



CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

MANAGEMENT POLICY

Behaviour

Introduction

The community of Cheslyn Hay Sport and Community High School values good manners, honesty, respect, self-discipline, fairness, care and consideration for all. We reject rudeness, bullying, selfishness, irresponsibility, cruelty, dishonesty and a lack of respect for people and property. We believe that all teachers have the right to teach and all Students have the right to learn as this allows us all to realise our full potential. We believe that all have a responsibility to ensure that their own behaviour does not stop others from teaching and learning so we regard as serious any behaviour that damages that right to teach and learn.

The governing body is required to make and review a written statement of principles to guide the Headteacher in determining measures for promoting positive behaviour. This policy describes how the school seeks to implement the governors' statement of principles. It is important that this policy is read in conjunction with the following other policies: Inclusion; Special Educational Needs; Anti-Bullying; Safeguarding; Attendance; and Equal Opportunities.

Governors' Statement

The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour and discipline through the school's Code of Conduct
- promoting self-esteem
- ensuring fairness of treatment for all
- encouraging consistency of response to both negative and positive behaviour
- promoting early intervention
- providing a safe environment, free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures
- supporting the provision of well planned and executed teaching with appropriate assessment of learning

Climate for Learning

The school recognises that positive behaviour is best promoted when certain features are present. The first of these is when the quality of teaching is of a high standard. A positive attitude towards learning is more likely to occur when lessons are well planned and delivered, work is assessed effectively and good working relationships exist within the class. The second key feature is the importance of consistency demonstrated by all staff regarding the school's Code of Conduct, the use of rewards and sanctions and the respect that is demonstrated by all to all. Detailed procedures for all staff are outlined in the staff guide 'Every Lesson Counts' (September 2014). (See appendix C)

Code of Conduct

The school's Code of Conduct (see Appendix A) is designed to promote positive behaviour and applies to all members of the school community. Initially drawn up after consultation with staff, Students and parents, it is reviewed regularly involving all key groups and is promoted through assemblies, learning journals and notice boards as well as on a day-to-day basis.

Classroom Conduct

To help promote the Code of Conduct, the Classroom Conduct poster (see end of policy) should be displayed in each teaching space. It is the responsibility of the Heads of Department to ensure that this is the case.

Rewards

The school promotes good behaviour and encourages improved behaviour through a system of recognition and reward. It has established a climate where praise and encouragement outweigh the frequency of punishment and admonition. The school also recognises how important it is to target positive recognition and rewards towards Students who have been associated with poor behaviour in the past. This is especially true when these Students exhibit improved behaviour. Typical rewards used include:

- verbal praise and encouragement
- Cheslyn Hay Incentive Points

- written praise in organisers and books
- post cards home reporting excellent effort/behaviour grades and reporting improved effort/behaviour grades
- reward trips
- good work displayed
- notice boards publicising attitude, achievement and good/improved attendance
- certificates and verbal praise in assembly
- school newsletter
- Reward Assemblies each half term
- local press involvement for significant contribution to school/community life
- certificates of achievement in presentation evening
- P.E. colours
- subject awards

Sanctions within the classroom

Wherever possible students should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, individual staff may use the sanctions of reprimands or detentions. Whole class detention should be avoided.

To ensure the consistency of approach that is essential to the successful implementation of this policy, teachers and cover supervisors are able to exercise their professional judgement when using sanctions within an agreed framework (see Appendix B). In the first instance, all teachers and cover supervisors must deal with disciplinary issues that arise whether in their teaching base or around the campus. When teaching, the typical course of action is:

- Verbal warning
- Name on board and in-class isolation if possible. Move seats
- 5 minute cool-off (maximum) out the class and warning of a behaviour point
- Issuing of sanction (eg in-school or after-school detention), note in organiser for parent and log a behaviour point on SIMS
- Contact home. (Please check with tutor first)
- Removal to another room under the supervision of a colleague but collected at the end of the lesson
- Referral to Head of Department if misbehaviour is ongoing

Detentions

To ensure consistency after-school detentions set by tutors, subject teachers and cover supervisors are for a maximum of 30 minutes. Date and venue to be arranged at the convenience of the staff member. All after-school detentions require parents being given at least twenty-four hours' notice using the standard letter that is available from the school office.

