

# 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 'Behaviour for Learning (September 2017). (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.(see consequence staircase and Behaviour for learning)

### 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 Behaviour for learning). 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 and name on the board
- LLD issued and recorded on sims (LLDs are in place to tackle low level behaviours which stop the learning of others but often do not lead to a full sanction. Each LLD has a 1 point value and will be monitored by HoYs.)
- If behaviour continues following an LLD and -class sanction is applied such as to move seats
- If the behaviour is not rectified then a Behaviour point is applied on Sims and a lunch-time detention is issued as the sanction
- If behaviour continues then the student will be asked to go outside the classroom or to another classroom known as a 'buddy room' identified by the member of staff. An incident form is completed by the staff involved and sent to the Head of Year
- Failure to follow these instructions will result in a Red Alert where the student will be removed by a member of the senior leadership team and may be placed in the isolation room (depending on the incident) An incident form is completed as to the nature of the red alert.

### **Detentions**

#### **Lunch-time detentions are now issued before an afterschool detention**

To ensure consistency after-school detentions set by tutors, subject teachers and cover supervisors are for a maximum of 1 hour. (Date and venue to be arranged at the convenience of the staff member in the case of lunch-time detentions). Department detentions operate on a Tuesday. Head of year detentions operate in a Wednesday. The senior leadership detention is on a Thursday and the Head teacher detention is on a Friday and is for a maximum of 2 hours. (See Appendix for the detention system). A lunch-time and lesson 5 grounding is given to students preceding the Thursday or Friday detention who deliberately fail to attend the Wednesday after school detention.

#### **Behaviour Points and Low level disruption points (LLDs)**

Staff should issue an LLD or 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.

Low level disruption points and 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:

**Low level disruption point sanctions** (LLDs) where a student has 5 LLDs they receive a Head of year detentions. Where these points escalate to 10 LLDs a Senior leader detention is given.

#### **Monitoring of Behaviour points**

- 5 = Verbal warning from tutor.(logged in the journal)
- 10 = Tutor detention.
- 15 = Purple report.
- 20 = HOY detention.
- 25 = Yellow report.
- 30 = SLT detention, meeting with DWI/LPO 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 Head teacher 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 Head teacher will follow the recommendations of the **'Searching, screening and confiscation' DfE briefing paper, January 2018.**

**Lead SLT member: LPO**

**Date of next review: summer term 2019**

**Reference: Behaviour policy SMA 04.15**

Under Review



## 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.



# Behaviour for Learning

*Staff Guide*

*September 2017*

## Sanctions in Lessons

The school sanctions should typically follow this pattern:



## When to issue a Low Level Disruption point (LLDs)

LLDs are in place to tackle low level behaviours which stop the learning of others but often do not lead to a full sanction.

Each LLD has a 1 point value and will be monitored by HoYs.

Talking/chatting unnecessarily

Shouting out without permission

Slow to start work/follow instructions

Using mobile devices inappropriately

Showing a lack of respect for others or staff

Not bringing the correct equipment

**5 LLDs = HoY detention, 10 = SLT detention. HoY will monitor for repeat offenders.**

## When to issue a Behaviour Point (BPs)

BPs should only be issued if there is:

A persistent low level issue after an LLD has been issued (issue BP instead of LLD)

A serious issue in the lesson

An on-going issue with lack of equipment, lateness etc.

Only ONE BP should be issued in a lesson and only if the teacher has given a sanction such as a detention, removal from the lesson. Detention must be an in-school detention, rather than after school.

Do not issue a LLD and a BP for the same student in the same lesson. If behaviour requires more than a LLD point only the BP should be logged.

Please only log an LLD Point OR a Behaviour Point on SIMS, at the end of the lesson by right clicking on the student's name on your register.

ALL concerns logged on SIMS must be recorded as 'RESOLVED'



If you consider that the behaviour requires more than a BP then an **Incident Form must** be completed.

### When to use an Incident Form

An Incident Form should be used when the incident is **sufficiently serious** that it cannot be resolved by you or your head of department or if you consider that the behaviour requires more than one point. Please remember you **MUST** fill in an Incident Form to enable us to track the student's behaviour.

- 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

Any issues related to discriminatory issues such as homophobic or racist comments/attitude or concerns around the PREVENT agenda **MUST BE logged on an incident form**

The Incident Form should go to the HOY, who should refer more serious incidents to SLT. An incident form will typically result in an after-school detention and/or isolation.

