



ALL SAINTS CATHOLIC HIGH SCHOOL

BEHAVIOUR POLICY (REWARDS & CONSEQUENCES)

“We will provide a Christian Education for all students based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all”

School Mission Statement

Policy Reviewed by: SLT/LA

Date Reviewed: December 2017.

Next Review Date: July 2018 for Sept 2018

Governors' statement on behaviour:

All Saints Catholic High School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Readiness to learn, Respectfulness to everyone, and responsibility are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, how we will reward them for adhering to the policy, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

Ethos/Rationale of policy:

All Saints believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. As a Catholic school, we are committed to providing the best possible education we can for the young people in our care. In order to do this, our policy on behaviour is written in the context of our mission statement and based on the Gospel values of love and justice.

It is the collective responsibility of all members of the school community to develop the spiritual, moral, social, emotional, academic and cultural potential in every student and to safeguard their physical and emotional well-being.

It is also the collective responsibility of every member of staff, teaching and support, to ensure that we do not accept behaviour that falls below the high standards we expect and which would prevent others from learning. This policy should be read in conjunction with:

- The anti-bullying policy
- The E-safety policy
- The acceptable use Policy
- The allegations against staff policy
- The SEN Policy
- The Child protection and safeguarding policy
- The complaints policy
- The Uniform policy
- Staff Handbook (School staff only).

At All Saints Catholic High School we will undertake regular reviews of behaviour and behaviour management in order to ensure that there are rapid, measurable and continuous improvements in behaviour and behaviour management. Our SIMS System will provide the measurable data. Year

teams will scrutinise all available data on a daily, weekly, half termly and termly basis, implementing any necessary interventions in a timely fashion.

We believe that everyone deserves to be treated with respect and helped to achieve the very best they can. It is also our belief that there is a consequence for every action, a reward for positive actions and a sanction for negative actions. Sanctions will be meaningful, fair and commensurate with the level of infraction. In the most serious cases the Headteacher reserves the right to permanently exclude a student from All Saints CHS.

Aims of this policy:

- To create a learning community which expects and encourages students to take responsibility for their own actions and nurtures respect for all – the school, the community and the environment - through good manners and good self-discipline.
- To ensure that every child is treated as an individual with unique skills, talents and needs within an atmosphere which is conducive to good teaching and learning.
- To encourage parental partnership at every level.
- To create an environment where rewards and consequences are used efficiently and effectively.

BEHAVIOUR & STUDENT RIGHTS & RESPONSIBILITIES:

The highest standards of conduct and behaviour for learning are not negotiable. We expect this from our pupils at all times, whilst on our school site, on the journeys to and from school as well as when representing the school at any time when off-site.

Pupils should be encouraged to see how this benefits them. Supporting this is the establishment of certain pupil rights and responsibilities, which are known and understood by all in the school community:

Pupil rights:

- Pupils have a right to be treated fairly and with respect as important members of the school community.
- Pupils have a right to work in an orderly and safe environment where they feel secure and are protected from all forms of bullying and abuse.
- Pupils have a right to receive a high quality education, which recognises different abilities and provides equal opportunities for all.
- Pupils have a right to receive regular informative advice on progress and to be given an appropriate amount of work.
- Pupils have a right to work within a clean and tidy school with appropriate facilities for themselves and their belongings.

Pupil responsibilities; with rights come responsibilities.

Closely linked to Pupil Rights are Pupil Responsibilities. The fulfilment of these responsibilities represents the overall expectations the school makes with regard to pupil behaviour:

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the positive reputation of the school.
- Pupils have a responsibility to follow instructions given by all members of staff, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to work diligently, to bring suitable equipment, to be punctual and to not disturb the work of others.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

My School Prayer:

I pledge today to do my best
in reading, maths and all the rest.
I promise to obey the rules,
in my class and in our school.
I'll respect myself and others too,
I'll expect the best in all I do,
I am here to learn all I can,
To try my best and be all I am. (to be replaced annually)

All Saints CHS Code of Conduct:

- I will attend school and lessons on time, wearing the correct uniform and with the correct equipment for each lesson.
- I will only leave the classroom with the teacher's permission.
- I will not eat or chew in class and will only drink unflavoured water with the teacher's permission.
- I will listen to others and put my hand up to speak, waiting for the teacher's permission to do so.
- I will follow the All Saints' respect charter and all instructions given by members of staff.

Behaviour and staff responsibilities:

As teachers and educators it is our responsibility to provide an environment for the children, entrusted into our care each day, which is orderly, safe and secure. Behaviour management is the responsibility of every member of staff; teachers in their classrooms, lunch time supervisors on the playground, everyone around the whole school campus. Good learning stems from outstanding teaching. A consistent application of our behaviour policy helps create the environment where all can succeed. In the staff handbook please read the behaviour management flow-chart which will help when considering next steps in a graduated response to behaviour management.

Class teacher/support staff:

Class teachers are expected to adhere to school policies and to implement strategies underpinned by the school's mission statement and values. Class teachers must insist upon, and expect from the children in their care, the highest standards of work and behaviour. In return the students can expect the same from their teachers. It is expected that staff should apply effective classroom management strategies consistently to address incidences of poor behaviour as early as possible. Where appropriate a sanction commensurate with the incident should be imposed. Very poor behaviour or persistent issues should be referred through the line-management structure firstly to KS co-ordinators (if applicable), then Heads of Department and Directors of Learning and finally to the SLT link via their weekly line-management meetings. Where an incident is deemed serious enough to log on SIMS parental contact must be made by the classroom teacher (unless an alternative communicator is agreed with SLT).

Subject leaders, HoDs, DofLs:

The classroom teacher, KS Co-ordinators, Head of Department and Director of Learning will manage behaviour in their areas. They will support staff in dealing with students exhibiting challenging behaviour. They will help create an environment where good teaching and learning happens and students feel nurtured and encouraged to take responsibility for their learning.

All departments are expected to use a range of strategies to limit the negative impact of poor behaviour and to support good teaching and learning including the "buddy system." Each department must formally set up a "buddy system" at the start of each academic year. This should be reviewed at least termly but also in the event of any significant change in time-table or staffing.

Where all departmental and faculty based interventions have been exhausted and it becomes necessary and appropriate, KS Co-ordinators, HoDs & DoLs will liaise with Progress Leaders and relevant members of the SLT for escalated intervention, in line with a graduated response to behaviour management.

SLT:

Managing behaviour is the collective responsibility of everyone. Within the system based on a graduated response to behaviour management, SLT will support all members of the school community to maintain high standards of behaviour throughout the school.

GENERAL SUPERVISION:

For more serious breaches of the All Saints Code of Conduct, or a total refusal to comply, support will be provided by General Supervision. GS is staffed by members of SLT and is intended as a support mechanism to allow smooth functioning of the school, where teachers can teach and learners can learn.

- Only the Head of Department/Director of Learning may request the support of General Supervision. Other members of staff requesting assistance will be directed to the HoD/DoL. In case of emergency eg in an extreme incident other members of staff can call for GS.
- GS must be the priority; if you are on GS have no other duty at that time.
- This support is available for all lessons. The member of staff called upon to answer may vary; SLT will discuss GS each morning at their daily briefing.
- This support must only be used when the faculty has exhausted its own resources including the “buddy” system.
- The intention is that students are returned to their lessons wherever possible. Where a student is removed they may be placed with a year team pastoral support or in reconciliation for a suitable period of time. At the end of this time they will be returned to lessons where regular faculty/departmental discipline procedure must be followed, except where behaviour has been so severe that it has resulted in an exclusion.
- In the event that the student has committed a serious breach of behaviour expectations SLT will intervene and take appropriate action; internal isolation, fixed period exclusion and permanent exclusion will be considered in this instance.
- In the event of SLT intervention the classroom teacher and HoD/DoL must adhere to the following:
 - A behaviour event must be logged on SIMS to record the incident.
 - Parental contact must be made – unless otherwise agreed by SLT.
 - A faculty/departmental/year team sanction must be administered (except where an exclusion has superseded this or an alternative has been agreed with SLT)

Reconciliation Room:

Reconciliation is used as an alternative to fixed term exclusions. Notwithstanding, Fixed Term Exclusions and Permanent Exclusions will still be considered in the case of more serious events or more persistent episodes of poor behaviour.

Only students placed officially in reconciliation will be in this area. These students will have an alternative day. This area is supervised at all times by school staff. A written record of students present in this area will be kept. SIMS will be used to officially register these students.

Work must be provided for students placed in reconciliation; an e-mail will be sent requesting this work and support staff will collect work for for any student placed here. Co-operation is requested from departments.

