

ALL HALLOWS CATHOLIC HIGH SCHOOL

BEHAVIOUR FOR LEARNING

Aims

- To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and that students and staff feel safe, secure and respected.
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To ensure that students recognise that they are responsible and accountable for their behaviour and that they make a clear choice regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, staff, governors and parents are fully aware of:
 - (a) the expected behaviour of students both in lessons and around the school
 - (b) the clearly defined and sequential rewards for good behaviour and the consequences for poor behaviour.
- To provide support to staff ensuring that there is a consistent approach to behaviour management across the school.
- To communicate with parents effectively where significant positive or negative intervention has taken place.

Principles

- Students will be made aware that they are making clear choices when they are deciding how to behave. They will understand how these choices impact on their own and other students' learning.
- All students will be able to gain rewards that will remain relevant through Years 7-11.
- There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, but where students, parents and staff have a clear understanding of the consequences of any behaviour that obstructs teaching and learning.
- Expectations regarding behaviour will be displayed in all teaching areas and on the corridors.
- Where a student chooses to behave inappropriately staff will consistently apply clear, sequential sanctions according to this policy. Please see classroom code of conduct.

Expectations

Clear expectations are vital in ensuring that students know and understand the boundaries in which they should operate. This list is not intended to be exhaustive, but to endorse the agreed "Classroom Code of Conduct".

Our expectations are based on 5 Rights; they are applicable in all areas of the school at all times.

Right Place

We expect all our students to be:

- in their lessons during lesson time unless specific permission is given by a subject teacher/form tutor.
- within agreed boundaries during break and lunch times.
- in school every day.

Right Time

We expect all our students to:

- arrive to school on time, 8.40am in the morning ready to commence registration at 8.45am and 1.20pm in the afternoon ready to commence period 5 at 1.25pm.
- arrive to all their lessons on time.

Right Uniform

We expect all our students to:

- Wear the correct uniform to school and to all their lessons.
- Wear the correct kit for P.E. lessons.
- Maintain one natural hair colour and no make-up.
- Bring a note from parents if there is a good reason that they need to be out of uniform for a short period.

Right Equipment

We expect our students to bring with them the tools that they need to learn effectively, these include:

- Pen, Pencil, Ruler and Pupil Organiser as a minimum expectation.
- Exercise books when they have been working at home.
- Kit for P.E. Lessons.
- An apron for practical lessons of Art or Design and Technology.
- Ingredients for Food Technology lessons.
- A bag to carry their equipment.
- In addition students will benefit from bringing other basic stationery including coloured pencils, rubbers and specialised equipment for particular lessons.
- Students should not bring valuable items into school.

Right Attitude

For all students to learn effectively and make the most of their abilities they must have a positive attitude to learning. We expect all students to:

- Listen carefully without talking when a member of staff or another student is talking to the class.
- Do as they are told by a member of staff without argument or discussion.
- Arrive at each lesson ready to learn.
- Allow themselves and other students to learn.
- Allow the teacher to teach.
- Be polite, use inoffensive language and respect the feelings of others.
- Place litter in the bins provided.
- Eat and drink in the areas provided and do not chew gum.
- Make sure mobile phones are switched off in lessons and tutor periods and ensure that they are out of view.
- Walk around the school quietly and sensibly.
- Do their best at all times.

Some subjects may have additional expectations. These should be explained to students in lessons and recorded in their planners.

Classroom Code of Conduct.

The classroom code of conduct has been developed to enable all students to get the most out of every lesson. It is visible throughout all classrooms within the school and must be endorsed by all members of teaching staff. It states the rights and responsibilities of both teachers and pupils in order to create a most effective teaching and learning environment.

RIGHTS

Teachers have the right to teach and pupils have the right to learn in a productive environment, where everyone has the right to feel safe and be treated with dignity and respect.

RESPONSIBILITIES

Along with these rights come responsibilities. If these responsibilities are not followed someone's rights will be negatively affected and teachers have the right to impose sanctions for breaking the classroom code of conduct.

The classroom code of conduct can be split in to three main principles, *Ready to learn*, *One voice* and *On-task*. These are shown below:

PRINCIPLE 1 – Arrive on time to all lessons.
Wear the correct uniform.
Have the correct equipment.

Form tutors will assess whether students are ready to learn at registration and take appropriate action. At the beginning of each lesson classroom teachers will ensure students are ready to learn, picking up any issues that have not already been dealt with by form tutors. Failure to be 'ready to learn' should result in a tick being removed from the rewards system.

PRINCIPLE 2 - Be silent when the register is being taken.
Listen carefully to the teacher's instructions.
Listen carefully when another pupil is speaking.

Disturbing a lesson by talking at inappropriate times will lead to the classroom teacher issuing a 'Behaviour for learning' sanction and a tick being removed from the rewards system.

PRINCIPLE 3 - Sit where you are told and do not move without permission.
Concentrate fully and do the best you can.
Put your hand up to ask a question and don't call out.

Staff will refer to the classroom code of conduct in addressing all issues so as to depersonalise behaviour correction and present a clear and consistent approach to the students.

Rewards

We aim to recognise, acknowledge and celebrate good behaviour along with a student's effort and achievement regardless of ability. Students must expect their efforts to be recognised and we aim to maintain a culture where students want to succeed and are proud of their success. It is vital that there is an emphasis on praise rather than sanctions. The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the student's success will bring in the future. However we recognise that students need recognition for their achievement in the shorter term. Parents will be informed of achievements and there will be opportunities to celebrate successes in the whole school achievement assemblies and Certificate Evening in the autumn term.

The school's reward system is closely linked to the classroom code of conduct. If a student meets all three principles during a lesson then they are entitled to an academic point.

A student can achieve a maximum of 35 points within a single week, 1 point per lesson, 30 lessons per week, with an additional five allowed for good behaviour on the corridors and around school.

In September 2014 we launched a new Reward System that runs alongside the behaviour points which allows pupils to earn Reward Cards for extra-curricular efforts. Every department has clubs and activities for which they can award the cards and these are given out throughout the year. Every Reward card earned gives the pupils one extra academic point plus 10 points towards a Gold/Silver/Bronze Award.

Pupils accrue these academic points throughout the year and the top 80 from each year group are invited to go on the whole school rewards trip to Blackpool Pleasure Beach.

Throughout the academic year students can gain a bronze, silver and gold award, depending on how many points they have gained. The top 10% from each year group gain a Gold Award, the next 20% gain a Silver Award and the next 30% gain a Bronze Award.

Sanctions

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who choose not to follow agreed expectations. In these cases sanctions will be used consistently by all staff in a hierarchical way to support learning and eliminate negative behaviour.

Sanctions will be applied according to the 5 stages of behaviour for learning which is summarised below:

STAGE 1 – PUPIL TO BE GIVEN A FORMAL WARNING AND REMINDED OF THE CLASSROOM CODE OF CONDUCT.

STAGE 2 - PUPIL TO BE GIVEN A RED WRITING STATING STAGE 2 WITH THE TEACHER'S INITIALS AND A BRIEF DESCRIPTION OF INCIDENT

STAGE 3 - PUPIL TO BE GIVEN A RED WRITING STATING STAGE 3 WITH THE TEACHER'S INITIALS AND A BRIEF DESCRIPTION OF INCIDENT. DEPARTMENT LUNCHTIME GIVEN.

STAGE 4 - PUPIL WILL BE REFERRED TO ANOTHER TEACHER. HEAD OF DEPARTMENT TO STAMP PUPIL PLANNER AND TO ISSUE A FRIDAY NIGHT DETENTION.

STAGE 5 - PUPIL TO BE REMOVED FROM LESSON BY SLT. A LETTER WILL BE SENT HOME AND THE PUPIL WILL BE GIVEN A WEDNESDAY NIGHT DETENTION OR REFERRED TO THE INCLUSION UNIT (AT THE DISCRETION OF THE SLT).

When applying a sanction, staff will focus on the behaviour and not the individual. Staff will also state a clear reason why the sanction has been given. There should be no need for confrontation. Students who argue should be moved to the next sanction up. Behaviour which hinders or prevents students from learning will not be tolerated.

It is essential that students are allowed to start each lesson with "a clean slate." This will restore the working relationship between the member of staff and the student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. However this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a student has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

If a student receives three 'Stage 5' within a half term then that student will be withdrawn from their lessons and placed within the inclusion unit. They will complete work under close supervision and in a silent environment. Students who are isolated will also have a separate break and lunch to the rest of the school. The SLT may also place a student within the inclusion unit if they commit a serious act of misconduct.

Exclusions

Exclusion from school will only be used in exceptional circumstances. Both fixed term and permanent exclusions are used as sanctions by the school. NB: The Head teacher has the authority to exclude a pupil who is not on the school site at the time of the misdemeanour.

Fixed Term Exclusions

A Head teacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the 5th day the school must make provision for the pupil.

Pupils on a fixed term exclusion will receive work to complete and return to the school for review. The offences listed below may lead to a fixed-term exclusion (or in exceptional circumstances, they may lead to permanent exclusion).

- Physical violence towards another student (may include referral to Police)
- Derogatory and/or discriminatory verbal violence towards another student
- Serious Defiance
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Bullying (including cyber-bullying)
- Theft
- Drug abuse or possession of drugs
- Graffiti or property damage
- Malicious allegations against staff
- Vandalism

Permanent Exclusions

On rare occasions, the Head teacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations. The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

The final step in a concerted process to deal with ongoing disciplinary offences, such as persistent defiance, bullying or aggressive behaviour. In these cases a wide range of other strategies, including fixed-term exclusions, will have been used without success. It is an acknowledgement that all available strategies have been exhausted.

In exceptional circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault
- Carrying a weapon
- Trading of illegal substances / drugs or drugs related paraphernalia
- Arson
- Malicious allegations against staff

NB: These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

Exclusion Procedures

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines: *Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2008)*

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances