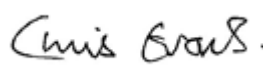




## St Alban's RC High School

# Good Behaviour Policy

ORIGIN:	Governing Body
COMMITTEE RESPONSIBLE:	Wellbeing, Equality & Inclusion
LEAD MEMBER:	ASSISTANT HEAD
DATE APPROVED:	26.10.22
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	26.10.23

*St Alban's RC High School is a voluntary aided school and the governing body is the employer of the staff who work there. The contract of employment is between the school's governing body and the employee. The governing body has all the employment responsibilities that this entails including the appointment and dismissal of staff.*

## Our Ethos (Core Values)

Following the teachings of the Gospel, we value:

- **Faith** - Developing a personal and shared relationship with God
- **Knowledge and wisdom** - Enabling informed decisions and the quest for truth and understanding
- **Excellence** - Striving to be the best you can be in all you do
- **Respect** - Caring for yourself, others and the environment
- **Responsibility** – Accepting that all of our actions have consequences both for ourselves and others
- **Resilience** – Overcoming obstacles, approaching unfamiliar situations with courage and forethought
- **Individuality** - Valuing all people and honouring their individual gifts and talents
- **Tradition** - Respecting and building on the foundation of the past
- **Justice** - Recognising that a just and civilised society is tolerant, accepts difference, acts with forgiveness and supports the marginalised

## Outcomes

We aim to achieve the following outcomes:

- All pupils to have an active faith, recognising their uniqueness and developing their talents to the full
- All pupils to have a strong work ethic and strive for personal excellence in all they do
- All pupils to be principled, to act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities
- All pupils to become active responsible citizens who can lead by example, to have a personal commitment to service and act to make a positive difference to the lives of others and their environment
- All pupils to know what constitutes good behaviour and to be able to make responsible choices
- All pupils to respect the right of others to learn in a calm, happy environment

## **Expectations**

The primary educational mission of the Catholic school is the ongoing development of the entire potential of every person. It seeks to promote the well-being and freedom of every person, made in the image and likeness of God and finding fulfilment in God alone. This is the vision which shapes the daily life of a Catholic school as a community in which faith is expressed and shared and every member is invited to grow.

However, we are also a teaching establishment in which children are expected to learn and teachers to teach; to this end pupils are expected to behave and work properly. They are also expected to contribute fully to both the curricular and extra curricular life of the school and play a full part in the liturgical life of the school; parents are expected to support the school in achieving and maintaining high standards.

**3R's are central to the relationship;**

- **Respect for yourself, others and the environment**
- **Responsibility – accepting that all our actions have consequences both for ourselves and others**
- **Resilience – overcoming obstacles, approaching unfamiliar situations with courage and forethought**

## **Support to Improve Behaviour**

Helping students improve their behaviour and take responsibility for their actions is a key principle of our behaviour strategy. Following incidents of unacceptable behaviour and certainly after any exclusion we will support students with a Behaviour Support Plan and or a Pastoral Support Plan. The student and their parents will be involved in setting up the plans. **A refusal to engage positively with this behaviour support could lead to a permanent exclusion.**

**Staff** will support our school by

- setting expectations of high standards of work, attendance, appearance and behaviour.
- teaching lessons that are well planned and challenging, supporting good behaviour.
- treating all pupils with respect, following the school measures for assertive discipline.
- using assertive discipline to treat pupils in a way that is consistent and firm, but fair; encouraging the pupil to grow without embarrassment or humiliation.
- providing encouragement and support to all students
- ensuring that pupil planners are used to record homework and communicate with parents
- following the All Wales Child Protection procedures

**Parents** will support our school by:

- encouraging their son or daughter to take responsibility for their actions;
- ensuring that their son or daughter attends school regularly, punctually and properly equipped;
- informing the school of any concerns or problems that might affect their son's or daughter's work or behaviour;
- supporting the school policies, rules and regulations regarding uniform, discipline and orderly behaviour and supporting the school if sanctions are necessary;
- supporting the intervention strategies
- encouraging their son or daughter to work hard, give of his or her best and develop his or her potential to the fullest;
- ensuring that their son or daughter completes all homework and coursework assignments properly and hands them in on time;
- encouraging their son or daughter to take a full part in the extra-curricular life of the school and support the extra-curricular activities of the school;
- attending parent-teacher meetings and any other meetings which are arranged to discuss their son's or daughter's progress.

**Pupils** will support our school by:

- treating all members of our community as members of the family of God
- being polite and friendly to everyone you meet
- attending school regularly and punctually, properly equipped for the lessons of that day
- wearing the school uniform correctly so that you are a credit to yourself, your family and our school
- arriving at lessons punctually
- listening carefully and following instructions
- behaving appropriately in lessons, following the class rules and supporting the right of all pupils to learn in a calm and happy atmosphere
- reporting difficulties or problems to a member of staff who will help you reach a peaceful and satisfactory solution
- moving around the school in a calm, orderly manner. In stairwells and corridors always stay to the left
- not putting at risk the health and safety of themselves or others for example students must never attempt to climb on a school roof
- respecting your property and the property of others
- treating all school equipment respectfully and keeping the school environment clean and tidy (all hot food must be eaten in the hall, packed lunches may be eaten in designated areas but not in corridors or classrooms)
- not chewing gum or eating or drinking in class (drinking water is allowed with the permission of a teacher)
- keeping mobile phones out sight and switched off
- leaving valuables at home (such as iPods, PSPs, etc.) and not bringing large sums of money to school.
- never being in possession of illegal substances or dangerous items (aerosols of any kind are not allowed in school)

- maintaining the highest possible standards of behaviour on public transport and in public places

### **Academic Integrity**

Pupils are expected to be honest about their school work at all times; copying others' work, plagiarism and cheating in coursework, school tests or examinations should be regarded as a serious offence for which a pupil may be temporarily excluded from school. In all cases regarding public examinations all instances will be communicated to the appropriate awarding bodies and in some instances the pupil concerned maybe withdrawn from some or all of his/her examinations.

### **Bullying – (refer to Anti-Bullying policy)**

“Bullying behaviour abuses an imbalance of power to **repeatedly** and **intentionally** cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying”

Bullying, physical or otherwise, or the encouraging or supporting of bullying will not be tolerated and will be regarded as serious breach of school rules. Bullying includes repeatedly making fun of others, calling others or members of their families names, other forms of abusive or silly behaviour towards or about others, deliberately isolating others and behaviour which generally makes life unpleasant for others. Any pupil who believes that he is being bullied (including being excluded or isolated), threatened or intimidated should report the matter immediately, either directly to a member of staff or through a parent or other person (for example, another pupil or friend). Anyone who knows, or has good reason to suspect, that a pupil is being or has been bullied, threatened or intimidated, has a responsibility to report the matter immediately. Any pupil, who is the victim of bullying, or anyone reporting an incident, can be assured that the matter will be dealt with sensitively but firmly.

### **Physical Violence**

Fighting is regarded as a serious breach of school rules and there are serious consequences for pupils who fight and those watching or inciting fights.

### **Behaviour in the school grounds and the playground**

When in the playground and the school grounds, pupils must observe the school rules. In particular, they must not behave in a way that might cause inconvenience to or put at risk the health and safety of themselves or others, or cause damage to property.

Pupils:

- must move calmly about the school; students must not run or make excessive noise e.g screaming
- are strictly forbidden to slide on snow or ice or throw snow or ice
- must not be in areas that are out of bounds and in particular must never attempt to climb on to a school roof
- must play in the supervised areas designated on the playground
- may not walk on grassed areas
- pupils must go quickly to their lessons once the bell has rung
- must not remain on the playground to play after school, except when
- taking part in organised games or training sessions supervised by a teacher.

### **Tobacco and alcohol**

The possession or smoking of tobacco is forbidden and will lead to serious consequences. Parents will be informed and pupils required to attend a programme of Healthy Living sessions. The possession or consumption of alcohol by pupils will be regarded as serious breach of school rules for which a pupil will normally be temporarily excluded from school and may be permanently excluded.

### **Illegal Substances – (see separate policy)**

The possession or use of drugs (other than those prescribed by a medical practitioner or non-prescription drugs being used for proper medical purposes) or other illegal substances by a pupil will be regarded as a serious breach of school rules , for which a pupil will normally be temporarily excluded and possible permanently excluded from the school. Drugs include any addictive, harmful or mood altering substance. In all instances, the penalty for selling, buying or distributing drugs or other illegal substances will be a FTE / permanent exclusion.

### **Weapons**

The use or possession of knives, firearms (including air guns) and ammunition, whether real or simulated, or other weapons will be regarded as a serious breach of school rules and the consequence of using or being caught in possession will be a FTE/ permanent exclusion.

### **Transactions**

Pupils may not engage in trading, buying, selling or swapping any goods, money, services or favours.

### **Publicity**

Pupils must not give information or contribute photographs, articles, letters etc concerning the school to any journalist or publication, other than an official school publication, or to any person who does not have a legitimate right to the information or items, without the specific permission of the Head teacher.

### **Latecomers**

Pupils who arrive after 9.00 must report to the receptionist and register immediately on arrival at school. They should provide a note form parents to explain why they are late.

### **Leaving school during the day**

KS 3 and 4 Pupils leaving the school during the day must have permission from their parents, and agreed by their Tutor/Head of Year. They must report to the reception/the Sanctuary before leaving and, if they return on the same day, on their return to the school. Year 11 pupils must follow the same procedure when leaving school during lunch time. No pupils, may leave the school site during the morning break.

### **Appearance and Uniform**

Pupils must wear proper school uniform and sports kit. On very hot days arrangements will be made for pupils to remove their blazers and ties. At all other times pupils are expected to wear their blazers and ties (with the top shirt button fastened). Whenever school uniform is worn, it must be complete and not mixed with non-uniform clothes.

**Hair** must not be dyed other than a natural colour and should not be cut in an extreme style.

### **Jewellery**

Pupils are generally discouraged from wearing jewellery in school. Where jewellery is worn, the only items permitted are:

- a plain wrist watch;
- one pair of stud earrings
- a plain necklace (for example a chain with a cross or medal) which must be tucked under the shirt.
- No Facial piercings

Jewellery must not be ostentatious or valuable. The school accepts no responsibility for lost or stolen jewellery. Where appropriate, items of jewellery must be removed for Art, Technology, and Sports lessons, and at any other time determined by a teacher.

### **Homework**

Homework is an essential part of the normal curriculum and pupils cannot fulfil the requirements of the courses unless they make an adequate attempt at all of the homework set. Homework will normally be set on Google classroom and we encourage pupils to complete it on the day on which it is set, however the deadlines will be made clear on Google Classroom. Where a pupil appears to have an inadequate amount of homework, parents should inform the Year head/Head of department. Pupils who fail to hand in work at the correct time may receive a homework detention.

### **Food and drink**

Pupils may not consume food or drink (other than water) during lessons unless the pupil has a pre-notified medical condition. The offending items will be confiscated. Energy Drinks are not permitted.

### **Personal property**

All personal property, including uniform and sports kit, must be clearly marked with the owner's name. Pupils must not bring expensive equipment to school unless with the prior approval of the Headteacher. The school will not accept responsibility for loss of or damage to private property brought into or left in the school by pupils. The school accepts no liability for the personal property of any users of the premises, including pupils. Parents who are concerned about the loss of any particular item are strongly advised to arrange their own insurance to cover any possible loss. Pupils taking part in games, swimming or PE, curricular or extra-curricular, should place valuables (watches, money, jewellery etc) into the safe and notify the teacher-in-charge so they can lock it. Teachers will not be expected investigate the loss of items which have not been handed in.

### **Care of school property**

Pupils are expected to take good care of all school property and parents will be asked to pay for any non-accidental or careless damage to school property.

### **Books, materials and equipment**

All exercise and text books must be properly labelled and must not be defaced or damaged or have pages removed. Pupils are expected to take proper care of all books, materials and equipment lent to them by the school. Payment may be required for loss of or damage to any items which are the property of the school. Pupils who do not take care of books must buy a replacement and copy all work into the new book.

### **School Bags**

Books and equipment must be carried in a suitable school bag. Pupils must write their name and form inside the bag with a suitable marker pen. Pupils must normally keep their school bags with them throughout the day and are responsible for their property at all times. Staff cannot be responsible for looking for bags and equipment that have been left unattended by pupils. Sports kit should be brought in the school bag.

### **Phones**

Students should only use the school phones in the main office with permission from a member of staff. They should not use the school system to make malicious or mischievous calls. Mobile phones are not to be used during the school day without permission, they will be confiscated.

### **Local Shops**

Pupils using shops on their way to and from school must at all time show proper courtesy to shop assistants and other customers.

### **Licensed Premises**

Pupils are reminded that they are expected to obey any laws relating to the sale or consumption of alcohol. Pupils in uniform are forbidden to go into any public house.

### **School Trips and Visits** – (refer to School Visits Policy)

Places offered to students on trips are conditional upon good behaviour. If a student behaves poorly after being offered a place on a trip, the place can be withdrawn.

The school policy for good behaviour applies whilst pupils are taking part in school trips and visits. **There will be serious consequences for any pupil who behaves badly, prejudices the good of others or is disobedient. The consequences may include sending the pupil home.**

Where it is necessary for a pupil to be sent home for disciplinary reasons, his or her parents will be expected to meet the full cost and to co-operate with the school in making whatever arrangements may be necessary for the safe conduct of the pupil. Pupils will be sent home immediately for serious or gross misconduct, which includes persistent disobedience, any action that threatens the safety of others and misconduct following a final warning.



Smoking and drinking on school trips and visits are strictly forbidden. Pupils may not bring tobacco or alcohol with them or purchase tobacco or alcohol while taking part in a school trip. Pupils may not purchase tobacco or alcohol from the duty free shops, even as gifts. Any pupil found with any substance which is illegal under English law, or the law of the host country, **will be sent home immediately**. Likewise, any pupil knowingly associated with the purchase, carrying or consumption of any substance which is illegal under English law, or the law of the host country, **will be sent home immediately**.

### **Use of the school computing facilities and the internet**

The Curriculum Network and Internet facilities at the school are provided for pupils to do homework, coursework, preparation, undertake research and communicate with others. Pupils should only use the computers for schoolwork, except during an extra-curricular activity supervised by member of staff. Pupils are expected to honour the agreement made with the school concerning the use of Internet facilities. Access is a privilege, not a right, and the privilege will be withdrawn if it is abused in any way. Files, logs of Internet use, e-mail messages sent and received, stored on servers or disks, cannot be regarded as confidential and may be inspected by members of staff from time to time to ensure that the system is being used properly.

There are automatic programs which will search for unacceptable material and which will keep a record of all use of the networks by pupils. Any misuse of the school computer facilities by pupils, including accessing inappropriate web sites (including social forums) and materials, using unauthorised software or exchanging inappropriate e-mail messages, will be regarded as a very serious breach of school discipline. Uploading inappropriate comments about pupils or staff to social forums that can be traced to a pupil at the school will be also be regarded as a form of bullying will not be tolerated and will be regarded as a serious breach of regulations (as per the school's Anti-Bullying Policy).

Pupils and their parents should be aware that the provisions of the *Computer Misuse Act 1990* apply to the use of computer facilities at the school by pupils and that pupils who breach the provisions of the Act may be prosecuted. Pupils must keep their passwords confidential and must not give this information to other pupils.

### **Personal Computers**

Pupils who bring their own personal computers or tablet computers in to school may only use them in accordance with the school's Use of ICT and Acceptable Use Policy (see relevant policies)

### **Behaviour in class.**

Staff members are responsible for their own classroom discipline. If a pupil misbehaves, all staff should follow the school assertive discipline policy and apply the appropriate sanction. Initially, for less serious offences, staff will use the steps below:

1. You will be warned
2. You will be asked to move
3. You will be given a final warning and a break/lunchtime detention.
4. You may be removed to work with the Head of Department and your Head of Year and your parents will be informed. You will receive an after school detention and could be placed on report.
5. If you disrupt in a number of lessons, or repeatedly in one lesson, you may be placed in isolation. When you return to lessons, you may be placed on report.

6. If you continue to disrupt, you may be excluded from school.

There are specific rules in some subjects (e.g. practical subjects, Science, PE etc.). All pupils are expected to follow these rules.

### **Exclusions**

Exclusion is the most serious punishment a school can apply and is a very serious matter. All exclusions whether temporary or permanent will be reported to the LEA and the Governors. Behaviour which is unlawful such as the possession of an offensive weapon or the possession of drugs will also be reported to the police. When an exclusion is considered the Head teacher will ensure that the Welsh Assembly Government Guidance – Exclusion from Schools and Pupil Referral Units is followed

### **Support for Good Behaviour**

When things are not going so well or you are upset or troubled about something there are people who can help you, there is always someone you can talk to especially:

Mr K Jones  
Your teachers  
Your form tutor  
Your head of year  
The Wellbeing team  
A member of the senior leadership team  
The school Chaplains  
The school and independent counsellor

## Outline of possible sanctions for specific incidents

This list is for **guidance** – it is not an exhaustive list, nor is it prescriptive, the Head of Year, Deputy Head or Headteacher may vary a sanction according to circumstances.

<b>C1 – Lunchtime detention/community service</b>	<b>C2 – After school detention</b>	<b>C3 – Internal exclusion</b>	<b>C4 – Exclusion</b> Usually 1-3 days, but can be up to 45 days	<b>C5 – Permanent exclusion</b>
Refusing to respond to a request from staff	Failing to attend a lunchtime detention	Defiance or rudeness to a member of staff	Continued discriminatory abuse or comments (e.g racial, sexual, emotional)	Serious physical assault on staff or pupil with the intention to harm
Homework not done	Being removed from a lesson for being disruptive	Repeated disruptive behaviour	Use of physical violence	Intimidation or threat of intimidation to a member of staff
Inappropriate comment to a member of staff	Missing a coursework deadline	Repeated misbehaviour on the way to/ from school	Use of bad language or extremely rude/aggressive behaviour to a member of staff	Possession of drugs or alcohol (more serious)
Inappropriate comment to another pupil, derogatory remarks	Rowdy or aggressive behaviour	Extreme hairstyles	Repeated bullying	Supplying or selling drugs or alcohol
Not having the correct equipment	First bullying offence	Anti social behaviour	Use or possession of drugs or alcohol	Possession or use of offensive weapons, replica or real
No planner	Damage to property or graffiti	Going off site without permission	Repeated or serious disruption	Sexualised behaviour towards a member of staff or a pupil (more serious)
Lateness	Use of bad language	Truancing	Behaviour which compromises health and safety (e.g. setting off the fire alarm)	Repeated serious misbehaviour following a warning.
Untidy uniform or wearing non-uniform items	Misbehaviour on the way to/from school	Taking or being in possession of images/film without consent	Possession or attempts to access inappropriate material (e.g. pornography ,racist material)	Any serious one off offence judged by the Head teacher to warrant exclusion
Dropping Litter	Missing items of uniform	Discriminatory abuse or comments (e.g racial, sexual, emotional)	Failing to obey a senior member of staff	
Repeatedly talking in class	Repeatedly late for school or lesson		Theft	
	Smoking*		Taking or being in possession of images/film without consent (more serious)	

			Trading or selling items	
			Use or possession of offensive weapons, replica or real	
			Sexualised behaviour towards staff or pupils	

# Procedure for ensuring Good Behaviour

Staff members are responsible for their own classroom discipline. If a pupil misbehaves, all staff should follow the school assertive discipline policy and apply the appropriate sanction.

Initially, for less serious offences, staff will use the steps below:

1. You will be warned
2. You may be asked to move
3. You may be given a final warning and a break/lunchtime detention. Your Form Tutor will be notified and a note to your parents will be sent via the school app. Your behaviour will be recorded on SIMS.
4. You may be removed to work with the Head of Department . Your Head of Year will be notified and your parents will be telephoned. You may receive an after school detention and be placed on report.
5. If you disrupt in a number of lessons, or repeatedly in one lesson, you may be placed in isolation to reflect on your behaviour. When you return to lessons, you will be placed on report.

For more serious offences, a pupil may go straight to the appropriate stage, depending on the nature of the offence.

Stage	Behaviours	Sanction	Monitoring	Intervention	Other Agencies	Review Period	Improved Behaviour
1	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• C1 incident</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour point on SIMS</li> <li>• Lunchtime detention or community service</li> <li>• Parents notified via school gateway app</li> </ul>	<ul style="list-style-type: none"> <li>• FT monitoring</li> <li>• HOY monitoring SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with FT to establish reasons for behaviour</li> <li>• RJ – e.g. apology or community service</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to School Health Nurse, School Counsellor Police Liaison officer, E.W.O., CP Referral</li> </ul>	2 weeks	Normal behaviour monitoring
2	<ul style="list-style-type: none"> <li>• Repeated disruption</li> <li>• C2 incident</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour point on SIMS</li> <li>• After school detention</li> <li>• Parents telephoned</li> <li>• Isolation with HOY</li> <li>• Refer to wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li>• FT monitoring</li> <li>• HOY Monitoring – subject teachers feedback, SIMS</li> <li>• Pupil report</li> <li>• Discuss at HOYs meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour reflection completed in isolation with HOY</li> <li>• Discussion with ALNCO re: additional learning support necessary</li> <li>• Restorative practice</li> <li>• Mentoring by Wellbeing team or other suitable member of Staff</li> <li>• Referral to Peer Support</li> <li>• Encourage engagement through planned activities</li> </ul>	<ul style="list-style-type: none"> <li>• Make Inclusion Officer aware at meeting.</li> <li>• In Tuesday morning meeting refer to School Health Nurse, Police intervention officer, E.W.O.,</li> </ul>	6 weeks (or sooner if necessary)	Revert to stage one – <ul style="list-style-type: none"> <li>• FT monitoring</li> <li>• HOY monitoring SIMS</li> </ul>

				<ul style="list-style-type: none"> <li>to raise self esteem (e.g. Art, Football, Circuits, D of E etc).</li> </ul>	Counsellor, CP Referral		
3	<ul style="list-style-type: none"> <li>Continued poor behaviour</li> <li>C3 incident</li> </ul>	<ul style="list-style-type: none"> <li>Isolation/ internal exclusion with Wellbeing team</li> <li>Parents meeting at school with HOY</li> </ul>	<ul style="list-style-type: none"> <li>Refer to ALNCO</li> <li>IBP or IEP, with targets</li> <li>Placement on the ALN reg</li> <li>BESD</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practice</li> <li>Work with Wellbeing team</li> <li>Discussion with ALNCO re: additional learning support necessary</li> <li>Corrective Maths and/or Corrective Reading</li> <li>COMMITT</li> <li>Learning Coach</li> <li>Pastoral Mentoring</li> <li>Buddy Mentoring</li> <li>Behaviour Management Interventions – see list</li> <li>PRU outreach</li> </ul>	<ul style="list-style-type: none"> <li>Discuss intervention plan with Inclusion Officer</li> <li>Refer to School Health Nurse, Police intervention officer, E.W.O., Counsellor, YOS, CP Referral</li> <li>EP referral</li> </ul>	6 weeks (sooner if necessary) Review progress – amend targets and then review in a further 6 weeks	Revert to stage 2 – <ul style="list-style-type: none"> <li>HOY Monitoring – subject teachers feedback</li> <li>Pupil report</li> <li>Discuss at HOYs meeting</li> </ul>
4	<ul style="list-style-type: none"> <li>Continuing poor behaviour</li> <li>C4 incident</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion or fixed term internal exclusion</li> <li>Parents and pupil meet with SLT</li> </ul>	<ul style="list-style-type: none"> <li>Refer to SLT</li> <li>Placement on the ALN reg at SA +</li> <li>IBP or IEP, with targets broken down and reviewed daily by HOY/Mentor</li> <li>BESD</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Support plan in place PSP</li> <li>PCP to take place</li> </ul>	<ul style="list-style-type: none"> <li>Multi agency meeting</li> <li>I2A</li> <li>EP referral</li> <li>Refer to School Health Nurse, Police intervention officer, E.W.O., Counsellor, YOS, CP Referral</li> </ul>	6 weeks (or sooner if necessary)	<ul style="list-style-type: none"> <li>PSP to remain in place until Multi Agency Review agrees that it can be withdrawn</li> </ul>
5	<ul style="list-style-type: none"> <li>Continuing poor behaviour</li> <li>C5 incident</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Headteacher and Governing body</li> </ul>	<ul style="list-style-type: none"> <li>Managed move</li> <li>PRU</li> </ul>	<ul style="list-style-type: none"> <li>PRU</li> <li>Multi agency meeting</li> </ul>		

## Checklist for staff before referring upwards

Staff	Have you.....?
<b>Class Teacher</b>	<ul style="list-style-type: none"> <li>• Reminded the pupil</li> <li>• Asked him/her to move</li> <li>• Given a behaviour point on sims</li> <li>• Given detention (and arranged collection of the pupil to ensure that they attend) and discussed the incident with the pupil</li> <li>• Written a note to be sent home via the school app and recorded the incident on SIMS</li> <li>• Referred to HOD</li> </ul>
<b>HOD</b>	<ul style="list-style-type: none"> <li>• Removed the pupil for a fixed number of lessons</li> <li>• Examined, with the pupil, the work completed by the pupil</li> <li>• Checked that the pupil is correctly set</li> <li>• Checked with Form Tutor/HOY if the behaviour is isolated</li> </ul>
<b>Form Tutor</b>	<ul style="list-style-type: none"> <li>• Monitored SIMS and checked that Parents have signed seen any communication</li> <li>• Given a break or lunchtime detention and held a discussion with pupil to establish reasons for poor behaviour</li> <li>• Ensured that Restorative Justice – e.g. apology or community service has been completed</li> <li>• Discussed the pupil at the Monday evening or Wednesday morning Year meeting</li> </ul>
<b>HOY</b>	<ul style="list-style-type: none"> <li>• Fully reviewed all information on SIMS</li> <li>• Given detention after school</li> <li>• Behaviour reflection completed with the pupil</li> <li>• HOY Monitoring – reviewed subject teachers feedback and behaviour incident on SIMS</li> <li>• Had a discussion with ALNCO re: additional learning support necessary</li> <li>• Telephoned Parents</li> <li>• Placed pupil on report</li> <li>• Discussed pupil at HOYs meeting</li> <li>• Ensured that Restorative Justice has taken place</li> <li>• Referred to appropriate external agencies</li> </ul> <p>Followed by:</p> <ul style="list-style-type: none"> <li>• Parents have been called into school</li> <li>• Inclusion Officer involved</li> <li>• IBP/PSP/PCP in place which has been reviewed</li> <li>• BESD completed</li> <li>• EP referral made and recommendations implemented</li> <li>• Pupil mentoring</li> <li>• PRU outreach</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Multi agency meeting</li> <li>• PHP/RA completed</li> </ul>

## Standard Interventions

Behaviour	Suitable Interventions
Low level disruption caused by ALN	Follow pupils IBP, PEP, PCP, or one page profile
Low level disruption	<ul style="list-style-type: none"><li>• Assertive discipline</li></ul>
Fighting	<ul style="list-style-type: none"><li>• Restorative justice, Police liaison officer</li></ul>
Stealing	<ul style="list-style-type: none"><li>• Restorative justice, police liaison officer involved</li></ul>
Truancy	<ul style="list-style-type: none"><li>• Discussion about why and the potential dangers. EWO involvement</li></ul>
Aggressive Behaviour	<ul style="list-style-type: none"><li>• Restorative Justice</li><li>• Counselling</li><li>• Anger Management</li></ul>
Smoking	<ul style="list-style-type: none"><li>• Assist Peer Support</li><li>• School Health Nurse</li></ul>



**Incident Report by** \_\_\_\_\_ **Date:** \_\_\_\_\_

**MUST BE RETURNED TO PASTORAL SUPPORT TO BE UPLOADED TO SIMS**

Who is involved? (Names and Forms)	
Description of what happened (including details of any injury caused if necessary)  Please continue on a separate sheet if necessary And attach	
Have statements been collected from all involved and all witnesses	
Action taken	
Have parents been contacted? If so, by what means?	
Details of any further action necessary	

# Appendix

## Tasks for HOY

Daily	Weekly	Half Termly	Termly	Annually
Truancy	Attendance statistics - %	Rewards	Rewards Achievement assemblies	Rewards
Attendance – missing marks, N etc	Deliver morning assembly	Planner check	PEPs for FSM and LAC students	Trips
Uniform	Ensure forms attend the chapel		Form tutor Q&A	Check pupils progress
Behaviour	Check pupils progress	Check pupils progress	Collate and check Form Surveys reporting to SLT	Collate, check and comment on every students report
Contact home where necessary positive and negative	Check conduct on SIMS		Check pupils progress	
Check pupils progress				

## Tasks for Form Tutor

Daily	Weekly	Half Termly	Termly	Annually
Morning worship	Check and update attendance and Behaviour on the form monitoring sheets	Rewards	Rewards info to HOY	Rewards
Truancy	Monitor conduct on SIMS contact home where necessary		Form surveys	Write a form tutor comment after reading the full report.
Attendance – missing marks, N	Deliver literacy and numeracy items		Pupil voice interviews	
Uniform				
Check equipment				
Read out any notices and give out letters				
<b>Talk to the pupils</b>				

## **ASSERTIVE DISCIPLINE**

### **Teachers' Rights**

- ◆ Right and responsibility to establish rules and clearly define limits of acceptable and unacceptable behaviour.
- ◆ Discipline approaches of past don't work with today's students.
- ◆ Children aren't innately motivated to behave at school.
- ◆ No teacher is capable of coping with each and every student.
- ◆ Good curriculum will help students stay on task, but first they must know how to be on task.
- ◆ Students cannot be expected to guess how you want them to behave. They need to be told, without doubt what you expect of them.
- ◆ The students also need to know what will occur if they choose not to comply with those expectations.
- ◆ Children need to know you'll recognise and support positive behaviour, just as you'll limit any inappropriate disruptive behaviour.
- ◆ If students are to be successful in the real world, they must be capable of making independent, responsive choices.

### **Children's Rights**

- ◆ Right to a teacher who will set firm and consistent limits.
- ◆ Right to a teacher who will provide consistent, positive encouragement to motivate them to behave.
- ◆ Right to know what behaviours they need to engage that will enable them to succeed in the classroom.
- ◆ Right to a teacher who will take the time to teach them how to manage their own behaviour.

### **Definition of an assertive teacher:**

**"One who clearly and firmly communicates her expectations to her students, and is prepared to reinforce her words with appropriate actions. She responds to students in a manner that maximises her potential to get her own needs to teach met, but in no way violates the best interest of the students."**

### **Assertive teacher:**

**"I care too much about my responsibility as a teacher to allow disruptive behaviour to stop me from teaching. I care too much about my students to allow them to behave in a manner that is not in their best interest."**

## **Roadblocks to being assertive**

- ◆ A teacher's negative expectations about his or her ability to deal with disruptive student behaviour are a major roadblock to successful classroom behaviour management.
- ◆ Most students can behave. Those students who do not behave either choose not to, or haven't been taught.
- ◆ When a teacher believes that students can choose to behave, his or her expectations are raised.
- ◆ Positive expectations are the key to successful classroom behaviour management.

## **Response Styles:**

- ◆ The manner in which you respond to student behaviour impacts student's' self-esteem and student' success in school.
- ◆ We have identified these basic response styles:  
non-assertive, hostile and assertive.
- ◆ A non-assertive style is one in which the teacher is passive and inconsistent in responding to student behaviour. This teacher often simply reacts to disruptive behaviour as it appears, rather than proactively plan for it.
- ◆ The students of a non-assertive teacher often feel frustrated, manipulated and angry. They do not receive the clear limits they need to function successfully in the classroom.
- ◆ A hostile teacher is perceived as unfair, and students behave out of anxiety or fear rather than through making responsible behaviour choices.
- ◆ An assertive response style is one in which the teacher clearly, confidently and consistently states expectations to students and is prepared to back up these words with actions.
- ◆ Students learn to trust and respect an assertive teacher because they clearly know the parameters that have been set for acceptable and unacceptable behaviour.

## **Classroom Discipline Plan**

- ◆ A Classroom discipline plan consists of three parts
  - 1 Rules that students must follow at all times.
  - 2 Positive recognition that students will receive for following the rules.
  - 3 Consequences that result when students choose not to follow the rules.
- ◆ A discipline plan makes managing student behaviour much easier.
- ◆ A discipline plan protects students' rights.
- ◆ A discipline plan helps ensure parental support.

- ◆ A discipline plan helps ensure administrator support.

