

ALL HALLOWS RC HIGH SCHOOL

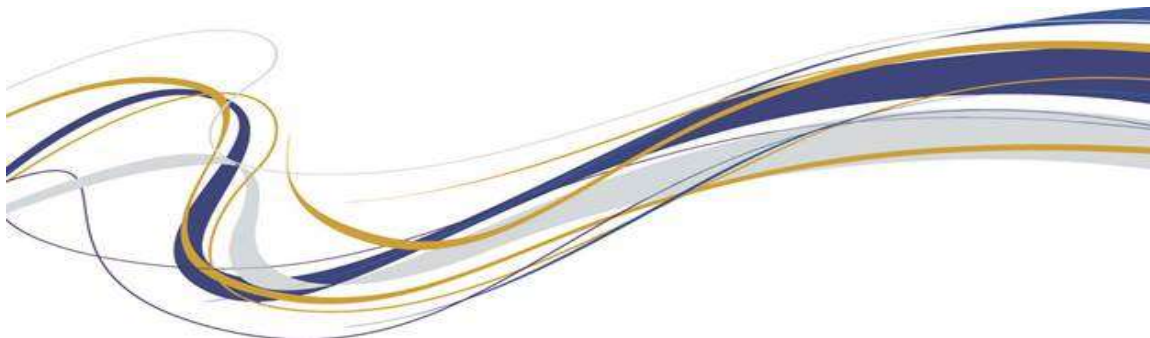


BEHAVIOUR POLICY

Committee responsible for review: Welfare Committee

Reviewed: September 2022

Date of next review: September 2024



BEHAVIOUR POLICY

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

All Hallows RC High School aims to provide a safe and secure school environment which fosters self-discipline and respect for school members and the wider community, the 'All Hallows Way'. Pupils' efforts to achieve this are recognised and rewarded. Pupils who display anti-social or disruptive behaviour patterns are helped and supported by a variety of agencies and strategies.

This policy has been reviewed in conjunction with the publication by the Dfe "Behaviour in Schools – advice for Headteachers and school staff" July 2022

The behaviour policy relies on a close partnership between staff, pupils and governors in order to achieve its aims. The school promotes the 'language of choice', along with rights and responsibilities of all. Every teacher has the right to teach and every pupil has the right to learn, with everyone's responsibility to achieve this.

All pupils are expected to follow the registration routines and classroom procedures and all teachers are expected to implement them consistently.

REGISTRATION ROUTINE
❖ Take off your coat
❖ Stand quietly for prayers
❖ Give in absence notes
❖ Take out of your bag: <ul style="list-style-type: none">✓ Pen✓ Pencil✓ Ruler✓ Planner – for inspection

CLASSROOM RESPONSIBILITIES
BE
❖ PROMPT
❖ PREPARED
❖ POSITIVE
❖ PRODUCTIVE
❖ POLITE

ASSERTIVE DISCIPLINE

The school uses a system of Assertive Discipline to promote good behaviour involving a range of rewards and sanctions which have been developed by staff and pupils to deliver consistent standards of expectations and behaviour in the classroom.

A copy of expectations and the assertive discipline (C3 system) and the 'All Hallows Way' will be displayed in all classrooms.

REWARDS SYSTEM

Recognition Points

Recognition points will be given by teachers to reward good work, effort, behaviour and attendance. Pupils can also gain extra recognition points for attending extra-curricular clubs and activities.

Teachers will use Edulink to issue Recognition points; this will be done during the lesson and pupils will be made aware of the recognition by the teacher. Form tutors will share the recognition points tally with pupils during extended form time when working towards 'The All Hallows Way' charter. The total amount of recognition points achieved by a pupil in each term contributes to whether a pupil can achieve their bronze, silver and gold charter award.

Pupils are also allocated recognition points for their attitudes outside of the classroom. Teachers and support staff will recognise pupils 'for doing the right thing' by signing a pupil's respect card on the recognition points section of the card. Form tutors will collate the number of points from the respect card and will add these onto the pupil's profile via Edulink. Parents have access to the Edulink app so that they can view the number of recognition points their child has received and from which teachers and subjects.

Reward Trips

At the end of every term the pupils with the most recognition points will be invited on a reward trip.

Subject departments organise reward trips that are for pupils that have made effort and progress throughout the year in a specific subject.

All Hallows organise whole school reward trips for pupils with good attendance, punctuality and behaviour.

SANCTIONS IN THE CLASSROOM

- The school uses the 'C3 assertive discipline system' to encourage pupils to follow classroom rules. This system uses an escalation of intervention within the classroom. It gives pupil a chance, a choice and a consequence if necessary.

- C1 Pupils are given a chance which is recorded on the board
- C2 Pupils are given a choice to behave appropriately which is recorded on the board.
- C3 Pupils that make the wrong choices are given a consequence. This results in removal from the lesson by the senior member of staff on call. Parents are sent a text (as a courtesy) and pupils are placed in a 30 minute detention on that evening. Pupils are collected from lesson 6 and taken to their detention. This will take place with the teacher of the lesson that they disrupted providing the opportunity for restorative justice.

Pupils may be kept in school for up to 30 minutes at the end of the day by members of staff. A courtesy notice will be given to parents for such detentions through our text messaging system.

If a pupil fails to attend a C3 detention they will be placed in seclusion the following day or on the first available day.

If a pupil receives two or more C3s in a day they will be placed in seclusion the following day or on the first available day.

Any pupil receiving a C3 will be placed on yellow subject report. Pupils who fall into a pattern of poor behaviour (often C1 or C2) will also be placed on yellow subject report in the subject where their behaviour has become an issue. A letter will be sent home to parents to inform them of this decision. The behaviour of the pupil will be monitored by the class teacher for the next 5 lessons. If behaviour improves the pupil will be taken off yellow subject report.

If a pupil fails to respond to being placed on a yellow card, the Head of Department will contact parents and put him/her on a red subject report. This means that the pupil must report to the Head of Department at the end of each lesson to have the card monitored.

Escalation process of C3

The school operates a **C3 Protocol system** for pupils that continue to receive C3s in different lessons. The escalation process includes further sanctions and identified interventions to support pupils with their behaviour.

Pupils on 2 or more red cards or pupils identified as in need of behaviour management support may be referred to the Learning Support Centre. If a pupil is placed in the learning support centre they will be placed on Stage 1 of the school exclusion procedure as their behaviour will have deemed that this is a necessary action.

The Learning Support Centre (LSC) provides individualised teaching and support programmes tailored to the needs of pupils at KS3 and KS4 who need help in improving their behaviour and attitude to learning.

Students who have learning or behavioural problems, including those from difficult home backgrounds, receive a high level of support from staff in the learning support centre.' (Ofsted)

Intensive behaviour support, in the form of group work and mentoring sessions, ensure pupils in the LSC improve their behaviour. Regular target setting and support mechanisms ensure pupils are re-integrated successfully into mainstream lessons. Monitoring and review meetings make sure that pupils' high standards of behaviour are maintained. A pupil that spends time in the LSC will have a Reduced Anxiety Management Plan (RAMP) completed. This will be used to help teachers and teaching assistants support the pupil to be more successful in lessons.

SANCTIONS OUTSIDE THE CLASSROOM

- **OUT OF LESSON C3**

All staff are responsible for the implementation of the behaviour policy around school. Staff on duty may deal with incidents using the Out of lesson C3 system. Where possible, duty staff will use C1 and C2 first, in order to rectify any unwanted behaviour without the need for a C3 detention. If a pupil is issued with an Out Of Lesson C3 the member of staff issuing this must report the incident to reception.

- **RESPECT CARD**

All pupils carry a Respect card in their blazer pocket. This card is to ensure that pupils conduct themselves in an expected manner. Teachers will sign the respect card if a pupil does not adhere to the schools expectations of uniform and general attitude. Three signatures against a specific expectation will result in a 30 minute lunch time detention with their form tutor. This echoes the chance, choice and consequence system. If a pupil fails to show the card or loses the Respect card they will be issued a 30 minute lunch time detention with their form tutor. Once the sanction has been completed a new Respect card will be issued. Every half-term all pupils with a clear Respect card will enter a prize draw. This will happen in every form group. A new Respect card is given to all pupils at the beginning of a new half-term. Respect cards are also used to record out of lesson recognition points that are awarded to pupils.

- **SECLUSION**

The school operates its own centre for pupils who otherwise might be suspended for a fixed term. Pupils work in a controlled environment away from other pupils during the period of seclusion but within the school buildings. For these pupils the school day is extended to 3:30pm. Parents will be informed if a pupil is going into seclusion.

- **FIXED TERM SUSPENSION**

Serious issues with behaviour may result in a suspension for a fixed period of time. This decision may be made when allowing a pupil to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. A pupil may also be suspended from school if they persistently defy internal sanctions.

OFF-SITE DIRECTIONS AND MANAGED MOVES

All Hallows works in collaboration with other Salford secondary schools and the local authority to arrange off-site directions and managed moves between schools. This approach is intended to be inclusive and safe; to respond to the needs of young people and maintain continuity of education. It is essential that all movement of young people between schools is carefully managed and fair - these principles underpin our approach and that of all schools in Salford. Our school follows the *Salford City Council Offsite Direction and Managed Move Protocol (2022)*. This document explains in detail how offsite directions and managed moves should be facilitated and scrutinised.

We use off-site directions and managed moves as part of our graduated response and, where possible, as an early intervention. Off-site direction is a positive strategy to be used when other interventions have proven ineffective.

Our school is a 'home' school (meaning that we send pupils on offsite directions and managed moves) and a 'receiving' school (we take in pupils from other schools on such moves). All decisions to undertake arrangements for such moves are informed by our capacity, the safety and needs of pupils and a spirit of collaboration with other schools in Salford. These moves are discussed each month at the In Year Fair Access Panel (IYFAP).

- **Off-site Direction**

An off-site direction is the temporary placement of a child or young person in another school, academy or AP school, intended to improve their behaviour. Our approach is guided by Salford City Council's protocol and by the following Department for Education advice:

- **Managed Moves**

A managed move can only be offered as a permanent transfer to another school and may be the outcome of an off-site direction. A parent or carer agreement is required for a managed move.

- **Off-site directions and Managed Moves For Vulnerable Pupils**

Where a child has an EHCP, is on a Child Protection Plan, is Cared for or has a social worker, we will try to avoid off-site direction or a managed move where possible. In particular, moves for Cared For children are strongly discouraged.

- **Timescales**

An off-site direction will usually last for 12 weeks or one school term, but may be shorter. It is the responsibility of the child's home school to ensure regular reviews are undertaken at least every six weeks. These reviews may lead to the off-site direction being ended early, but it is expected that the receiving school will allow a reasonable period of time before concluding the move.

- **Ending an Off-site Direction**

At the end of the off-site direction the pupil will either return to their home school or take up a permanent place at the receiving school.

- **PASTORAL STAFF**

Pupil Progress Leaders and Form Tutors have the responsibility for looking after the welfare of pupils when they are in school. Pupils' behaviour is also monitored by the pastoral staff who liaise with parents if problems should arise.

Parents are invited to contact Form Tutors/Pupil Progress Leaders if they have any social or behavioural issues they wish to discuss.

Form Tutors, Pupil Progress Leaders and in some cases the Senior Leadership Team may monitor the behaviour of pupils whose behaviour has been disruptive, through a daily report which parents will be asked to sign at the end of the each day. Pupils return the report the following day to the appropriate member of staff.

STAGE OF EXCLUSION PROCESS

If, in spite of all the above support systems a pupil seriously misbehaves, the school implements a stage exclusion procedure which consists of the following stages:-

Stage 1 of the School Exclusion Procedure

A pupil is identified as persistently failing to follow school rules. Parents are warned that their child's behaviour is unacceptable and is likely to lead to exclusion from school. A pupil is placed on Stage 1 for up to a term and their behaviour is then reviewed. If there is sufficient improvement in behaviour then Stage 1 can be removed.

This stage can be used in conjunction with a fixed term of exclusion. It can also be issued for a one – off incident depending on the severity of the incident.

Stage 2 of the School Exclusion Procedure

A pupil has continued to get into serious trouble despite the warnings of Stage 1. A period of fixed term exclusion may have been tried to remedy the poor behaviour. Parents are informed and if possible interviewed. Pupils are informed how serious the stage is and the stage is rarely removed.

Stage 3 of the School Exclusion Procedure

A pupil has continued to get into serious trouble despite Stage 1 and 2. Fixed term exclusions will normally have been used and parents interviewed. This is a final stage and it is pointed out that this is very much a last chance for a pupil. Any further incidents of serious misbehaviour will lead to permanent exclusion.

At each stage of the proceedings there is the possibility of a pupil improving and not moving to the final stage or move down a stage. Pupils who are on stages of exclusion will be reviewed termly.

This range of sanctions should ensure that we have an appropriate response to any incidents of bad behaviour. For most pupils the initial stages of assertive discipline are sufficient to put a stop to poor behaviour but for a minority more severe sanctions are required. The ultimate aim is a system where there are no permanent exclusions but which can cater for and deter/remedy all levels of disruptive behaviour.

The procedures above apply as a general rule. However if the offence is sufficiently serious a pupil may be moved straight to Stage 2, 3 or permanent exclusion depending on the degree of its severity.

Note – it is not possible to provide an exhaustive list of offences which would be deemed to be serious but certainly no illegal or offensive substances and/or materials should be brought into school. A pupil can be searched by a senior

member of staff if it is felt that this is the case. Aggression and assault will not be tolerated.

BEHAVIOUR CONTRACTS

When a pupil has been placed on Stage 3 of the exclusion procedure they are at risk of permanent exclusion. Where appropriate the school may agree to complete a behaviour contract before consideration is made for permanent exclusion. This contract is completed with the pupil, parents and a member of the Senior Leadership Team. There are agreed targets that must be maintained by the pupil in order to avoid permanent exclusion. School and parents will also agree to supportive targets.

ALTERNATIVE PROVISION

When a pupil is at risk of permanent exclusion for persistent poor behaviour and interventions have had little impact, All Hallows may deem it appropriate to arrange for their education to take place at an alternative provision. All Hallows uses providers that are checked and verified by the local authority. All Hallows maintains daily contact with the provider to support and monitor the pupil's attendance and progress.

PERMANENT EXCLUSION

All Hallows is an inclusive high school and does not wish to permanently exclude any pupils. However, when a pupil behaves in such a manner that puts pupils and/or staff at risk from significant harm, the Headteacher may deem it an appropriate sanction. All Hallows have a zero tolerance in relation to drugs; any pupils found in possession with drugs on the school premises will be permanently excluded from school.

- **USE OF CCTV**

To maximise safety in and around school, CCTV has been installed. This system also helps staff to monitor pupil behaviour when they are outside classrooms and in the general areas of the school, e.g. corridors, canteen. CCTV footage will generally only be made available to senior members of staff who are dealing with an incident. CCTV images will not be shared with parents.

- **'ZONE' SUPERVISION**

Teachers are required to supervise the areas immediately outside classrooms at change of lesson to ensure that behaviour is appropriate at these times. Where teachers are situated in a suite of rooms together, the Head of Department will be in charge of the overall supervision for that zone.

- **OFF – SITE INCIDENTS**

The Headteacher can authorise the use of sanctions to discipline pupils for reported incidents outside of school in the wider community.

- **EDULINK/RECORDING BEHAVIOUR INCIDENTS**

All behaviour incidents are recorded using the Edulink that shares the information with the school SIMS System.