Students who are removed from lessons using General Supervision may be accommodated in reconciliation while an alternative placement is sought. Only SLT can take the decision to place a student in reconciliation. On receipt of the official account of events, a decision will be made regarding any further action.

Form tutors:

Form tutors are to be the first point of contact within school and the person the students should be able to turn to for personalised help, guidance and support. In keeping with the aims of our mission statement of “love and justice” it is fitting that a form tutor should also take significant levels of responsibility for managing the behaviour of students in their form group, including contacting parents/carers when appropriate.

Progress Leaders:

The Progress Leader is responsible for the overview, leadership and management of all activities within their year group. The Progress Leader must co-ordinate and initiate activities which lead to the smooth running and academic progress of the year group.

Progress leaders play a pivotal role in their year team; where students are causing concern across multiple subject areas then Progress leaders will intervene.

Where student progress is hampered by poor behaviour, organise effective intervention and ensuring:

- Student support
- Parental contact
- Support of the Head of Department/Director of Learning.
- Monitoring of the reporting system
- Intervention in cooperation with the learning support team

- Measuring the impact of such intervention

An effective Progress Leader will support the high expectations of All Saints Catholic High school by taking responsibility for:

- Managing the staff attached to the year team.
- Managing pastoral issues in the year group.
- Improving attendance and punctuality in the year group.
- Managing and reducing levels of absence.
- Administration.
- Meeting the needs of students with SEN in accordance with the CoP2014.
- Homework.
- Parents' evenings.
- Liaison between stakeholders.
- Monitoring progress.

REWARDS:

Currently All Saints operates a system where students are awarded positive behaviour points. These points contribute towards the certificates presented to each child during the celebrating achievement assemblies at the end of each half term. Staff are encouraged to add positive behaviour logs to SIMS. Prizes and rewards are agreed with each year team with a particular focus for each year group. E.g. Year 11 prom points.

Code	Value	When to issue this	Possible rewards
R1	1	Producing an excellent piece of work Enthusiastic participation	Sticker in exercise book
R2	2	Prolonged effort in class Excellent piece of homework	Text message home Positive phone call
R3	3	100% attendance for a full week Representing the school Sustained improvement in school Exceptional performance in a test	Text message home Positive phone call Certificate
R4	4	Participation in a school event Pupil of the month Prolonged excellence in a subject area	Letter home Certificate
R5	5	Showing great courage in the face of adversity Showing great dedication Exceptional performance	Headteacher's reward Voucher certificate

In addition to this:

Half termly rewards are based on points achieved.

30-44 points earns a bronze certificate (4 bronze in a year earns a £10 voucher).

45-59 points earns a silver certificate an honour pin and a £5 voucher

60+ points earns a gold certificate an honour pin and a £10 voucher
 Vouchers can be used against the cost of the end of year trip.
 Separate rewards are used to promote good attendance and punctuality.

TEACHING TOOLS:

The foci within classrooms is to always encourage good behaviour. We are placing the emphasis on the following:

- Insist student raises hand to speak out in class.
- Insist upon only “One Voice” at a time in a classroom.
- No toilet breaks, unless a prior arrangement has been made due to health reasons.
- Catch the students being good.
- Use the phrase “Are we ready to learn?” at the start of each lesson.

Disciplinary Sanctions:

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. All Saints Catholic High School operates using the following disciplinary:

Code	Value	When to issue this	Potential consequence/sanctions
C1	-1	After all expected antecedents have been exhausted	Verbal warning
C2	-2	After behaviour has not improved following issuing of a C1	15 minute detention
C3	-3	After behaviour has not improved following issuing of C2	Removal from lesson via buddy system 30 minute detention
C4	-4	If GS is required If student fails to attend C3 detention with class teacher	45 minute detention
C5	-5	When SLT detention has been issued following non-compliance with previous sanctions	1 or 2 hour(s) detention

Sanctions are adapted relating to the seriousness and frequency of the behaviour; sanctions take into account the needs and individual circumstances of each child and their situation. The above list is for illustrative purposes only and is in no way intended to be exhaustive. The Headteacher reserves the right to permanently exclude a student from All Saints Catholic High School.

Searching and Confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them (in All Saints Catholic High School the Headteacher has conferred this authority unto his SLT) have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All Saints Catholic High School does not encourage the use of force and it will be used only very rarely in very special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

Regulating Pupil's Offsite Conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyber-bullying, will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

TEACHER'S PRAYER:

