backed up by authentic concern for children and families.
- Feeling listened to: children feel they can voice worries and that their voice matters about what happens in the school.

## OUR PURPOSE IS TO BE AN OUTSTANDING LEARNING COMMUNITY

**Elfed High School recognises the importance of a positive classroom and whole-school atmosphere, where all feel secure, valued and confident to achieve their potential. Our priority is for excellent relationships between people, based on clear expectations and shared values.**

The Elfed Belonging Policy has at its heart a desire to encourage young people and motivate them to make positive choices about all aspects of their lives, centred around three key areas:

1. Engagement in learning
2. Positive attitudes to behaviour and attendance
3. Respecting yourself and others

### 1. ENGAGEMENT IN LEARNING

We motivate, challenge and support students across a range of individual learning pathways, so that:

- students are engaged in learning
- students concentrate and learn effectively and
- students reach high levels academic achievement, including literacy, numeracy and digital competency





# EHS BELONGING POLICY

## 2. POSITIVE ATTITUDES TO BEHAVIOUR AND ATTENDANCE

We have clear expectations, rewards and consequences to provide positive learning opportunities so that:

- students behave well in the classroom and there is high level of attendance
- students learn to avoid conflict and confrontation
- students are involved in school life and have a say in what happens

## 3. RESPECTING YOURSELF AND OTHERS

We have developed strategic approaches to promote the resilience of all students to deal with adverse events and circumstances so that students have high self-esteem, resilience and confidence:

- we identify and support students who may be vulnerable, disadvantaged or at risk;
- we listen to each other and take notice of student's views and opinions;
- and we encourage students to treat one another with respect and to look out for each other.

In addition, we praise and reward students and recognise personal achievements, encouraging students to feel positive about themselves through:

- pastoral and academic support for groups and individuals;
- links with external agencies for extra support;
- promoting good mental health.

### KEY PRINCIPLES:

- Effective management of students' behaviour is crucial to positive learning.
- Praise is more effective than sanctions.
- Students should be given a choice to conform: a restorative approach rather than punitive.
- Consistency is crucial.
- An assertive approach to managing behaviour is the most productive approach.
- Asking for support is not a sign of weakness – a 'no blame' culture among all colleagues should exist.

### OUR AGREED CORE VALUES:

<b>Honesty</b>	Honesty also involves being trustworthy, loyal, fair, and sincere.
<b>Integrity</b>	Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.
<b>Respect</b>	Respecting and appreciating everyone's uniqueness and acting appropriately.
<b>High Aspirations</b>	A strong desire, longing, or aim; ambition: intellectual aspirations. A goal or objective that is strongly desired.
<b>Self-Belief</b>	The way that you feel about your skills, abilities, appearance and behaviour.





# EHS BELONGING POLICY

## ROLES AND RESPONSIBILITIES

The promotion of positive behaviour and relationships is the responsibility of the school community as a whole.

**The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Relationship Policy and its application, promote equality for all students. The roles include:**

- The Governing Body defining the principles underlying the school's Relationship Policy.
- The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- All staff in ensuring that the policy is consistently and fairly applied.
- Students who are able to behave in a way that promotes the learning of all in the community.

## THE RESPONSIBILITY OF THE FORM TUTOR

The role of the Form Tutor is hugely significant supporting and guiding students through the ups and downs of school life. Each Form Tutor will be a listening ear to the thoughts, feeling and needs of their tutees. They will set high standards, build positive learning relationships across the form group and model good practice. They will take the lead in monitoring the attainment and achievement of their tutees and celebrating success.

They will need to establish good working relationships with parents. Form Tutors need to be caring, dependable, conscientious and trustworthy as they lead their form through the school.

## HOME SCHOOL AGREEMENT AND EXTERNAL PARTNERSHIPS

The important aspect of the Elfed Belonging Policy is the concept that all interested parties work together to the benefit of all. Students, parents, carers and the School will sign an agreement each year to reinforce this and regular contact between all stake-holders is encouraged.

## PARENTS/GUARDIANS CAN CONTRIBUTE IN THE FOLLOWING WAYS:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

## BY ENSURING THEIR CHILD IS READY FOR THE SCHOOL DAY BY:

- Being punctual.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.

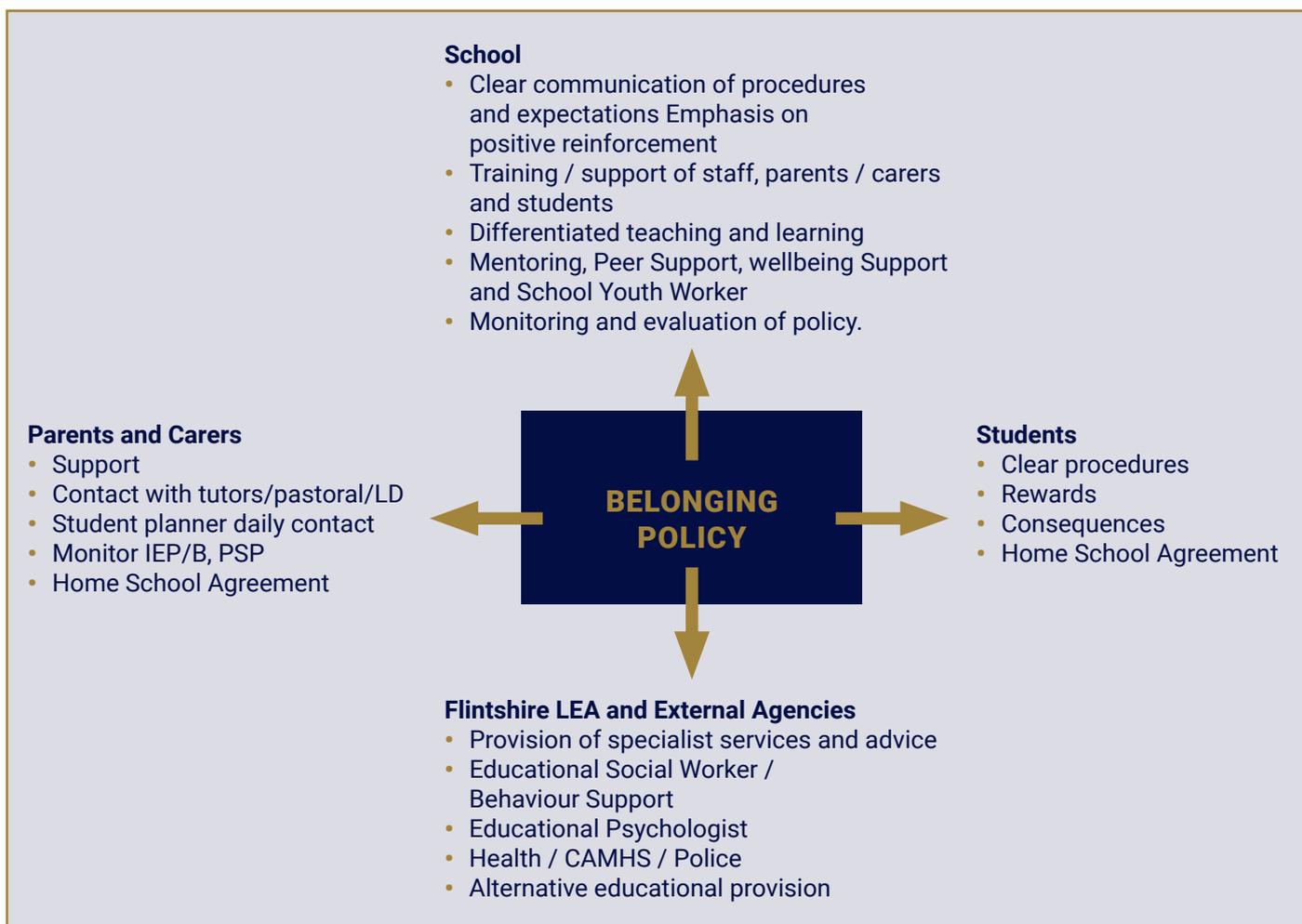


# EHS BELONGING POLICY

## COMMUNICATING WITH STAFF BY:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents’ evenings and school meetings.
- Informing the school of absence by telephoning on the first day.

Support from Flintshire LEA and external agencies is an integral part of the Elfed Belonging Policy. Multi Agency meetings are held every half term to coordinate support.



### 1a: Clear procedures so that students know what is expected of them



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## CLASSROOM EXPECTATIONS AND ROUTINES

The ELFED Belonging Policy is based on clear classroom expectations. Every classroom will display posters explaining the Classroom routines and the expectations at the beginning and end of every lesson.

### RESPECT YOURSELF AND OTHERS

- Always do your best and be kind.
- Bring everything you need for each lesson.
- Listen to instructions and follow them straight away.
- Take responsibility for your own actions.
- Mobile phones are switched off and out of sight.
- No eating or chewing gum.
- Listen to others.
- Wait to be asked to contribute your ideas.
- Display a growth mindset.

### START OF LESSON

- Teacher and students greet upon entry at the door.
- Seating plans adhered to every lesson.
- Starter which recalls previous learning is immediately available.

### DURING THE LESSON

- Questions are well thought out.
- There are opportunities for independent practice.
- Precise subject specific vocabulary is used.
- Responses are justified.
- Student learning is regularly checked and assessed.

### AT THE END OF THE LESSON

- Students stand behind their chairs.
- Students leave in an orderly fashion, ready for their next lesson.



# EHS BELONGING POLICY

## SCHOOL EXPECTATIONS OUTSIDE OF LESSONS

- Students should not be in the school building.
- All clothing should be marked with the student's name.
- Valuable items should not be brought to school.
- Students should use the cycle store and walk with their cycle on the school site.
- Students are not allowed to bring cigarettes, matches, e cigarettes, lighters or any other smoking equipment to school. **Smoking is forbidden on the school site, school visits and on the way to and from school.**
- No student may leave the school site for any reason without a note from parents, permission from Head of Year and after signing out at the School Office.
- Mobile phones should be **switched off and out of sight** inside the school building.
- Use the toilets allocated to your year group.
- Use the outside space designated to your year group.

## POSITIVE ATTITUDES TO BEHAVIOUR AND ATTENDANCE

The important principle of the Elfed Belonging Policy is that praise and rewards exceed sanctions 5:1.

- reward students for their effort;
- find them doing something right and praise them and
- be specific in your praise.

## ATTITUDE TO LEARNING GRADES

Teachers provide an Attitude to Learning grade for each student in line with the Assessment Cycle. When determining this grade, considerations are:

- effort in class
- organisation
- engagement with home learning opportunities
- Growth Mindset
- motivation
- behaviour

MARK	ATTITUDE	EXPLANATION
1	<b>Outstanding</b>	Students who <b>ALWAYS</b> show high standards in each of the above areas.
2	<b>Good</b>	Students who <b>USUALLY</b> show good standards in each of the above areas.
3	<b>Inconsistent</b>	Students who <b>SOMETIMES</b> meet standards in each of the above areas.
4	<b>Cause for Concern</b>	Students who <b>FREQUENTLY DO NOT</b> meet expectations in most of the above areas.



# EHS BELONGING POLICY

## REWARDS

### 1. ACHIEVEMENT POINTS

Teachers reward students for exceeding their expectations using Achievement Points on Sims. The number of Achievement Points that each student achieves is shared with parents and carers during each All achieve interim reviews. Achievement points can be exchanged in the Rewards Shop.

### 2. STAND ALONE RECOGNITION EVENTS

Throughout the academic year, students who are identified as having exceeded expectations will be invited to participate in one-off reward events. Examples would include: early lunch, personalised letter, meeting with Governors. The identification of students who participate in these sessions is at the discretion of Heads of Year.

### 3. SUBJECT AWARDS

At the end of each school year Subject Areas nominate students for the Annual Subject Award. Awards are given at the discretion of the Subject Area, for example to the student who shows the most ability, achievement or improvement in the subject. Annual Subject Awards will be presented at a formal Presentation Ceremony.

### 4. SCHOOL COLOURS

School Colours are awarded to students for outstanding achievement and/or service to the school. Teachers nominate students who have been involved in extra-curricular activities and have enhanced the reputation of the school through their efforts. School Colours will be presented at a formal Presentation Ceremony and students are given a tie.

## CONSEQUENCES

Consequences where students do not respond to informal responses are:

1. Behaviour Points
2. Severe Clause

### 1. BEHAVIOUR POINTS

Behaviour points are recorded on SIMS Behaviour Manager so that any patterns will be noticed and they indicate the beginning of restorative approaches when the lesson has finished. Behaviour points, along with rewards, when appropriate, will be shared with parents via 'sims in touch'. Behaviour points are not carried forward from one lesson to the next. Every lesson has a new start. However, a student could be given a fixed term exclusion at the end of a day due to the number of behaviour points given in different lessons.

If a student has received behaviour points during the day, this information should be shared with parents at the end of the day and recorded on CPOMs. This should be done by the class teacher involved, following a discussion with the Head of Department / Learning Director. Form tutors should monitor any behaviour points given to their tutees and identify the need for support, which should be discussed with the Head of Year.



# EHS BELONGING POLICY

Students who have received a behaviour point will be informed at the end of the lesson and will remain in their class and be met by the class teacher involved (possibly supported by their Line Manager). The purpose of this meeting is a restorative approach. It is not appropriate in this meeting for the teacher to castigate the student but to focus on the improvements required.

If a student has received more than one behaviour point in more than one of their three lessons the Head of Year will meet with the student.

The purpose of these meetings is to support improvements and they are not a form of punishment.

## 2. SEVERE CLAUSE

Where possible, members of staff are encouraged to practise good behaviour management strategies and follow the recording behaviour points procedure. Many incidents can be dealt within the subject area by Head of Subject, Learning Director or Head of Year.

**On rare occasions**, severe incidents may necessitate students being sent out of class to a senior member of staff. This is referred to as a 'Severe Clause'. The senior member of staff will be Head of Subject / Learning Director / SLT, depending on the circumstances.

The outcome depends on the circumstances and the TLR Holder, Learning Director / SLT member uses professional judgement to make an appropriate response to the situation.

The Severe Clause is recorded on SIMs Behaviour Manager so there is a clear system for tracking such incidents: recorded by the class teacher as Severe Clause.

A range of sanctions will be considered and is likely to include a fixed term exclusion.

A 'Severe Clause' referral form exists for this purpose.

**Examples of incidents that may warrant a Severe Clause would include:**

- swearing directly at a teacher
- significant violence towards others
- serious breaches of safety rules
- suggestive and inappropriate remarks, e.g. racism, homophobia

In some circumstances, there is a need for teachers to contact SLT for immediate support in the classroom.

Fixed term exclusions will only be given by the Headteacher, or Deputy Headteacher in their absence, and will be administered in accordance with the Welsh Assembly Government Guidelines and recorded on SIMs.

## SUPPORTING AND MONITORING ONGOING BEHAVIOUR CONCERNS

### 1. SUPPORT FOR STUDENTS WHO FREQUENTLY RECEIVE BEHAVIOUR POINTS

A basic principle of the Belonging Policy is that every lesson begins with a fresh start.

The key to tackling low-level disruption is monitoring behaviour points by recording incidents on SIMs Behaviour Manager. This information helps colleagues in counselling students or liaising with parents or support agencies.

Tutors, subject teachers, Head of Subject, Learning Directors, Head of Learning and SLT all have a crucial role in picking up patterns as they arise.

# EHS BELONGING POLICY

## 2. SUBJECT REPORTS

**Students who persistently receive behaviour points in the same subject:**

- teacher refers student to the Head of Subject and student is placed on **Subject Behaviour Report** for 2 weeks.
- Head of Subject notifies parents/carers

If the student does not meet the targets the teacher informs the Learning Director and the student is put on **Subject Behaviour Report**. Learning Director informs parents/carers.

## 3. BEHAVIOUR SUPPORT

The school will work with appropriate services to provide extra support as available to support students to change their behaviour. These may include: Behaviour Support Service FCC, Educational Psychology Services FCC, Careers Wales mentoring, ESW, Group and Individual work, Peer Support network, Youth Service, Learning Coach and school youth worker.

## 4. SELF-REFLECTION / SOCIAL AND EMOTIONAL ASPECTS OF LEARNING

The principle of encouraging students to reflect on their behaviour is to be maintained. IEP(B)s will also emphasise student targets.

We have high expectations of our students and we will work to manage behaviour in-house. However, there may be exceptional circumstances where in the headteacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- Serious actual or threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon

## RESPECTING YOURSELF AND OTHERS

### ANTI-BULLYING

Please refer to our Anti-Bullying Policy.





# EHS BELONGING POLICY

## EQUIPMENT AND UNIFORM

We expect all students to bring basic equipment to school and wear a smart school uniform. We appreciate the co-operation of parents and carers in maintaining the high standards of appearance.

### YEAR 7 TO YEAR 11

- Plain black footwear
- Strong school bag
- Fully equipped pencil case with scientific calculator and geometry set
- Plain grey trousers (**no tight/skinny trousers, no jeans and no leggings**).
- **OR**
- Plain grey bermuda shorts
- **OR**
- Trutex check pleated grey skirt (**no tube skirts**).
- Plain white school shirt and school tie
- Navy v-neck jumper
- Navy blazer with gold school logo

**During our transitional year (2021-22) students in Years 8-11 may wear:**

- Plain black tailored full-length trousers (**no tight/skinny trousers, no jeans and no leggings**).
- **OR**
- Knee length tailored school skirts (**no tube skirts**).
- Maroon Elfed High School sweatshirt

## PHYSICAL EDUCATION

- Elfed High School outdoor top
- Blue polo shirt
- Black shorts
- Maroon socks
- Trainers
- Football boots for football, rugby and optional for cross country
- Swimming kit
- Gum shield and shin pads
- Maroon skirt for netball and hockey

All clothing and personal items must be marked with the student's name. The school is not responsible for students' personal property.

## JEWELLERY

Jewellery is limited to a pair of plain ear studs, a plain wrist watch, a flat signet ring. All other visible jewellery is to be confiscated and returned at the end of the day. Staff should put confiscated items in a named, sealed envelope and send it to the Main Office.





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## BODY PIERCING

On health and safety grounds it is important that that no visible body piercing (other than one pair of stud earrings in the earlobe) are seen in school. All other body jewellery must be removed. Students who refuse to do so are to be referred to Learning Director / Assistant Head /SLT.

## HAIR AND MAKEUP

No visible make up or nail varnish is to be worn in school. Hair must be kept tidy and long hair must be tied back.

## OTHER 'EXTREMES OF FASHION'

Staff concerned about other aspects of appearance should refer the student to Learning Director, Assistant Head and when required SLT. The school uniform clearly states no extreme hairstyles. The school reserves the right to decide what constitutes an infringement of the school uniform.

**No extremes of fashion are allowed and the Headteacher has the final say on the acceptability or otherwise of dress and appearance.**

Students who are failing to meet the school expectations will be required to meet the Head of Year at break/lunchtime. Parents will be contacted for students who persistently fail to follow the school expectations around appearance and dress code. If concerns are not addressed, parents will be required to meet with Governors.

## MOBILE PHONE ACCEPTABLE USE

All students who bring a mobile phone into school are expected to conform to the Mobile Phone Code which explains the procedures and accountabilities. See Appendix 2.

## BUILDING POSITIVE RELATIONSHIPS (BULLYING / CYBER-BULLYING)

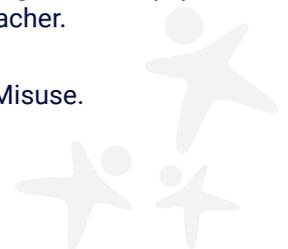
Elfed High School has adopted the Buckley and Mynydd Isa Consortium of Schools Anti-Bullying Policy (Appendix 1). Students are supported through the peer support programme. Regular liaison with students through the Leading Learners and School Council is a key aspect of monitoring the effectiveness of the Policy.

The School's response to issues arising from cyber bullying will be dealt with in accordance with Welsh Assembly Government guidelines.

## SUBSTANCE MISUSE

Smoking is illegal in any public place, including the whole school site. Any student found smoking, or with equipment associated with smoking (e.g. cigarettes / e-cigarettes / lighters) will be referred to the Headteacher. Consequences may include fixed term exclusion.

Guidelines for dealing with smoking and substance abuse are set out clearly in the Substance Misuse. Students who disregard this policy will find their place in school at risk.





# EHS BELONGING POLICY

## ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are not seen in isolation and are an integral part of the Elfed Belonging Policy. Regular attendance is a prerequisite of education and securing this is a high priority for the school staff, governors, LEA, parents, carers and the students themselves. By failing to attend school regularly, students diminish the value of education provided for them. Being punctual is essential and good preparation for the world of work.

Issues relating to attendance and punctuality at school are addressed in the Attendance Policy.

## ICT ACCEPTABLE USE

Access to information technology equipment and the internet is subject to the school's Acceptable Use Policy and in line with the guidance from Flintshire County Council.