Behaviour Points

Staff should issue a behaviour point when normal 'behaviour for learning' techniques are having little effect on a student or their failure to follow the schools code of conduct mean they are becoming a barrier to the learning of others. They are not a punishment in themselves nor should every minor incident be reported. Behaviour points should be recorded on SIMs and professional judgement should be used to determine any further sanction.

Behaviour point logs are a very important means of ensuring effective communication and for gauging when a student is at risk. When a teacher or cover supervisor issues a behaviour point, it is essential that he or she also imposes their own sanction in keeping with the agreed framework. As well as logging the point, a note should also be put in the student's organiser to for the benefit of the parents. Tutors can monitor behaviour points using SIMs. Typically, concerns should generate the following actions:

- 5 = Verbal warning from tutor.
- 10 = Tutor detention.
- 15 = Purple report.
- 20 = HOY detention.
- 25 = Yellow report.
- 30 = SLT detention, meeting with DWI/SMA and warning given.
- 35 = Red report
- Failing red report/further issues = Meeting with NCK and possible referral to the CHIP.

Incident forms and Red Alert

Heads of Department, Heads of Year and SLT members will support any member of staff who is unsure of certain sanction procedures or if an incident is so serious that it warrants their involvement. An incident form should be completed and given to the appropriate HOY. Examples of what constitutes such an incident include:

- bullying
- persistent failure to follow the Code of Conduct
- persistent failure to attend detention
- verbal abuse
- theft
- vandalism
- racist, homophobic or sexual harassment.

In the event of a serious incident, staff members should follow the Incident Form procedure and refer to Head of Department or Head of Year. However, a Red Alert phone call should be made to the reception if the incident is extreme enough for immediate SLT response and all other procedures have been used. Examples could include:

- a serious health and safety issue
- aggressive confrontational behaviour
- abusive language directed at staff
- physical assault
- absolute refusal to follow instructions, from more than one member of staff
- if, having followed all other procedures, it is still impossible for the lesson to continue

The member of staff issuing the Red Alert should log it on SIMs and complete an Incident Form to ensure appropriate follow up.

Serious breaches of school discipline

It is not possible to define every situation under the title of 'serious breaches of school discipline' but the most likely ones are as follows:

- Suspicion of being involved in some activity likely to bring harm to herself/himself or members of the school and community, including serious or persistent bullying
- Suspicion of supplying alcohol, being in possession of alcohol or being under the influence of alcohol.
- Suspicion of theft.
- Suspicion of supplying drugs, being in possession of drugs or being under the influence of drugs.
- Sexual misbehaviour – sexual intercourse or actions that could be construed to be leading to sexual intercourse between students of the opposite sex or the same sex.
- Suspicion of possession of any weapon or instrument which could be used to hurt
- Suspicion of the abuse of solvents.
- Alleged physical violence towards another student or a teacher.

N.B. See Child Protection Procedures.

A serious breach of school discipline is an offence which might warrant suspension of fixed term or permanent exclusion. The school reserves the right to take disciplinary action against registered students for incidents that occur away from the school site, when the student is on school business. The Headteacher will apply the full range of sanctions (including exclusion) to those who contravene the rules, taking into account the age of the students involved and the degree to which the school rules have been broken.

Investigation Procedure

The following procedures are for guidance and should be followed if a serious disciplinary offence is thought to have taken place. However, they may be altered if circumstances require, for example, if specific staff are unavailable or if the matter requires expeditious action.

- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.

- Any investigation should be conducted away from gaze and in as much privacy as possible within a working school.
- When a student is interviewed they should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again. Careful notes should be kept during all interviews.
- Individual written statements should be made. Students writing statements should do so on their own and should be supervised. After the statement has been written, students may be asked to clarify particular issues in their statements but no undue pressure should be placed upon students writing statements.
- In their conversations with the parents, staff should warn parents if exclusion is a possibility and make it clear to parents that the matter is being investigated.
- It may be necessary to search the belongings of the student. Students will be asked for their consent before this is done. If consent is refused the parent should be contacted and asked to attend school and facilitate a search. The student will be asked to say why she/he has refused. The school will be entitled to draw inferences from her or his response and general demeanour. The school reserves the right to conduct a search even where consent is not given where there are reasonable grounds for suspecting a child has a prohibited item, including knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and fireworks. Where a search is conducted without consent the Headteacher will follow the recommendations of the **'Searching, screening and confiscation'** DfE briefing paper, February 2014.

