



Cardinal Langley RC High School

Behaviour for Learning Policy

“The way you behave should be a model for those you teach.”

“Be warm-hearted to everyone, speaking to others in a gentle and respectful way.”

“Know your students individually and be able to understand them.”

Quotes from St Jean Baptiste de la Salle

1. Rationale

At Cardinal Langley our aim is to respond to the needs of each individual student, allowing them to reach their full potential as learners and responsible citizens. In order to achieve this, we need an ordered, settled environment where students are treated fairly and consistently.

We believe that all students have the right to learn in an engaging, stimulating and stretching environment. In order to do this, we promote excellent attendance, punctuality and self-discipline; the highest standards of work from all students; the modelling of behaviour by all staff in the school, remembering that they are always the adults in any situation, and partnership between student, parents and staff. Having high standards and expectations is a sign of care and should not be compromised on.

This policy is based primarily on the belief that students respond best to praise and positive incentives and so the basis of our behaviour management is always to ‘catch students being good’. To this end, we place great emphasis on rewards and the recognition of success. We will work actively to discourage behaviour which prevents learning and deal with such behaviour with appropriate consequences.

As a school we are committed to the idea that we teach students who are individuals with different life experiences. While aspiring to the very highest standard of behaviour for all and not compromising on expectations, we recognise that some students will need greater support and higher levels of intervention in order to achieve this. We aim to respond to these needs in such a way as to respect the unique value of all students, as is laid out in the school mission statement.

This policy is therefore for all students, staff and parents/carers and will be made available each year.

2. Purpose

- To ensure that the school is a safe, orderly environment where outstanding learning can take place
- To encourage behaviour based on rights and responsibilities
- To ensure that behaviour management is consistent across the school
- To promote partnership between home school and student
- To celebrate and reward good behaviour
- To promote and assist the moral development of students in terms of responsibility, fairness, consequences and sense of community
- To ensure appropriate and fair consequences for poor behaviour

Guidelines

i) Behaviour in classrooms and around school

Positive behaviour for learning is based on:

Respect for the school community:

- Speaking quietly and in a polite tone of voice
- Thinking before speaking
- Speaking only when it is appropriate to do so in the classroom
- Using polite and respectful language
- