

ARCHBISHOP BLANCH CE HIGH SCHOOL



BEHAVIOUR POLICY

previously known as the Disciplinary Policy for Pupils

DATE POLICY PREPARED:	APRIL 2004
DATE FIRST RATIFIED BY GOVERNING BODY:	MAY 2004
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DATE FOR NEXT REVIEW:	JUNE 2011

BEHAVIOUR POLICY

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

OUR AIMS

- To create a positive and safe environment for learning
- To promote a culture based on achievement, care and support
- To promote an atmosphere of mutual respect where each individual will be listened to
- To enable students to work in an atmosphere of security and trust
- To encourage good behaviour and to secure the acceptable standard of behaviour
- To have an ordered, purposeful atmosphere in all areas of the school
- To encourage the highest standards of teaching and learning

OUR OBJECTIVES

- Ensure that rewards and sanctions are applied consistently by everyone
- Ensure that the school's system of rewards, sanctions and support is understood by everyone: students, governors, staff, associate staff and parents
- Encourage the building of quality relationships between teacher and teacher, teacher and student, student and student, teacher and non-teaching staff, student and non-teaching staff
- Ensure all students have the opportunity to achieve their potential in a culture where praise and achievement are valued
- Ensure that parents share concerns about their child's education and behaviour in school and support the Behaviour Policy
- Ensure that all staff follow the school's referral system

STRATEGIES TO ACHIEVE THESE OBJECTIVES

- **Consistency:** to be achieved by
an over-riding professional approach towards our shared vision;
a shared and mutual understanding of both policy and practice;
regular and consistent reinforcement of the policy at all times - in classrooms, in corridors, in assemblies and services, in the canteen;
agreed and published pupil expectations.
- **The agreed system:**
a clear, school-wide Behaviour Policy available to all
a clear referral system and code of practice
clear lines of responsibility
effective and rapid response to incidences of indiscipline

➤ **Responsibility:**

- (a) students are to be encouraged to take responsibility for their own actions
- (b) students must be aware that with the right to learn goes the responsibility to build the environment in which this can take place
- (c) parents have the responsibility to ensure their child behaves well, attends regularly and punctually, completes homework and coursework, and causes no harm to other students
- (d) teachers should provide a classroom environment in which pupils feel secure and able to learn.

➤ **Achieving full potential:**

- (a) achievement recognised through the merit and commendation system
- (b) a list of standards expected of students displayed in every classroom
- (c) monitoring and encouraging students who are not achieving their full potential
- (d) awareness of individual learning difficulties and the strategies to deal with them (all staff to liaise with SENCO)

➤ **Social Inclusion:**

The Social Inclusion Co-ordinator will

- (a) monitor student attendance and punctuality, and liaise with Form Teacher, Year Tutor, Deputy Head, parents and EWO in cases of concern
- (b) apply appropriate sanctions in cases of poor punctuality
- (c) liaise with Learning Mentors and SENCO to improve motivation and achievement in pupils with learning, social or behavioural difficulties.
- (d) work with Year Heads and Deputy Head (Pastoral) to implement school-based Pupil Support Plans and, where necessary, LA multi-agency PSPs.

OUR SUCCESS CRITERIA

We will know our strategies are successful when

- all classrooms are ordered, purposeful environments
- the step-by-step referral system is applied consistently by all members of staff
- all students are aware of and understand the referral system
- there is a noticeable reduction in the number of formal sanctions
- students take a greater responsibility for the upkeep of the school environment
- all parents are positively involved in their child's progress and behaviour.

MONITORING AND EVALUATING THE POLICY

The effectiveness of the Behaviour Policy will be monitored and evaluated in the following ways:

➤ **Through Departmental Meetings annually looking at**

- (a) evidence of orderly entry into classrooms
- (b) frequency of use of verbal praise and use of agreed reward system
- (c) use of agreed referral system
- (d) a calm, orderly environment in each lesson
- (e) number of referrals

- **Through Year Meetings annually looking at**
 - (a) evidence of orderly entry to registration
 - (b) evidence of informed/sustained good relationships with form tutors
 - (c) consistent use of student diaries
 - (d) evidence of improved attendance and punctuality
 - (e) evidence of effective record keeping
 - (f) number of referrals

- **Through School Pastoral Meeting annually looking at**
 - (a) use of evidence to identify areas of concern
 - (b) update/change aspects of the Behaviour Policy as necessary
 - (c) evaluation of effectiveness of the Policy

- **Through feedback at Pastoral Meetings from the SENCO, Social Inclusion Co-ordinator and Learning Mentors**

- **Through report to the Leadership Team by the Deputy Head, Pastoral**

- **Through report to the Governors' Pastoral Committee by the Deputy Head, Pastoral**

EXPECTATIONS AND RESPONSIBILITIES OF ALL STUDENTS

- To treat all staff and fellow students with respect and to show consideration for the needs of others
- To work hard and to the best of your ability and allow others to do the same
- To carry out requests from all members of staff promptly and without confrontation and to arrive fully equipped to every lesson
- To be polite and kind to one another and to speak quietly and courteously to every member of the school community
- To have respect for the property of others and to take individual responsibility for the upkeep of the school environment.
- To attend school every day, where possible, and punctually.

EXPECTATIONS AND RESPONSIBILITIES OF ALL STAFF

- To create a safe, caring and pleasant environment in which all students are treated fairly and with respect
- To follow the Behaviour Policy at all times and to use rules, rewards and consequences consistently and fairly
- To provide positive role models for all pupils
- To provide a challenging and relevant curriculum for students of all abilities
- To raise student self-esteem and encourage development of their full potential
- To ensure that all pupils are informed of what is expected of them with regard to the Behaviour Policy.

EXPECTATIONS AND RESPONSIBILITIES OF ALL PARENTS

- To share the school's interest in their child's work and to celebrate their achievements
- To share concerns about their child's education and behaviour in school
- To support the Behaviour Policy
- To ensure their child attends punctually and regularly; to inform the school on the first day of reason for absence and to ensure that the child returns to school with a letter explaining absence
- To ensure that their child completes homework and coursework on time
- To ensure that their child's education is not disrupted through taking holidays in term time.

DEFINITION OF GOOD BEHAVIOUR

This is behaviour where each individual is allowed to develop their skills and talents to the full without fear of censure by their peers and where each individual, both student and adult, treats the other with respect and courtesy.

Good behaviour involves every member of the school community working together for the greater good of all. **No member of staff should feel that they have to cope with a deteriorating situation alone.** Mutual support is an important aspect of staff development, and the giving of support is part of our duty to one another. The use of staff peer support should not be seen as an admission of failure. There is no need for anyone to work in isolation, nor should they do so.

GUIDELINES

Every student will be given support to achieve high standards of behaviour by

- Form Tutors
- Student Mentors
- Learning Mentors
- Year Tutors
- Deputy Head, Pastoral
- Leadership Team
- Pupil Support Plans, both school-based and LA multi-agency support.

This will be available on a daily basis. Specialised counselling can be arranged when this is thought to be appropriate.

The use of a variety of teaching and learning styles and differentiation within lessons will enable students to learn effectively and will engage their minds and imaginations in the set tasks and allow them to pursue their special interests.

A common "Rules of the Classroom" is displayed in every classroom and is consistently reinforced throughout the school (see Page 8).

An effective system of supervision is in place throughout the day

- At 8.00 am a member of the Leadership Team is on duty, helped at 8.30am by a Year Tutor. This permits the school to assemble safely and allows orderly access to form bases.
- All Form Tutors accompany their form groups to assemblies and services and are responsible for the behaviour of the students during the service. They are supported by the Year Tutor and Leadership Team.
- Identified members of the Leadership Team are on duty every day to support classroom discipline.
- At break each day one of the year teams is on duty. This ensures a safe environment for the students and respite for the remainder of the staff.
- Lunch time duty is the responsibility of three members of staff, at least one of which is a member of the Leadership Team. They are supported by the supervisory staff.

- Wherever possible, teaching staff, including members of the Leadership Team, are present on the corridors at the change of lessons. This ensures safe and sensible behaviour in the corridors and an orderly start to the next session.
- The 3.30pm duty at the school gates is carried out by the Sixth Form staff and ensures a safe and orderly exit for all pupils.

Every period of duty provides the opportunity to speak to and to be available for students.

Student behaviour and the Referral System

Behaviour in the classroom is the key to high standards of behaviour around the school. It also ensures an effective learning environment.

- Whenever possible, staff should be in the room when the students arrive. Each lesson should begin formally, with students standing to greet the teacher. This should be followed by a registration. Students should also stand when an adult enters the room during a lesson.
- Students need to be made aware that each contribution to the lesson should be listened to with respect and consideration. No one should be made to appear foolish or threatened by the behaviour of others.
- Form Tutors will ensure that their forms go to lessons fully equipped and in the correct uniform.
- All members of staff should expect and insist on the highest standards of courtesy and behaviour.
- A step by step Referral System for the classroom situation is followed consistently by all members of staff. This system can be found at the end of this Policy.
- Incidents of bad behaviour, wherever they occur, should always be reported, either to the Form Tutor or to the Year Tutor, who will keep a record of complaints. Each department has in place a system for dealing with incidences of indiscipline or for when homework/coursework is not handed in on time. By following the Referral System's step by step approach a school detention, lasting half an hour, can be used. This is held after school and the student's name, the reason for the detention and the staff's initials should be entered in the book in the staff room. All parents are informed of detentions by letter and the number of detentions are entered on the end of year profiles for parents. A Headteacher's detention is given in cases of serious indiscipline and the name of the student is entered in the appropriate book by the Year Tutor. This detention lasts for one hour and details are entered on the student's record.
- All students are given the opportunity to take part in curricular and extra-curricular activities. The school believes that these excursions provide valuable learning opportunities for:
 - interpersonal skills
 - accepting responsibility
 - individual learning.
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The school reserves the right to withdraw students from extra-curricular activities if their record of poor behaviour suggests their presence would endanger others or put at risk any part of the planned programme. Contracts of good behaviour should be signed by student and parent where this is deemed to be appropriate. For further details, please refer to the School Trips Policy.

- **Counselling support** is provided for those students who need it. This support can be given where appropriate by:
 - the Form Tutor
 - the Year Tutor
 - the Deputy Head [Pastoral]
 - a member of staff chosen by the student as his/her mentor
 - the Learning Mentors
 - the Chaplain and Lay Chaplain
 - Education Welfare Officer.

Staff need to remember that they cannot promise to keep information confidential and this must be made clear to the student. All staff must be fully aware of the school's Child Protection Policy and report any concerns immediately to the Child Protection Officer (J McElhinney-Samson, Deputy Head).

- The school asks parents to work in partnership so that each student gains the maximum benefit from their time at school. Through partnership we can ensure each student is safe, happy and doing well. Parents are asked to build this partnership by:
 - encouraging a positive attitude to education
 - checking and signing the homework diary weekly
 - looking in exercise books to discuss teacher comments
 - sharing in their child's successes
 - sharing the school's concern that all students behave well
 - ensuring good attendance and punctuality

Working together we can build a sense of pride and achievement and increase self esteem.

- We need to accept that problems are normal where children are learning and testing the boundaries of acceptable behaviour. Success is not the absence of problems but the constructive and positive way in which we deal with them together:
 - Address the problem.
 - Avoid confrontations.
 - Listen.
 - Establish the facts.
 - Judge only when certain.
 - Follow the school referral system.

Systems of reward in use throughout the school

The success and achievements of students are celebrated in the following ways.

- Verbal praise and encouragement
- Written praise and encouragement
- Good work shown to the Head of Department, Year Tutor and Leadership Team
- Use of the Merit/Commendation Policy
- Use of the Marking and Assessment Policy
- Regular reviews of sets within the Departments
- Certificates for 100% attendance and punctuality
- Mention in the Headteacher's weekly newsletter
- Note of Merits/Commendations on annual profile
- Merit/Commendation Prize on Speech Night
- Form Prize on Speech Night
- Prize for academic excellence and progress.

RULES OF THE **CLASSROOM**

COME PREPARED

START QUICKLY

LISTEN CAREFULLY

BEHAVE RESPECTFULLY

SCHOOL REFERRAL SYSTEM A STEP-BY-STEP APPROACH

IT IS ESSENTIAL THAT ALL STAFF FOLLOW THE STEPS BELOW FOR THE REFERRAL SYSTEM TO BE SUCCESSFUL. PUPILS NEED CONSISTENCY OF REWARDS AND SANCTIONS ACROSS THE CURRICULUM. ALSO, STAFF SUPPORT EACH OTHER BY FOLLOWING THE SYSTEM.

STEPS OF CONTROL	EXAMPLE OF BEHAVIOUR	ACTION TO BE TAKEN	RESPONSIBILITY
STEP 1 First warning	<ul style="list-style-type: none"> • Student not equipped for lesson or no homework • .A student has gone-off task or is distracting another student 	<ul style="list-style-type: none"> • Teacher will place student's name on board as visual reminder of behaviour 	Classroom teacher
STEP 2 Second warning	<ul style="list-style-type: none"> • Off-task behaviour or lesson distraction continues. 	<ul style="list-style-type: none"> • Tick placed next to student's name. 	Classroom teacher
STEP 3a Student is referred from lesson (Warning and ticks)	<ul style="list-style-type: none"> ✚ Inappropriate behaviour continues despite above steps. 	<ul style="list-style-type: none"> ✚ Classroom teacher completes Referral Form as appropriate ✚ Student sent to reception. Referral processed and student sent to Referral Teacher. Student to remain with this colleague until the end of the session ✚ Deputy Headteacher to inform Heads of Departments of students referred from their subject. Student placed on a department detention. NB if detention takes place after school, parents should be informed. ✚ Form Tutor and Year Tutor informed. 	Classroom teacher Head of Department Year Head Deputy Head

<p>STEP 3b</p> <p>Student is referred from lesson (Severe Clause)</p>	<ul style="list-style-type: none"> • There is serious misbehaviour which requires immediate action (if this is the case, Steps 1-2 are ignored). • Examples of misbehaviour; use of mobile phone, rudeness to member of staff, inappropriate language, misuse of equipment 	<ul style="list-style-type: none"> ✚ Classroom teacher completes Referral Form as appropriate ✚ Student sent to reception. Referral processed and student sent to Referral Teacher. Student to remain with this colleague until the end of the session ✚ Deputy Head informs Year Head of Severe Clause Referral. ✚ Year Head informs parents / carers ✚ Student placed onto Head's Detention and parents informed (with 24 hours notice) 	<p>Classroom teacher</p> <p>Head of Department</p> <p>Year Head</p> <p>Deputy Head</p>
<p>STEP 4</p> <p>Traffic Light System</p> <p>Green</p>	<p>When behaviour is persistently poor and student has received two or more referrals during one half term. Also implemented if student had received a Severe Clause Referral</p>	<ul style="list-style-type: none"> ✚ Student placed onto Green Report Card (See Appendix) ✚ Behaviour monitored by Year Head / Deputy Head. 	<p>Year Tutor</p> <p>Deputy Head</p>

STEPS OF CONTROL	EXAMPLE OF BEHAVIOUR	ACTION TO BE TAKEN	RESPONSIBILITY
<p>STEP 5</p> <p>Traffic Light System</p> <p>Amber</p>	<p>When Step 4 has not been successful.</p>	<ul style="list-style-type: none"> • Student placed onto Amber Report Card (See Appendix) • • Student to be taken to Year Tutor or Deputy Head, Pastoral. • In serious cases, parents and student will be interviewed by Year Tutor and/or Deputy Head, Pastoral. • Form Tutor informed. • Year Tutor may decide to refer student to Learning Mentor. 	<p>Form Tutor</p> <p>Year Tutor</p> <p>Deputy Head, Pastoral</p> <p>Parents</p> <p>Learning Mentor?</p>

STEP 6 Traffic Light System Red	Step 5 has not been successful.	<ul style="list-style-type: none"> • Parent and student interview with Year Tutor and Deputy Head, Pastoral. Teaching staff informed. 	Year Tutor Deputy Head Form Tutor
STEP 7 Taken out of all classes for a fixed period of time - Internal Exclusion.	Step 6 has not been successful. Or a student has displayed such inappropriate behaviour as to warrant Steps 1-6 being ignored.	<ul style="list-style-type: none"> • Work set for student by appropriate members of staff. • Student placed with a Senior Member of staff. • Student isolated from peers at break and lunchtime. • Headteacher and Governors' Pastoral Committee informed. Student to attend Governors' Pupil Disciplinary Panel. Parents invited to attend • Student / School / Parents to agree to Behaviour Contract • If not already done, Year Tutor will refer student to Learning Mentor. 	Year Tutor Deputy Head Headteacher Governors

STEPS OF CONTROL	EXAMPLE OF BEHAVIOUR	ACTION TO BE TAKEN	RESPONSIBILITY
STEP 8 Fixed term exclusion	Step 7 has not been successful. Or a student has been involved in fighting, smoking, using inappropriate language, etc.	<ul style="list-style-type: none"> • Sanctioned only by the Headteacher (or a Deputy in the absence of the Headteacher). • Parents informed by telephone prior to the student being sent home. • Parents to accompany student to school at end of exclusion; interviewed by Deputy Head and Year Tutor. Form Tutor informed. • Student to agree to abide by school rules and expectations. • Teaching staff and Governors' Pastoral Committee informed. • In certain cases, an interview will be arranged with parents, student and the Governors' Disciplinary Committee. 	Headteacher Deputy Head, Pastoral Year Tutor Form Tutor Parents Governors' Pastoral Committee Governors' Disciplinary Committee?

		<ul style="list-style-type: none"> • EWO informed. Visit to student's home may be organised. • Should an internal exclusion be deemed appropriate, the student will spend the day(s) of the exclusion with a senior member of staff. 	EWO LA informed
<p>STEP 9</p> <p>Formal warnings</p>	<p>Step 8 has not been successful.</p> <p>The following actions are to be taken in sequence if behaviour does not improve.</p>	<ul style="list-style-type: none"> • An interview with the student, parents and the School Disciplinary Committee (which consists of the Headteacher, Deputy Head, a Governor and the Year Tutor) • A home/school contract to help encourage and support good behaviour • A first formal warning given at a meeting with the Governors' Disciplinary Committee. • A final formal warning will be given if second Governors' Disciplinary Committee is convened 	<p>Headteacher</p> <p>Deputy Head</p> <p>School Disciplinary Committee</p> <p>Governors' Disciplinary Committee</p> <p>EWO</p>

STEPS OF CONTROL	EXAMPLE OF BEHAVIOUR	ACTION TO BE TAKEN	RESPONSIBILITY
<p>STEP 10</p> <p>Permanent Exclusion</p>	<p>This action is only to be taken in the most extreme of cases. It is hoped that this step will not be necessary.</p>	<ul style="list-style-type: none"> • Prior to this step, the Deputy Head (Pastoral) will have liaised with the LEA to secure a possible place at another school or at Level 3. • Parents to be informed of all possible options for education elsewhere. • If this is acceptable, school will facilitate transfer. • If this is not acceptable, the student will be permanently excluded by the Headteacher and Governors. 	<p>Headteacher</p> <p>Governors</p> <p>Deputy Head, Pastoral</p> <p>LEA</p> <p>EWO</p>
<p>Pupil Support Plans</p>	<p>A school-based PSP may be initiated at Step 7, or wherever deemed appropriate by the Deputy Head (Pastoral) and Year Tutor.</p> <p>An LA, multi-agency PSP will be arranged before or by Step 9 for students at risk of permanent exclusion.</p>	<ul style="list-style-type: none"> • A school-based PSP will be created to support the individual behavioural and support needs of students in consultation with parents. • The Pastoral Team and SENCO will support the Deputy Head (Pastoral) in arranging and implementing an LA multi-agency PSP. This may include the support of such agencies as the EWO, Educational Psychologist, health workers and social services. 	<p>Social Inclusion Co-Ordinator</p> <p>SENCO</p> <p>Learning Mentor</p> <p>Year Tutor</p> <p>Deputy Head</p> <p>LA multi-agency support</p>