CHS South

Behaviour Policy

Ref: S004

Contents:

Document Control	
Title	S004 Behaviour Policy
Date	September 2018
Supersedes	N/A
Amendments	Developed from the associated Chorlton High School policy document
Related Policies/Guidance	• B006 Health and Safety Policy • S007 Anti-Bullying Policy • C018 Teaching and Learning Policy • C016b SEND Policy • S020 Transition Policy • S003 Attendance Policy • S010 Exclusion Policy • S017 Safeguarding Policy • S013 The Home-School Agreement • S008 Drug Education & Incidents Policy • S009 Equality Policy • S014 Homophobic Policy • S011 Physical Restraint Policy
Review	2 year
Author	C. Harris/D. Prophet
Date consultation completed	N/A
Date adopted by Trust Board	1st September 2018

Prospere Learning Trust *(Previously CHS Learning Trust and Piper Hill Learning Trust)* is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prospere Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:
- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1   <u>Introduction</u>
1.1 The Governing Body and staff of CHS South seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

2   <u>Aims</u>
2.1 To create an environment which encourages and reinforces good behaviour.
2.2 To promote self-discipline and positive relationships.
2.3 To ensure that the school's expectations and strategies are embedded in our school ethos.
2.4 To encourage the involvement of both home and school in the implementation of this policy.
2.5 This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
2.6 In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3   <u>Code of Conduct</u>
3.1 At Chorlton High School we expect all students to:
- Be ready
- Be respectful
- Be safe

3.2 We expect all pupils to take responsibility for their own behaviour and ensure that any incidents of disruption, bullying and any form of harassment are reported.

4   Roles & Responsibilities

4.1 The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

4.2 All members of our school community contribute to maintaining and developing a shared understanding of our ethos as follows:

Governors

- The Governing body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- They will ensure that it is communicated to pupils and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Governors will support the school in maintaining high standards of behaviour.

Head Teacher and Senior Leadership Team

- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will to form a key component of staff induction
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents
- Continual Professional Development is provided when staff needs are identified

All Staff

- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all pupils act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are understood and consistently and fairly applied.
- Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

- All staff are responsible for ensuring that there is no differential application of the policy on any grounds, particularly gender, race, sexual orientation, ability and disability.
- All staff have a duty to ensure that the concerns of pupils are listened to and appropriately addressed
- All staff have a duty to provide access to timely support for students appropriate to the staff member's role and responsibilities.

Parents and Carers

- All parents and carers are required to work in partnership with the school in maintaining high standards of behaviour.
- They have the opportunity to raise with the school any issues arising from the operation of the policy.
- The school will investigate all concerns raised regarding the behaviour of others in our school community. Where malicious accusations against members of our school community have been made, appropriate sanctions will be put into place.

5 The Curriculum, Classroom Management & Learning

5.1 The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

5.2 It follows that lessons should have clear objectives, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

5.3 Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

5.4 Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

5.5 Where staff are finding recurring issues with certain students or classes we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this. Curriculum Leaders, Heads of Year and SLT should be the first point of contact.

6 Rewards

6.1 Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the

maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.
- Obtaining points for outstanding conduct, good work and academic achievement
- Badges awarded to evidence contributions to school life
- Collective or individual praise in assemblies, in the school newsletter or via display around the school celebrating student success.
- Gaining certificates to celebrate specific academic and pastoral achievements
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards and letters
- Invitation to special events which reward high standards, including behaviour.

7   Sanctions

7.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible. The use of sanctions should be characterised by two features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishments.

7.2 Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges.
- Detention (break time or after school)
- Referral to Form Tutor, Head of Department, Head of Year, Assistant Headteacher, Deputy Head or Headteacher depending on the nature and severity of the misbehaviour.
- Letter to parents/carers.
- Meeting with parents/carers.
- Placing on a Daily Behaviour Report System.
- Referral to the school's Inclusion Centre.
- Referral to Governor's Behaviour Panel
- Referral to Alternative Provision
- Exclusion from school (Headteacher's decision only).

7.3 Parental consent is not required for detentions but it is recommended that communication with home is made by the school before a detention takes place. This may be in the form of a telephone conversation, text message or a detention slip for students to take home for signing. Staff should not issue a detention where they know that doing so would compromise a child's safety or when the pupils has known caring responsibilities which mean that the detention is unreasonable.

7.4 Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the school's safeguarding policy.

7.5 All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around school and in lessons. (See Appendix 1)

8   On Call

8.1 Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the schools consequence system; our 'on call' provision will be contacted. When the 'on call' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson then the student may be isolated for the remainder of that lesson. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS and an appropriate sanction is put in place and communicated to the student and their parents/carers. A central record is kept in school and overseen by the Head of Year. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

9   Communication with Parent(s)/Carer(s)

9.1 The school gives high priority to clear internal communication and to a positive partnership with parents and guardians since these are crucial in promoting and maintaining high standards of behaviour.

9.2 Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form teacher who has the initial responsibility for the student's welfare.

10   Beyond the school gates

10.1   Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006). Examples include:

- Students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a pupil at the school
- Students who misbehave during an out of hours event, Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of a school programme
- Students who misbehave whilst representing the school in an event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

11   Monitoring, Evaluation and Review

11.1   Behavioural and Reward data will be regularly monitored by the Head of Year to analyse how the school can further to promote a positive, caring environment.

11.2   All aspects of the schools Behaviour policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

Appendix 1: Managing Classroom Behaviour – A Staged Approach

If we are to successfully manage the behaviour of students in our school and allow a focused approach to learning then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

C1-C3: Class Teacher

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
- Late to lesson (3+ minutes) - Lack of equipment - Eating, chewing, drinking in class - Failure to remove coat in class - Being noisy / talking - Failure to follow instructions - Being uncooperative - Interrupting a teacher / shouting out - Time wasting / avoiding work - Using inappropriate language - Getting out of seat and walking around - Failure to complete classwork, homework, CA's etc. - Writing graffiti in exercise books or on desks	- Reminder of expectations - Reprimand or warning - Move student within class - Speak with student outside of lesson - Immediate positive praise for cooperation / good work / good behaviour (Positive correction) - Negotiation of apology - If the behaviour persists then a more formal approach should be taken - C1 Formal verbal warning (name on board). Again a variety of strategies can be used to modify behaviour at the point - C2 Final verbal warning (name on board). Again a variety of strategies can be used to modify behaviour - C3 staff sanction (name on board) E.g. 10 min detention or phone call to parents/carers - If further support is needed the class teacher should refer the student to the Curriculum Leader

C1-C3: Form Teacher

Examples of behaviour which should be corrected by the form teacher	Strategies available to the form teacher to assist with behaviour management
- Late to school - Lack of equipment - Lack of uniform - Eating, chewing, drinking in class - Failure to remove coat in class - Being noisy / talking - Failure to follow instructions - Being uncooperative - Interrupting a teacher / shouting out - Time wasting / avoiding work - Using inappropriate language / swearing - Getting out of seat and walking around - Failure to complete class work, homework, CAs etc. - Writing graffiti in exercise books or on desks	- Reminder of expectations - Reprimand or warning - Move student within class - Speak with student outside of lesson - Immediate positive praise for cooperation / good work / good behaviour (Positive correction) - Negotiation of apology - If the behaviour persists then a more formal approach should be taken - C1 Formal verbal warning (name on board). Again a variety of strategies can be used to modify behaviour at the point - C2 Final verbal warning (name on board). Again a variety of strategies can be used to modify behaviour - C3 staff sanction (name on board) E.g. 10 min detention or phone call to parents/carers - Place student on Level 1 form tutor report - If further support is needed the class teacher should refer the student to the Head of Year.

C4: Curriculum Leader

The Curriculum Leader is in a position to use their experience and skills to deal effectively within students and uphold the behaviour standards of the Curriculum area.

Examples of behaviour which should be corrected by the Curriculum Leader	Strategies available to the Curriculum Leader to assist with behaviour management
- Persistent unacceptable behaviour in subject lessons - Disrupting the education of other students - Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention) - Verbal abuse of subject teacher - Fight / disturbance between students - Failure to complete subject teacher detention	- Student placed in their lesson - Student placed with another member of the subject team - Discussion with student at an appropriate moment - Negotiation of apology - Phone call home - Letter home - Meeting with parent 30min CL detention - Place student on departmental report - Refer to HOY/SLT (immediate if necessary)

C4: Head of Year

The Head of Year is in a position to use their skills and experience to deal with the most regular and persistent offenders.

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Year to assist with behaviour management
• Persistant defiance of the behaviour policy • Persistent bullying • Persistent defiance of the uniform code • Unacceptable verbal abuse of another student (including racist remarks) • Unacceptable verbal abuse of staff (including racist remarks) • Disagreement / Fight between students • Unprovoked assault on another student • Unacceptable behaviour to/from school • Failure to comply with sanctions/strategy laid down by CL	• Student isolated with HoY • Discussion with student at an appropriate moment • Negotiation of apology • Confiscation of non-uniform items & inappropriate items • Refer to internal / external support agencies • Student referred to Inclusion Centre • Referral to Governors Behaviour Panel • Phone call home • Letter home • Meeting with parent • 30min HoY detention • Place student on Level 2 HoY report • Refer to SLT (immediate if necessary)

C5: Senior Management Team

Examples of behaviour which should be corrected by SLT	Strategies available to SLT

• Assault on a member of staff
• Serious verbal abuse of staff / student
• Serious aggression fight / assault on another student
• Possession of prohibited items
  • weapons
  • alcohol
  • illegal drugs
  • stolen goods
  • tobacco products
  • pornographic images
  • fireworks
  • anything that has been, or is likely to be, used to cause injury or commit an offence
  • anything banned in the school rules
• Failure to follow CL / HoY instruction
• Disruption of CL / HoY lesson
	• Discussion with student
	• Negotiation of apology
	• Pupil search
	• Confiscation
	• Phone call home
	• Letter home
	• Meeting with parent
	• 1 hr SLT detention
	• Placed on Level 3 report to SLT
	• Student referred to Inclusion Room
	• Referral to Headteacher for fixed term external exclusion
	• Refer to internal / external support agencies

C6 Inclusion Room: Assistant Headteacher

The Assistant Headteacher for the year group will make a decision as to whether a student should be placed in the school inclusion room. This decision will be based on evidence collected during the investigation process.

If the Assistant Headteacher feels an external exclusion should take place this will be recommended to the Headteacher as a C6.

C6: Headteacher / Governors Discipline Committee

In making a decision to exclude a student either for a Fixed Term period or permanently, the Headteacher must have full regard for the DfE exclusion guidance.

The Head and members of the school Disciplinary Committee are expected to acquaint themselves fully of their duties under the relevant DfE guidance.

Where a student is persistently breeching the behaviour policy appropriate internal and external support should be investigated and applied as appropriate prior to permanent exclusion.