## **Rules**

- ◆ Choose classroom rules that will let students know what behaviours are expected in the classroom at all times.
- ◆ Choose a limited number of rules.
- ◆ Choose rules that are observable. Vague rules are difficult to comply with and difficult to enforce.
- ◆ Choose rules that can apply at all times throughout the day or period.
- ◆ Choose rules that apply to behaviour only. Rules for a classroom discipline plan must not address academic or homework issues.
- ◆ Consider involving students in choosing some of the rules for your classroom.

## **Positive Recognition**

- ◆ Use positive recognition to encourage students to behave appropriately and to continue appropriate behaviour.
- ◆ Increase a student's self-esteem through consistent meaningful positive recognition. Let the student know you notice his or her efforts.
- ◆ Create a positive classroom environment for you and your students through consistent positive recognition.
- ◆ Consistent positive recognition will help you teach appropriate behaviour and establish positive relationships with students.
- ◆ Praise students often. It's the most powerful, effective positive recognition you can give.
- ◆ Set a goal to send a specific number of positive notes home to parents each week.
- ◆ Recognise students' responsible behaviours with rewards.
- ◆ Motivate student through special privileges such as extra computer time or being class monitor.
- ◆ Use a class-wide positive recognition system as a means to motivate all students to learn a new behaviour or to work on a problem behaviour that the group is having.

## **Consequences**

- ◆ When disruptive behaviour occurs, you must be prepared to deal with it quickly and calmly.
- ◆ You must be prepared by having in place consequences that students receive should they choose to disregard the rules of the classroom.

#### ◆ Consequences:

- ◇ are a choice
  - ◇ do not work in isolation. They must be balanced with positive support
  - ◇ do not have to be severe to be effective
  - ◇ must be appropriate for your students, and you must be comfortable using them
  - ◇ must be ones that students do not like, but they must never be physically or psychologically harmed
  - ◇ should be organised into a hierarchy that clearly spells out what will happen from the first time a student breaks a rule to the fifth time the same student breaks a rule the same day
- ◆ The first consequence should be a warning.
  - ◆ Parent and administrator contact should appear near the end of the hierarchy.
  - ◆ The hierarchy should include a Severe Clause for dealing immediately with severe misbehaviour.

### **Teaching your Classroom Discipline Plan**

- ◆ Create lessons to teach your students your classroom discipline plan.
- ◆ Explain to students why you need rules.
- ◆ Teach the rules.
- ◆ Explain how you will positively recognise students who follow the rules.
- ◆ Explain why you have consequences.
- ◆ As soon as you've taught the lesson, immediately begin reinforcing students who follow the rules.
- ◆ Review rules frequently at the start of the year. Review as needed as the year progresses.
- ◆ Post your discipline plan in the classroom.
- ◆ Send a copy of your classroom discipline plan home to parents.

### **Specific Directions**

- ◆ Don't assume that children know how you want them to behave in all of the situations that occur during a normal school day. These expectations must be taught.
- ◆ Identify the classroom situations for which specific directions are needed. Then determine those directions.
- ◆ Teach your specific directions immediately prior to the first time the activity takes place.
- ◆ Teach the lesson with the same care you would any academic lesson.
- ◆ Explain your rationale for teaching the direction.

- ◆ Explain the directions.
- ◆ Check for understanding.
- ◆ Review the specific directions for each activity as long as is necessary.
- ◆ Post visual clues (charts, posters, illustrations) around the classroom to help remind students of appropriate behaviour during different activities and procedures.

### **Using positive recognition to motivate students to behave**

- ◆ Use positive repetition to reinforce students who are following directions, and to give a positively stated reminder to those students who are not yet following the directions.
- ◆ Integrate consistent praise into any lesson or any interaction with student.
- ◆ Use the scanning technique when you are working with a small group of students and the rest of the class is working independently.
- ◆ As you teach, circulate throughout the classroom and keep giving praise.
- ◆ Recognise younger students for good behaviour by writing their names on the board as classroom superstar.
- ◆ Use positive support to encourage students to continue appropriate behaviour.
- ◆ Use positive support to increase a student's self-esteem.
- ◆ Use positive support to reduce behaviour problems.
- ◆ Consistent positive support will create a more positive classroom environment for you and your students.
- ◆ Make a goal to praise every student everyday.
- ◆ Use a class-wide recognition system to motivate your class to work toward a specific behavioural goal.

### **Redirecting non-disruptive off – task behaviour**

- ◆ Differentiate between disruptive behaviour and non-disruptive off – task behaviour. Non-disruptive off-task behaviour is behaviour in which a student is not disturbing others, but is not paying attention or following directions either.
- ◆ Don't ignore non-disruptive off-task behaviour. It's not in your students' best interest.
- ◆ Rather than provide a consequence, or ignore the behaviour, redirect the behaviour.
- ◆ Redirect a student's non-disruptive off-task behaviour while you continue teaching.
- ◆ Give the student a 'look' that says you are aware of and disapprove of his behaviour.
- ◆ Stand by an off-task student's side as you teach.



- ◆ Mention the off-task student's name while teaching.
- ◆ Use proximity praise to redirect an off-task student.
- ◆ As soon as a student is back on task, take the first opportunity to praise his appropriate behaviour.
- ◆ If redirecting is not effective it may be appropriate to provide consequences from your discipline hierarchy.

### **Implementing Consequences**

- ◆ Be consistent. Consequences must be provided each time a student chooses to disrupt.
- ◆ Give consequences in a firm, calm manner. The positive effects of consequences can be undermined when teachers impose consequences in a hostile manner.
- ◆ Refocus students who attempt to argue with you.
- ◆ After a student receives a consequence, take the first opportunity to recognise something positive the student is doing.
- ◆ Provide an 'escape mechanism' for students who are upset and want to talk about what has happened.
- ◆ 'Move in' when a student is being continually disruptive.
- ◆ Stay calm if students challenge you authority.
- ◆ There are going to be times when in your professional judgement it will not be in a student's best interest to provide a consequence. Your hierarchy is a guide, not law.