Lead SLT member: DWI

Date of next review: summer term 2016

Reference: Behaviour policy SMA 04.15



CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

Appendix A

Code of Conduct

Values and Standards (for all members of the school community)

- We value good manners, honesty, respect, self-discipline, fairness, care and consideration for all.
- We reject rudeness, bullying, selfishness, irresponsibility, cruelty, dishonesty and a lack of respect for people and property.
- Teachers have the right to teach and all Students have the right to learn. This allows us all to realise our full potential. We regard as serious any behaviour that damages that right to learn.
- Each Student has a responsibility to ensure that their own behaviour does not stop others from learning.

Classroom expectations (these are designed to help you learn)

You should:

- Arrive at lessons punctually and with all necessary equipment.
- Line up outside the class and enter quietly when given permission to do so. The teacher may decide on your seating arrangements.
- Be aware of and follow each department's safety rules.
- Follow all staff instructions.
- Complete classwork and homework to the best of your ability and enter homework into your organiser.
- Participate when you feel you can and always listen to the contribution of others.
- Never stop others from learning.

Expectations around the school and our local community (These are designed to create a safe, secure and pleasant environment)

You should:

- Treat all members of the school and public with consideration and courtesy. The school (staff and Students) particularly rejects any behaviour that could be regarded as bullying or intimidation.
- Whilst in the building, walk on the left in corridors and refrain from shouting, abusive language and unwanted physical contact.
- Use the litter bins provided.
- Always follow the instructions from all duty staff.
- Never bring items that could be regarded as dangerous or threatening. Eg. Lighters, penknives or replica guns.

CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

Appendix B

Sanctions Framework for Year 7 to 11

Teachers have access to a wide range of sanctions when Students fail to follow the school Code of Conduct. These include:

Sanction	Subject Teacher **	Form Tutor	Subject Leader	Year Head	Assistant Head	Deputy Head	Head
Reprimand	#	#	#	#	#	#	#
Cooling off 5' mins max	#	#	#	#	#	#	#
Note in Organiser	#	#	#	#	#	#	#
In school detention	#	#	#	#	#	#	#
Community service	#	#	#	#	#	#	#
Subject report			#		#	#	#
Subject isolation week max			#		#	#	#
After school detention	#*	#	#*	#	#	#	#
Contact Parents	# *	#	# *	# *	# *	# *	# *
Daily report		#		#	#	#	#
HOY isolation 1 day max				#	#	#	#
Request parents' attendance		#	# *	# *	# *	# *	# *
SLT isolation 2 days' max					#	#	#
Fixed term exclusion							#
Permanent Exclusion							#

* *Staff are asked to liaise with the student's Form Tutor when issuing these sanctions.*

** *Includes Cover Supervisors.*



Every Lesson Counts

Outstanding Behaviour leads to Outstanding Learning

Staff Guide

September 2014

Tutors

Priorities

- *Students are on time, every morning*
- *Students are in full uniform*
- *Students have their learning journal*

What to do when they haven't got their journal?

Students should be given a **blue temporary journal** to use for the day. **Tutors to log the lack of no journal on SIMS.** If ongoing for more than 5 days or 3 occasions in a term then a detention will be given by the tutor. If the issue is not resolved refer to the Head of Year. Parents are then to be informed and student is placed on HOY detention.

What to do when they haven't got full uniform and no note from their parents?

Day 1	Student grounded break and lunchtime until uniform is sorted or a note received
Day 3	Tutor logs as a 'behaviour point' on SIMS. Tutor to phone home to check.
Day 4	Referral to HOY.

What to do when they haven't got full uniform and have a note from their parents?

Sign and date the note and add a note in their journal if the note is on a separate piece of paper.

A note excusing uniform should only cover a short period of time – **no more than a week**. After that time please make contact with the parent. If money is a problem for families we can help with the cost of uniform and this is an offer we can make. If the note suggests there is not a legitimate reason for no uniform or it is an ongoing issue please refer immediately to Head of Year.

Please note that at the end of the year parents may be reluctant to purchase new items (blazers and shoes) so refer to Head of Year as required.

