



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/Behaviour wg/LA

**Date Reviewed: Presented to Governing
body 10th Dec 2015.**

Next Review Date: June 2016

Ethos/Rationale of policy:

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 the responsibility of every member of staff, teaching and support, to ensure that we do not accept behaviour which falls below the high standards we expect and prevents others from learning. (Appendix 1 - Code of Conduct, Teacher standards)

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, supported by Prefab, will provide the measurable data.

We believe that everyone deserves to be treated with respect and helped to achieve their best. 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. The headteacher reserves the right to permanently exclude a student from All Saints CHS. (Appendix 2 – Rewards and Consequences exemplar document).

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 behaviour should be expected 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: (TO BE WRITTEN BY A YEAR 7 STUDENT)

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)

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:

Good teaching stems from outstanding teaching. In applying our disciplinary policy the following will apply:

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 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 to KS co-ordinators, Heads of Department and Directors of Learning and parents/carers informed. Parental contact must be made by the classroom teacher (unless alternative communicator is agreed with SLT) in the event of incidents deemed serious enough to log on SIMS.

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."

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.

SLT:

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 and, where appropriate, members of SLT on Rapid Response.

- 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.
- This support must only be used when the faculty has exhausted its own "buddy" system.
- When a student is removed they may be placed in Reintegration Room for a suitable period of time. At the end of this time they may be returned to lessons where regular faculty/departmental discipline procedure should be followed.
- In the event that the student has committed a serious breach of behaviour expectations SLT will intervene and take appropriate action.

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 (unless SLT intervention is agreed)

Restoration Room:

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

Only students placed officially in restoration will be in this area. These students will have an alternative day. This area is supervised at all times by school staff and supported by GS and rapid response as per rota. A written record of students present in this area will be kept. SIMS will be used to officially register these students.

Support staff will collect work for seclusion for any student placed here. Cooperation is requested from departments.

Students who are removed from lessons using General Supervision/RR may be accommodated in restoration while an alternative placement is sought. The named staff who can make a decision to place a student in restoration are:

- Mr T McGuinness
- Mrs C Murray
- Mr B Chorley
- Mr B Bradley

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. Further guidance on roles of progress leaders is available in appendices 1&2 and in the specific job description for progress leaders (appendices 3-8inc). These documents are not exhaustive and may be changed in consultation with the principal depending on specific foci of the Ofsted action plan/school development plan.

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 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.

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.
- 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.

TEACHER’S PRAYER