### **One-to one Problem – Solving Conferences**

- ◆ A one-to-one problem- solving conference is a meeting between teacher and student to discuss a specific problem.
- ◆ The goal of a problem solving conference is for the student to gain insight into his behaviour and ultimately to choose more responsible behaviour.
- ◆ A problem-solving conference should include the following:
  - ❖ Show empathy and concern.
  - ❖ Question the student to find out why there's a problem.
  - ❖ Determine what you can do to help.
  - ❖ Determine how the student can improve his behaviour.
  - ❖ Agree on a course of action.
  - ❖ Summarise the conference.

## **Using Positive Support to Build Positive Relationships**

- ◆ Show students that you care about them as unique individuals.
- ◆ Greet students at the door each day. Find something special to say to each student as he or she enters the room.
- ◆ Treat students the way you would want your own child to be treated.
- ◆ Learn more about your students. Give a student interest inventory to each of your students at the beginning of the year.
- ◆ Give one-to-one attention by sharing your own time with students at break or lunchtime.
- ◆ Make home visits and positive phone calls.

## **Developing an Individual Behaviour Plan**

- ◆ Develop an individualised behaviour plan for students who do not respond to your general classroom discipline plan.
- ◆ An individualised behaviour plan:
  1. should include only one or two of the difficult students most critical problem behaviours.
  2. must establish firmer, more meaningful consequences that will motivate the difficult student to respond.
  3. be balanced with increased positive recognition.
  4. will work only if the teacher consistently (and without exception) provides the firmer consequences to the student.

## **Positive recognition should always begin with praise**

- ◆ Difficult students will benefit from and greatly enjoy personal attention from you (lunch together, a positive home visit or phone call, an after-school conversation).
- ◆ The individualised behaviour plan should be presented to the student in a firm but empathetic manner.
- ◆ Difficult students need your assurance that you care, that you are there to help and that the disruptive behaviour is not in their best interest.
- ◆ An individualised behaviour plan provides due process to children and parents.

## **Getting the Support you need from Parents and Administrators**

- ◆ Parents and administrators can offer the kind of support that teachers need and difficult students respond to.
- ◆ It is a myth that teachers should be able to handle all behaviour problems on their own.
- ◆ The following proactive measures must be taken by teachers in order to secure the support the need for working with difficult students.

1. A teacher must share the classroom discipline plan with parents and the administrators at the beginning of the year.

- ◆ A detailed letter explaining the plan must be sent to parents, with a signature portion to be returned to you.
- ◆ Meet with your administrator to explain your discipline plan and the circumstances under which the administrator will be involved.

2 When a problem arises, the teacher must first take steps to deal with it on his or her own.

- ◆ Don't involve parents or the administrator prematurely. Allow the student time to change his or her behaviour.

3 Factual, complete documentation of a student's behaviour must be compiled, including and steps you have taken to handle the problem behaviours.

4 Anecdotal records should include:

- ◆ Student's name and class
- ◆ Date, time and place of incident
- ◆ Description of the problem in factual, observable terms
- ◆ Actions taken by the teacher to handle the problem

- ◆ Contact parents at the first sign of a problem.

To ensure a more productive conference, prepare an outline before speaking to a parent about a student's problem.

- ◆ Establish positive relationships with parents before problems arise through positive 'phone calls, notes and home visits.
- ◆ Ask for administrator involvement when counselling with parents and / or student about problem behaviours.
- ◆ Institute an in-school suspension program for extremely disruptive students.
- ◆ Ask parents of problem students to spend an entire school day with their child. Peer pressure makes this an extremely uncomfortable situation for defiant, disruptive students.

**“Children are our hope for the future.  
But we are the hope for theirs.”**

## **50 Opportunities to say “You’re terrific”**

1. Entering the classroom quietly.
2. Putting away coat and backpack.
3. Co-operating while teacher takes register.
4. Returning permission slips and forms on time.
5. Transitioning into an activity.
6. Following instructions.
7. Saying ‘please’ and ‘thank you’.
8. Listening attentively.
9. Helping a classmate.
10. Lining – up.
11. Handing in homework.
12. Being a good audience in assembly.
13. Beginning work right away.
14. Asking questions when unsure.
15. Good behaviour during a test.
16. Participating in a class discussion.
17. Walking appropriately in the hallways.
18. Working co-operatively with a partner.
19. Good behaviour during a trip.
20. Cleaning up.
21. Good effort on an assignment.
22. Assisting a new student.
23. Sharing school experiences with parents.
24. Making up missed assignments.
25. Making a new friend.
26. Good effort on a long term project.
27. Sharing.
28. Being sensitive to others’ feelings.
29. Learning a new skill.
30. Appropriate use of school property.
31. Returning borrowed books and materials.
32. Showing enthusiasm.
33. Being responsible for a classroom job.
34. Offering help without being asked.
35. Not wasting paper and supplies.
36. Staying on task.
37. Telling the truth.
38. Accepting a new challenge.
39. Behaving when a guest is in the room.
40. Reading at home.
41. Participating in school functions.
42. Demonstrating a positive attitude.
43. Giving one’s best effort.
44. Returning from the yard quietly.
45. Participating in a group activity.
46. Remaining calm during a problem situation.
47. Showing creativity.
48. Keeping busy when work is finished.
49. Taking turns.
50. Working co-operatively with an aide/volunteer.