What to do when they are late?

Students need to pay back the minutes they are late to registration with tutors, anything after 8.50am.

If there was an issue with the buses the office will email staff as soon as they are aware of it. However, we know that often the lates are children from Cheslyn Hay who walk to school or children who do not go to tutor rooms once they have arrived.

If lateness is a persistent issue or they consistently miss registration tutor or assembly log as a 'behaviour point' on SIMS and refer to HOY for a lunchtime detention. SLT may pick up students period 4 for the detention but students should be informed and go to G10 at the start of lunch.

Student placed on purple attendance report. If the purple report does not bring about an improvement, referral to HOY.

What to do when they are wearing non-uniform items or inappropriate accessories/make-up?

Non-uniform items should be removed before entering the classroom. If students persist in wearing non-uniform items the items should be confiscated. Small items such as jewellery should be taken to reception and the brown confiscation envelopes used.

If a student arrives to tutor with an extreme hairstyle, including unnatural colours they need to be referred immediately to their Head of Year. Students will be isolated for one day then grounded, break and lunch, until the issue is resolved. Students in Key Stage 3 should not be wearing make-up, including nail varnish/acrylic nails. The pastoral team are developing a consistent approach to this, but typically, in the first instance a warning, followed by tutor detention, then contact home. If the issue is not resolved refer to the Head of Year and student is placed on HOY detention.

All staff

When to use Sims “behaviour points”

These should not be used as a punishment or for every minor incident. It should be used for persistent issues or more serious ones, after a classroom sanction such as a detention, referred to Head of Department or removed to another class. A note must be made in the student’s journal too so parents are informed of the issue.

Consequences of Sims “behaviour points”

- 5 = Verbal warning from tutor.
- 10 = Tutor detention.
- 15 = Purple report.
- 20 = HOY detention.
- 25 = Yellow report.
- 30 = SLT detention, meeting with DWI/SMA and warning given.
- 35 = Red report .
- Failing red report/further issues = Meeting with NCK and possible referral to the CHIP.

Remember we’re just right clicking to add a behaviour point. If you want the tutor and parent to know more detail, you will need to put this in the student’s journal. ALL concerns logged on SIMS must be recorded as ‘RESOLVED’.

When to use an Incident Form

An incident form should be used:

- If the issue is persistent with no improvement over several lessons
- For a one off serious incident e.g.
 - verbal abuse
 - vandalism
 - bullying
 - inappropriate language
 - physical abuse
- After a red alert has been called
- If a serious incident has occurred at break or lunchtime
- If the student persistently fails to attend detentions

Incident form should go to the Head of Department (if the incident occurred in a lesson) or the Head of Year (if the incident occurred elsewhere). HOD/HOY should refer more serious incidents to SLT. An incident form will typically result in an after school detention and/or isolation. Students, who have more than three incident forms in a short period of time should be referred to DWI/SMA.

When to use Red Alert

Red Alert is one of the most serious sanctions we have and should only be used when **all other procedures** have been used or the incident is so **extreme** that an **immediate SLT response** is needed for e.g.

- There is a serious health and safety issue
- Aggressive confrontational behaviour
- Abusive language towards staff
- Physical assault
- Absolute refusal to follow instructions, from more than one member of staff
- Impossible for the lesson to continue, having used all other procedures

A Red Alert should be **logged on Sims immediately** and then **an incident form must** be completed and given to the appropriate HOY. HOY to refer students who receive numerous red alerts to DWI/SMA.

When to use AWOL email

If a student has walked away from your lesson or you suspect that they are truanting as they have a mark for the previous period please send an email to reception marked "AWOL". All you need to put is the students name and whether it is suspected truancy or they have walked away.

When to use isolation

Isolation will be used by SLT when there has been a very serious incident, either as a punishment or a place to put students when there is an investigation going on. Students may also be placed in isolation for failing their red report or having extreme hairstyles. Students in isolation will be there for break and lunch, having their lunch at the end of period 4. Students will not be sent to collect work but you may be asked by a member of staff for work for them.

Departments will be asked to provide a folder of work suitable for KS3 and KS4.

