

# UPPINGHAM

## Lower School Behaviour for Learning Framework

Every pupil has the right to a classroom free from low level disruption. This framework sets out the approaches to address low level classroom disruption in the Fourth Form and Lower Fifth.

We recognise that behaviour in the Fourth Form and Lower Fifth requires an age-appropriate, specific approach to behaviour for learning in classrooms settings, which sits alongside the Whole School Behaviour and Discipline Policy.

Reminders to support pupils to change behaviours, the classroom response of teachers and additional follow up should be conducted in line with the restorative philosophy of the Whole School Behaviour and Discipline Policy, and so restorative conversations should also accompany this framework.

### 1. Lower School Standards and Expectations

To support the Fourth Form and Lower Fifth in interpreting the behaviours grid, and the *RISEUpp Framework*, the following simple and straightforward Lower School Standards and Expectations are:

LOWER SCHOOL STANDARDS AND EXPECTATIONS
I will not talk out of turn in class
I will listen to the teacher
I will work efficiently and purposefully to make the most of my lesson time
I will be respectful to my teacher and other pupils
I will not eat, drink, or chew gum in class
I will complete my prep and hand it in on time
I will wear my school uniform correctly
I will arrive to my lessons on time
I will not disrupt the learning of others

These standards and expectations aim to ensure that teachers and pupils are clear on what classroom environments should look like and ensuring that good behaviours for learning are promoted.

When these Lower School Standards and Expectations are not met, the following process is followed:

<b>LOW LEVEL BEHAVIOUR INFRINGEMENT OCCURS IN THE CLASSROOM</b>	<b>Recognise &amp; Remind:</b> Verbal warning given, referring back to the Standards and Expectations.
	<b>Respond:</b> The teacher encourages the pupil to change their behaviour. Suggestions in Appendix 1.
	<b>Consequence:</b> Not a “thing” it is an “action” – language to be used by staff: there will now be a consequence for <insert behaviour>.  This consequence is recorded on PIMS Option on the Lesson Attendance page to be added to make this easier, in time.

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## 2. Consequences for Low Level Disruption

**Consequences** are recorded on PIMS, and the number awarded to a pupil can be seen on their PIMS record and on the HsM dashboard.

The number is reset each half term.

LEVEL 1: TUTOR ALERT	
Every consequence recorded (as a Behaviour incident on PIMS)	<b>Notification:</b> Notification in PIMS for tutor
LEVEL 2: HSM & HoD ACTION	
Three consequences recorded	<b>Notification:</b> HsMs to monitor number of consequences recorded and send email to Lesley Robertson.  <b>Action:</b> Tuesday morning academic detention 07.45-08.30 HoD supervised detention weekly on a rota, EBLT Reflective Comprehension Work Activity.  A letter home is sent from HsM.
LEVEL 3: DEPUTY HEAD ACADEMIC ACTION	
Six consequences recorded	<b>Notification:</b> HsMs to monitor number of consequences recorded and send email to Lesley Robertson.  <b>Action:</b> Sunday morning detention 09.00-10.00. ELT supervised detention weekly on a rota, EBLT. Reflective log work.  A letter home is sent from DHA's office.  <b>Further Intervention:</b> Report Card
LEVEL 4: SENIOR DEPUTY HEAD ACTION	
Nine consequences recorded	<b>Notification:</b> Managed similar to previous levels, but follow up by email to Mel Gray.  <b>Action:</b> Headmaster's detention 19.00-20.00 Once per half term.  A letter home is sent from SDH's Office. Warns that suspension is the next step.  <b>Further Intervention:</b> Report card continues, with warning of suspension
LEVEL 5: PUPIL SUSPENDED FOR REPEATED BREACH OF LOWER SCHOOL STANDARDS AND EXPECTATIONS	

This framework is shared in classrooms and with pupils in the form of a poster, as per Appendix 1.

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## 3. Calibration of expectations

Teachers are encouraged to own their space, and use professional judgement, as is necessary, when working with pupils and speaking to them about their learning behaviours.

The suggested classroom behaviour for learning approaches includes:

1. The verbal reminder – to restore appropriate classroom behaviour.
2. Change of environment - move the disruptive pupil to a different place in the classroom; consider seating plan changes as necessary.
3. Bring whole class to silent working and set a visible timer on the board to uphold these conditions.
4. Stop use of IT (if IT misuse).
5. Reminding pupils of the next escalation processes – there will be a **consequence for low level disruption**.

To support teachers, the following guidance is issued to suggest when low level disruptive behaviours have reached a threshold to be logged as a Consequence for Low Level disruption on the system.

Rudeness and negative comments			
e.g. unkindness towards others / bullying behaviour	e.g. discriminatory comments	e.g. answering back to the teacher	e.g. swearing or offensive language
Dangerous / Reckless behaviour			
e.g. pushing / physical contact / horseplay	e.g. breaches of safe ways of working with equipment	e.g. eating / drinking / chewing in class	e.g. throwing things
Lateness			
e.g. patterns of late behaviour which are not for good reason	e.g. deliberate/ wilful lateness		
Not completing prep			
e.g. persistent failure to adhere to deadlines without a good reason (e.g. three occasions?)	e.g. partial completion of set work without a good reason (e.g. three occasions?)		

### Lower School Standards and Expectations Fourth Form and Lower Fifth

- I will not talk out of turn in class
- I will listen to the teacher
- I will work efficiently and purposefully to make the most of my lesson time
- I will be respectful to my teacher and other pupils
- I will not eat, drink, or chew gum in class
- I will complete my prep and hand it in on time
- I will wear my school uniform correctly
- I will arrive to my lessons on time
- I will not disrupt the learning of others

#### Low Level Disruption will not be tolerated

Low level disruption is behaviour which impacts lessons and breaches the Lower School Standards and Expectations

#### Level 1: Recognise & Remind

A verbal warning

#### Level 2: Respond

A classroom intervention

Level 3:  
There is a **CONSEQUENCE**  
for low level disruption  
and process followed

3 consequences

#### Academic Detention

- Tuesday morning Academic Detention 07.45 – 08.30
- Letter home to parents from Housemistress/Housemaster

6 consequences

#### School Detention

- Sunday morning detention 09.00 – 10.00
- Letter home to parents from Deputy Head Academic
- Low level disruption report card

9 consequences

#### Headmaster's Detention

- Headmaster's detention 19.00 – 20.00
- Letter home to parents from Senior Deputy Head
- Persistent disruption report card

Further consequences

#### Suspension

Pupil suspended for repeated breach of Lower School Standards and Expectations

A single incident can result in the recording of a Consequence, and a detention may be recommended depending on the nature of the disruptive behaviour.

Whilst the consequence count is anticipated to reset each half term, pupils who move through the escalation process on a regular basis may be involved with additional behavioural intervention processes.