Behaviour Management Policy

Faith in God, Faith in Ability, Faith in each Other'

This is a key integral part of our framework for development in promoting a positive climate for learning and a high standard of behaviour is expected at all times.

The policy is based on the school's values of Respect, Compassion, Honourable Purpose, Stewardship and Co-operation. It complies with equalities legislation and the duty to promote the wellbeing of all students. The ultimate intention is not to punish, but to help students understand their behaviour, and to assist them with strategies for integration into the school community. We aim to develop independent learners, to improve attainment and social skills, and raise aspirations.

Our behaviour policy follows the beliefs we share in our school mission statement.

St Chad's Catholic and Church of England High School is a friendly, supportive and faith-centred community.

- **All our work with pupils, staff, parents, governors, clergy and the wider world is guided by the living love of Jesus Christ**

- **All members of our community are encouraged to love God and their neighbours by following Christ's teaching**

- **Everyone is equally valued**

- **Every pupil and member of staff will be helped to achieve personal fulfilment and excellence**

- **All our pupils are cared for and parents made welcome**

- **St Chad's promotes a spirit of friendship and partnership, particularly with homes, parishes and the wider local community, making us sensitive to the needs, beliefs and cultures of others**

Outstanding descriptors from Ofsted for behaviour:

Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well. There is no evidence of disruptive behaviour.

Ofsted comments about St. Chad's

'This is a school that values all students and is highly inclusive, promoting equality of opportunity for all exceptionally well.' (Ofsted 2011)

'Pupils' behaviour is outstanding. Their conduct around the school is sensible and considerate. They manage their behaviour well.' (Ofsted 2011)

'Students' behaviour is good. Students' relations with each other, their teachers and visitors are characterised by warmth and mutual respect.' (Ofsted 2014)

'The school's work to keep students safe and free from harm is outstanding.' (Ofsted 2014)

Aims

The aims for raising standards of attainment and behaviour are:

- To promote attitudes of mutual respect, recognising the worth and contribution of each and every individual at St Chad's.
- To create a safe and secure environment promoting the welfare and development of each and every member of the school community and encouraging good behaviour.
- To encourage individual responsibility for, and collective commitment to, the shared values of the school community.
- That we insist on these standards at all times to promote a positive ethos.
- That we accept it as normal for staff to intervene, where appropriate, both in and out of the classroom.
- That we allow students to express their view responsibly and that we listen to those views with respect, seeking mutual respect in the process.
- That students are supportive of each other in lessons and show great consideration of others around school.
- That student social, emotional and behavioural skills are actively developed.
- St Chad's will utilise its behaviour management system to generate sanctions and rewards but endeavour to be rewards driven.

Students who have Special Educational Needs or disabilities are particularly at risk. Other vulnerable students are CIC, minority ethnic groups, refugees, EAL, Young Carers, children from families under stress. Reasonable adjustments have to be made in dealing with those students and managing potentially confrontational situations.

At risk students will be identified and advice provided to staff about how to discipline as well as teach particular students.

Expectations of all those involved in working with the school's Behaviour Protocol

Staff through CPD will learn the necessary skills so they can be expected to:
- Deliver quality first teaching
- Model the correct behaviour
- Display protocol in classrooms
- Treat students and other staff with the respect they would expect
- Be consistent in implementing the school Behaviour for Learning Protocol
- Provide students with well planned, stimulating and challenging lessons
- Create a classroom atmosphere conducive to hard work and good behaviour
- Use planned early intervention with students experiencing difficulty
- Have high expectations of students
- Take every opportunity to celebrate success
- Be firm but fair with students who do not meet our expectations
- Be consistent in dealing with students and parents
- Be aware of students' problems, and adopt an approach which is friendly and supportive
- React to the behaviour and not the individual

- Be prepared to give students a fresh start – repair relationships
- Teach and model good behaviour and social skills
- Follow up and meet student and possibly parent
- Take ownership of classroom
- Avoid conflict by using de-escalation and deflection techniques.

Students will be taught to and so can be expected to:
- Recognise the need for a code of good behaviour and accept their role in ensuring they contribute to its implementation.
- Understand and accept the definitions of good and unacceptable behaviour.
- Make the right choices for their own behaviour and accept the consequences of their choices.
- Treat staff and each other with the respect and dignity they would expect for themselves.
- Have respect for the conditions required for others to learn successfully.
- Understand that the use of abusive language is completely unacceptable.
- Not use mobile phones in class or on the school premises between 8.30 and 3.10pm.

Parents/Carers are expected to co-operate to:
- Recognise and actively support the need for a code of good behaviour.
- Understand and accept the definitions of good and unacceptable behaviour.
- Support the school systems for celebrating success by showing pride in the achievements of their children.
- Support the school Behaviour Management Programme for dealing with those students who cannot conform to the code of behaviour.

Governors are expected to:
- Maintain the morale of staff and students by recognising and praising their achievements
- Take steps to understand the nature of the behavioural problems which arise in the school.
- Facilitate Governor Panels for those students failing to conform to the school behaviour policy.
- Ensure, through liaison with the Headteacher and senior staff, that all staff implement the school's behaviour management protocol in a consistent and fair manner.
- Actively participate in reviews of the school behaviour management policy.

The Behaviour Management Hierarchy

The CLASSROOM TEACHER should develop classroom routines:
- Smile and model polite behaviour
- Greet students on arrival and enter in an orderly fashion to a formal start and stand behind chairs
- Keep to a seating plan
- Take a register
- Have lesson objectives on the board
- Homework should be written and the board for the pupils to copy into planners
- Have a formal end to lessons, dismiss row by row.
- Follow guidance for behaviour for learning

Strategies for dealing with such incidents include:
- Use the language of 'choice'
- Quiet individual intervention – be supportive and corrective
- Verbal warning and reprimand
- The rearrangement of seating in order to isolate the student from their peers
- Written comment in planner
- Use shadow timetable to send pupil to another room(Usually Curriculum Team Leader)
- Communicate with parents

- Record incidents on Sims
- Detaining at break or lunchtime. The maximum time should be fifteen minutes, and the occasion should be used constructively.
- After school detention. NB: After school detention requires 24 hours' notice.

Classroom Teachers should use an alternative (seek assistance) when:
- The behaviour of one or more students is seriously disrupting the work of others, or becoming a danger to other students.
- They feel threatened by a situation that they are unable to control.
- There is a health and safety risk that they are unable to deal with.

In many cases assistance could be sought from other members of the department, particularly the Curriculum Leader, for example:
- When it is necessary to isolate one (or possibly two) student who could work temporarily with another group.
- When there is a recurrent problem with a particular student, such as lack of equipment or failure to complete homework.
- It is important that departments have letters to send home when necessary.
- Subject reports should be utilised to monitor students, according to assessment policy.
- In some cases, but by prior arrangement with the Curriculum Leader, students who are causing a problem could be sent to PSB or Isolation Room.

FORM TUTORS should:
- Check equipment – pen, pencil, ruler, ideally each day, planner and uniform
- Be kept informed of referral incidents through the Sims system and monitor their tutees.
- Be kept informed about the behaviour of members of their form.
- Be informed about good and improved behaviour.
- Use the system of form tutor reports when appropriate.
- Contact parents at an early stage when a student's behaviour is giving cause for concern (also about hairstyles/facial piercings and uniform, and minor bullying/name calling).

Behavioural incidents should be referred to PUPIL PROGRESS CO-ORDINATORS when:

- A classroom teacher and the Curriculum Team Leader have not been successful in their efforts.
- A form tutor feels they need help and advice when dealing with a particular student.
- A severe case of bullying is reported by a student or a parent.

Behavioural incidents should be referred to a SENIOR MANAGER when:
- There is serious and continuous bullying.
- When all other forms or support and sanction have been tried, but with no success.
- When there is immediate physical danger to student and/or staff.
- When there is extreme or persistent rudeness to teachers.
- When a student will not leave a room.

Isolation Room
Incidents that are serious and require the pupil to be removed from timetabled lessons should be referred by the Curriculum Team Leader to the Senior Member of staff on duty in the Pupil Support Base.

Fights on Yard/Corridor/Class
- Dealt with by person who observes situation
- Referred to PSB and to gain outline on incident

- Decide on consequence with PPC/Senior Staff as to internal or fixed term exclusion
- Mediation using the Mentor Team
- Refer to Head or Deputies
- Contact parents to discuss the incident

Outside of school
- Pupils are expected to wear their uniform with pride
- Stand back and let others pass
- Do not shout
- Make sure that no one has to step out onto a road to get past you
- Be an ambassador for St Chad's and behave in a respectful manner at all times
- Respect your local community and environment
- Go home straight away

Confiscation
In the light of guidance given regards uniform and mobile phones confiscation is a sanction used to reinforce the school rules. Mobile phones will be kept in the school safe and returned at the end of the day. If the student is a persistent offender their phone will be confiscated and parents will be required to come into school to collect the phone from the school safe.