### 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** by the member of staff calling red alert and then an **Incident Form** should be completed and given to the appropriate HOY.

- Reception will send an electronic incident form to the member of staff concerned, copying Head of Year and Sharon Saunders in, so they are immediately aware of the fact that there has been a Red Alert.
- HOY to refer students who receive numerous red alerts to DWI/LPO. The member of staff calling Red Alert should normally be informed of the sanctions the student has been given.

### Non-submission of Homework

All homework is set on Show My Homework. Teachers should record non-submission of homework using Show My Homework so that parents are aware immediately, instead of recording this on SIMS.

### Students on report

Students placed on purple (tutor), yellow (HOY) red (SLT) or blue (mentoring) reports should hand it to you at the beginning of each lesson.

Targets should be specific such as 'remain in your seat'; they should not be general such as 'behave in lesson'. Please grade their targets at the end of the lesson.

If a student is given a C or D for a target, please make a note of the reason, **give a BP** and record the **sanction** you have given on the back of the report as well as on Sims.

If there is a different issue (not covered by the targets) please comment on the back of the report and where necessary **complete an incident report. Staff monitoring reports will also issue sanctions.**

### Students on Behaviour or Attendance Contracts

If students are placed on a contract we will notify relevant teaching staff via email. The students will be given very simple targets to adhere to and these will be shared with staff. If students fail to meet the targets on their contract please email HOY, Learning Mentors, LPO or DWI as appropriate.

### When to use AWOL email/students out of lessons

For safeguarding reasons it is vital that the registers are taken **as soon as possible and** are accurate.

If a student is **absent from your lesson but they have a mark for the previous lesson** send an email to [awol@cheslynhay-high.staffs.sch.uk](mailto:awol@cheslynhay-high.staffs.sch.uk) subject - "AWOL".

This will also be passed on by Julie Marston to the Head of Year so that they can issue a HOY detention and take any further necessary action.

If a student leaves your lesson without permission, send an AWOL email but you **must** issue the student with a detention.

- ▶ If a student walks away during a serious incident, please use the AWOL system in the first instance so that we know and can locate the student immediately. Please complete an incident form and send it to the HOY.
- ▶ Students **should only be let out of lessons with a note signed in their journal**. Students accessing the ACE centre will have an **appointment slip or an EXIT card**. Students should **never** be sent to the ACE centre without prior agreement from SS and SLT.

### When to give CHIPs

In a lesson you can give out a maximum 10 CHIPs in total with any one child receiving a maximum of 3 points per lesson.

By right-clicking on the student's name on the register and then choosing the appropriate category, a student will receive a CHIP for each category you pick. So for example you could give 10 students a CHIP each for a single category such as Outstanding Homework. You could alternatively give a student a CHIP for Outstanding Homework, a CHIP for their Excellent Contribution in Class, and also a CHIP for making Excellent Progress in the Lesson

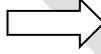
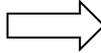
**Tip – you can hold down CTRL to select several students at once to save you time when allocating CHIPs.**

Classroom rewards are for 'above and beyond' expectancy therefore they should be earned individually not as a whole class.

It is expected that staff endeavour to give out their allocated CHIPs each and every lesson.

Outstanding Homework	Excellent Contribution in Class	Excellent Progress in Lesson
<ul style="list-style-type: none"><li>• Homework that is on time, well presented, and completed to a standard above and beyond expectancy.</li></ul>	<ul style="list-style-type: none"><li>• Leading or joining class discussion with excellent effort and enthusiasm</li><li>• Leading or mentoring others</li><li>• Engaging in the lesson content with excellent effort and positive attitude</li></ul>	<ul style="list-style-type: none"><li>• Making progress above and beyond expectations for this lesson</li></ul>

# Behaviour for Learning

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

**RESPECT**

**The Right to Learn, The Right to Teach**



# Consequence Staircase

Permanent Exclusion	Step 12
Exclusion/ internal exclusion	Step 11
Friday isolation until 5pm with HT	Step 10
Permanent period 6 and loss of social time	Step 9
SLT isolation 1.20pm - 4.20pm	Step 8
Isolation or Grounding	Step 7
Whole School lunch and after school detention	Step 6
After school detention	Step 5
Removed from the lesson	Step 4
Behaviour Point and a detention	Step 3
LLD point - moved seats or sent out	Step 2
Warning and name on the board	Step 1

## RESPECT

Follow instructions – first time, every time, never answer back or argue  
 Make Every Lesson Count  
 The Right to Learn, The Right to Teach