Detentions

- Departments should run their own department detention rota
- Tutors should run short detentions for immediate impact on the key issues
- Head of Year detentions are run on a Tuesday after school for 45 minutes
- SLT detentions are for extremely serious issues and are run on a Thursday after school for 1 hour

Behaviour for Learning

Things we all know – What you say and do is important in determining outcomes

Please find below some key points to support all staff and to ensure that we have consistency, through out the school. Remember that low level disruption is a habit and a culture that has paid well for some students so we need to change that habits and pattern and the pay back to change the culture.

Planning

Students will disrupt is they think they can't succeed – better to be bad than stupid BUT students will disrupt if there is no challenge in the lesson therefore:

Well planned lessons which support and challenge all students help to minimise classroom disruption because:

- All students are actively involved in learning throughout the lesson
- All students know how to improve and what "outstanding" work looks like
- Enjoyment and Enthusiasm pervades the lesson because teaching is exciting and interesting

Classroom Routines

1. Meet – Greet – Seat

- **Meet** – Line the students up (where possible), insist that coats are removed and uniform is correct before entering the class. Entry task / objectives may be on the board. Have a departmental policy for late comers
- **Greet** – Welcome the students

- **Seat** – Ask them to sit, when the class is silent. Seating plans, especially at Key Stage 3, are a good way of improving classroom management. Freedom to sit with their friends is a reward not a right!
 - **Equipment** – should be on the desk, especially Learning Journals - departmental policy for lack of equipment
2. **Silence is golden** – we all agreed that this is the bottom line. Students need to listen when the teacher is talking or when another student is talking. Students may also be expected to work in silence.
Suggestion to help staff insist on silence included:
- **Countdown** e.g. 30 seconds to finish, 20 seconds, 10 and 5,4,3,2,1 or by the time I finish this sentence I want pens down, no talking everyone looking this way I'm finishing in 5, 4, 3, 2, 1! Or "I'm looking for 100% concentration and silence – I have 60% - 70%, 80% - Jordan you're not with us yet 90% nearly there – well done!
 - **Waiting** – ask for silence and then wait – no shushing / just wait – arms folded, move around the classroom
 - **Minutes on the Board/Stopwatch for minutes lost** – if waiting is not working write 1 min/2min etc. This time could be then detention time but could be earned back
3. **Permission to leave the class** – only in exceptional circumstances, only one at a time and only with a written note in their journal.

Avoiding Confrontation is the best solution

We can do this best by:

- Moving slowly towards the issue and getting eye contact with the student
- Calmly and factually stating the behaviour and issue observed
- Stating that by choosing to behave like this they are choosing the consequences
- Positive encouragement – you know they can do it
- Move away to allow behaviour to change

Praise improvement

Having useful phrases such as:

- The instruction is and you need to follow that now
- I'm going to give you a minute to think about your response
- If you chose to do then you are choosing
- At the moment you are on your way to a If you want to avoid that you need to
- What you have chosen to do is becoming so serious it will have to be dealt with later
- This is a formal warning, if you continue to....there will be....if you want to avoid that, you need to...

Simple ones such as

The rule is

As soon as

I expect

I know you are able to

You need to

The school policy is.....

I can see that but/and

Remember

If students start to talk, argue, interrupt – follow the Behaviour For Learning poster.

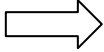
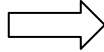
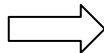
Try to be proactive rather than reactive

Establish a buddy system for a challenging class

Praise improvement and move on**Possible Sanctions**

- Warning/Name on board
- Move seats
- Reprimand
- Cooling off 5 mins max
- Note in Journal
- Contact home– please check first
- Break or Lunch detention
- Community service
- Tutor/Subject report
- Subject isolation week max
- After school detention
- Daily report
- Request parents' attendance – please check first

Behaviour for Learning

<p>If you are: Stopping the teacher teaching and students learning</p>		<p>Your teacher will warn you about your behaviour or attitude</p>
<p>If your poor behaviour continues</p>		<p>You will either be:</p> <ul style="list-style-type: none"> • moved seats • sent out • given a short detention
<p>If you still do not improve</p>		<p>You will either be:</p> <ul style="list-style-type: none"> • given a departmental detention • removed to another room <p>Your behaviour will be logged and a note put in your journal</p>
<p>If you still continue to fail to follow instructions</p>		<p>You will be referred to the Head of Department or Senior Leader</p>

RESPECT

The Right to Learn, The Right to Teach