Other items that are banned from school;
- Cigarettes/e-cigarettes
- Matches
- Lighters
- Fireworks
- Knives
- Firearms
- Laser pens
- Chewing gum
- Fizzy drinks

Or any items which may be deemed to be a danger to other members of our school community.

Rewards

In September 2013 Vivo Miles was introduced. It is an award-winning rewards platform for schools, allowing teachers to award students electronic points called 'Vivos', redeemable online on a wide selection of rewards.

The scheme offers:

A single rewards system that is understood and valued by all students of all ages, and one which captures the silent majority of students who often go unnoticed.

Students save and spend Vivos on their choice of rewards (and develop their financial capability in the process).

A framework that actively supports a positive behaviour policy and in all its aspirations; including economic well-being.

A system that has proven its ability to increase student motivation, improve behaviour, attendance and achievement as well as encourage parental engagement.

The current reward categories match our expectations for behaviour for learning and are as follows;

Appearance
Attendance
Extra-Curricular
Extraordinary circumstances
General behaviour
Lesson contributions
Literacy
Monitoring
Outstanding contribution
PE Inter-House Competitions
Punctuality
Revision Classes
Tutor

REWARDS AND INCENTIVES ARE VERY POWERFUL AND INTENDED TO ENCOURAGE A CULTURE OF SUCCESS ACROSS THE CURRICULUM.

<u>Some examples are</u>
- Vivo Miles
- Verbal praise
- Quick notes
- Positive written comments in books
- Stickers
- Postcards home
- Telephone calls home
- Letters to parents
- Student of the Week/Class awards
- Certificates
- Positive comments in planners
- Gift vouchers
- Extra-curricular trips, including treat trips
- Choice on activity day (agreed criteria)
- Press coverage
- One-to-One positive discussion with Pupil Progress Coordinator
- Headteacher's Award
- Celebration Assembly – attainment, attendance and behaviour
- Year 11 Prom

<u>Dealing with Swearing</u>
It is important that we have a consistent approach to the use of bad language by students. However, consistency does not mean that we react in the same way to every incident.

Consistency does mean that we make it clear that swearing in the school, whether at the teacher or other students is completely unacceptable in all circumstances. The first response must be to ask the student to apologise. If this is done properly, and the teacher feels that the incident happened on the spur of the moment, and was not part of a pattern, then, this should be enough.

We need a different response for more serious incidents, where the student is acting very deliberately, and/or the incident is part of a pattern of behaviour. In this case we should still seek an apology. If this is forthcoming there may still be a case for referring the incident to the relevant Curriculum Team Leader/Pupil Progress Coordinator, so that someone else can talk to the student about their behaviour.

Parents should always be informed, and should be told the actual words used. The student must be required to negotiate their way back into the lesson by a genuine apology, and the rest of the group should be made aware that this has happened. If the student refuses to co-operate, or quickly re-offends the Pupil Progress Coordinator or SLT member will take appropriate further action.

Standards Protocol

Dealing with students failing to meet 'Standards', ie no equipment, planner, uniform, trainers, nail varnish, make up.

Form Tutor responsibility – to monitor, support and challenge students, ensuring standards are maintained.

- First time without equipment/uniform – reminder – record in planner
- Second time without equipment/uniform – Verbal Warning – Record on SIMs
- Third time without equipment/uniform – detention'. Record on SIMs
- If situation continues Form Tutor may contact parents to discuss/ask for support.
- If a student continues to fail to meet standards – PPC to meet with parents and discuss individual ways forward.

Exclusions

The Pastoral Support Base area will be used for behaviour modification as well as isolation. The senior member of staff on Pastoral Support Base will make an informed decision as to which sanction will be used. This will also be the place students will be kept where restorative justice or mediation will be used if necessary or helpful. If an internal exclusion in the Isolation Room is decided upon it can be for one to three days, e.g. persistent poor behaviour, bullying, swearing, fighting etc.

External Exclusions

Fixed term exclusions can be up to 45 days in any one year. The guidance from Ofsted suggests 1-3 days is usually effective but it can be longer. SEN students should not be excluded "other than in exceptional circumstances". Equally only as a last resort should Children in Care be excluded. Students excluded from school must be provided with work while at home. Students excluded from school must receive suitable full time education from the sixth day of an exclusion. The recording of incidents is paramount.

