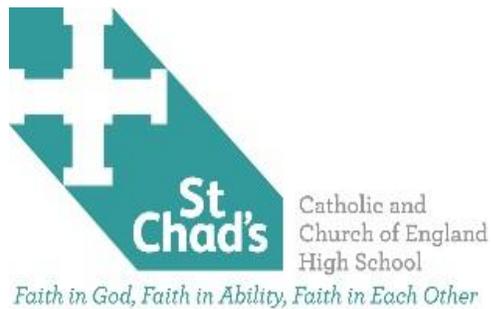


BEHAVIOUR POLICY

St Chad's Catholic and Church of England High School



Approved by:	Curriculum Committee	Date: [Date]
Last reviewed on:	Spring 2018	
Next review due by:	Statement 4 years – Spring 2022 Objectives Annually – Spring 2019	
Approval:	Curriculum Committee	

Behaviour Management Policy

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

This policy is based on the school's Christian values and 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 fully inclusive, faith centred, welcoming Christian community guided by the example of Jesus Christ.

We work together in order to nurture, value, and support all members of our school family.

We promote loving, respectful relationships, lasting friendships filled with laughter and a secure learning environment for all staff and students.

Together we will seek to realise our potential with pride, ambition and positivity.

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 Policy

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 Policy
- 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 good behaviour and accept their role in ensuring they positively contribute to the school community.
- 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.

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's Behaviour Policy processes for dealing with those students who cannot conform to school rules.

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 policy in a consistent and fair manner.
- Actively participate in reviews of the school behaviour management policy.

Rewards

As part of our rewards system we have Vivo miles which 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.

Vivos will be rewarded for:

- Attendance (100% awarded termly)
- Punctuality (Automatically awarded)
- Outstanding effort
- Lessons (Outstanding classwork/homework/contribution)
- Outstanding contribution to school life
- Intervention (Attendance at revision sessions)
- Extra-curricular (attendance at extra-curricular clubs, representing the school)
- Tutor (Demonstrating school values/helping others/participating in tutor activities)
- PE Inter House competition

St Chad’s Classroom Expectations

- Aspire to aim high and achieve
- Arrive on time with the correct equipment, including planner and homework
- Follow the teacher’s instructions first time
- Listen to the teacher and to each other respectfully
- Respect your learning environment

St Chad’s Classroom Sanctions

- Warning from teacher and teacher takes planner
- Note in planner and move seat
- ½ hour detention with class teacher (written in planner)
- Removal to shadow timetable and 1hour detention with class teacher (written in planner)
- 1 hour CTL detention (recorded in department)/PPC informed by CTL

St Chad’s Classroom Routines

Start of the lesson

Pupils	Teachers
<ul style="list-style-type: none"> • Arrive on time and line up outside the classroom in an orderly manner, wearing your uniform correctly • Enter the classroom quietly and stand behind your chair • Put your equipment and planner on your desk • Sit down when invited by the teacher • Engage with the lesson 	<ul style="list-style-type: none"> • Welcome the class at the door and check uniform • Invite pupils into the classroom • Greet pupils and invite them to sit down according to the seating plan • Take the register • Prepare for Learning task ready to start the lesson • Record lates on the register and in pupil’s planner

End of the lesson

Pupils	Teachers
<ul style="list-style-type: none">• Write down homework if applicable• Pack equipment away and make sure your work space is tidy• Stand behind chairs in silence when instructed• Leave the room in an orderly manner when dismissed by your teacher	<ul style="list-style-type: none">• Write homework on the board if applicable• Give instructions to tidy up and pack away• Ask pupils to stand behind chairs• Check uniform• Dismiss the class in an orderly manner by rows or tables

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 rewards and 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 the SENIOR PPC by the CTL/PPC when:

- There is serious and continuous bullying.
- When all other forms of 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. (SLT on call to remove the student)

Confiscation

In the light of guidance given regarding mobile phones confiscation is a sanction used to reinforce the school rules. Mobile phones that are confiscated by staff are 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. School have the right to request to see the content of mobile phone data if it is a matter of safeguarding or pertinent to an investigation.

Items 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 a pupil or other members of our school community.

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

On Call Procedure

SLT and Senior PPCs are On Call on an hourly rota throughout the day to deal with incidents that require a pupil to be removed from the lesson if the curriculum department has exhausted their behaviour management strategies.

For example;

- Quality first teaching including seating plans, redirected behaviour, removal of credits and comments in the planner.
- Refer to CTL to consider shadow timetable or isolation with CTL, if the situation cannot be resolved and complete the Pupil Incident form. Pupil Incident form to be emailed/sent to E Hethrington to be recorded on the Sims. E Hethrington to email SPPC and PPCs to make them aware of incidents.
- CTL to request On Call if the situation is escalated and cannot be resolved.
- SLT/SPPC to remove the student and consider with SH the appropriate course of action.

Exclusions

The Exclusion Room is located away from the main school building and a student will be referred to the exclusion room by the Senior Pupil Progress coordinator, SLT and the Deputy for Pastoral/Inclusion. If an internal exclusion in the Exclusion Room is decided upon the student will remain there until 4pm.

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 after an Individual Behaviour Plan has not been successful 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

Permanent exclusion is for a serious breach of discipline and can be a one off offence such as:

- Serious violence, threatened or actual
- Persistently undermining school rules.

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.

The head teacher has the final decision for permanent exclusions and follows DFE guidance in accordance with the law.