Reintegration Interviews

These are for students excluded for a fixed period (to be held between the 1st and 15th day of return)
- To emphasise the importance of school and parents taking joint responsibility for behaviour.
- To discuss how behaviour can be addressed
- To explore issues affecting behaviour
- To reach agreement on future education and measures to prevent further misbehaviour
- To consider with parents a possible parenting contract if relevant.

Pastoral Support Plans are used alongside IBPs for those students whose behaviour is deteriorating rapidly and in danger of exclusion. A CAF may also be put in place with parental agreement. Parents will be offered the Triple P Parenting Programme where appropriate.

Permanent Exclusion (See LA National Standards reasons for exclusions)

Permanent exclusion is for a serious breach of discipline and can be a one off offence such as:
- Serious violence, threatened or actual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

If a decision is taken to permanently exclude, it will usually be the final step in dealing with disciplinary offences following the use of a wide range of strategies that have not been successful.

Monitoring
SLT will monitor through Curriculum Team Leaders and Pupil Progress Coordinators variations across cohorts of use of rewards and sanctions.

<u>**Language for Learning**</u>

At St Chad's we have five core values within which we live and work as a community.
- **Stewardship**
- **Respect**
- **Honourable purpose**
- **Cooperation**
- **Compassion**

Strategies for closing the learning gap.

The language of success: This means giving students the message that you have confidence in them and in their abilities. For example, saying to a student 'I know you can…..' is far more encouraging than saying 'I think you can ……'

The language of hope: Ban phrases such as 'I can't do this'. Instead, encourage students to adopt the attitude 'I can do it and I'll need some help'. Display phrases such as 'you can do it. What help do you need?

The language of possibility: Students often put limits on what they think is possible, believing that in some way a task or even a subject is beyond their capability. They may describe their supposed inabilities with phrases such as 'I'll never be any good at maths' or 'I always mess up science experiments'. Unsurprisingly, their belief affects their motivation and their commitment to learning. By careful choice of language, teachers can create a climate of greater possibility, which will influence students' views of themselves.

<u>**Support your words**</u>

The following strategies can also help create a better climate for learning.
Smile often. It promotes confidence.
Use open and welcoming body language
Although you cannot speak to every student individually every lesson, over time try to notice and say something positive about each of them.

Make eye contact with students, especially as they are answering questions.
Use polite language to model the tone of responses you expect.
Use names frequently in affirmative ways, for example 'Tom gave two of the really important points in that answer and backed each one up with an example'. Avoid pointing.
Try to keep your voice pitched low and avoid shouting.
Try to use praise, frequently but not indiscriminately. Reward progress towards and achievements of targets. Students will value the praise if it is clear that it is deserved because of their efforts or achievements. Students in challenging classes tend to respond more positively to praise given directly to them if work is also acknowledged more publicly.
Encourage students to be supportive of each other, to listen and respond with respect, for example by using structures such as 'I agree with Tom that….. however, I think that………'.

Avoid putting students on the spot. Use strategies to ensure students feel 'safe' to answer – for example, extending wait time (try to count eight before expecting an answer); using 'think, pair, share'; prefacing challenging questions with 'This is a really difficult question so I'm going to ask several people and then we'll try to construct a best answer together'.

Behaviour Management Strategies

Teacher techniques	Details
Choice	Gives students some control over a situation, which is less likely to initiate point-blank refusal. Examples include: 'I want you to get on with your work or (consequence), it's your choice'. 'Are you choosing not to follow our rules on …………… ? or 'Sit over here or next to Peter (implicit choice).
Take-up time	Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow students time to comply. Examples include: 'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any'.
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: 'Yes, you may have been talking about your work but I would like you to.. …….' 'Yes, it may not seem fair but………'
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, 'When you have finished your work, then you can go out' than 'No, you cannot go out because you have not finished your work'.
Privately understood signals	Draws the class together and builds in sharing times. Examples include: Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the 'target' student but praise the nearby student. If target students change their behaviour, praise them. Examples include: The teacher may say to nearby student: 'Well done. You have remembered to put your hand up to answer a question'.
Redirect behaviour	Reminds the students what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: 'Okay, Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'

Consequences and sanctions	Needs to be in line with school protocol and be implemented clearly and consistently. Examples include: 'Remember the school rule, Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all'.
Deferred consequences	Deals later with a student who is misbehaving and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: 'I'd like to sort this out, Amy, but we can't do it now. I will talk with you at 10:30'.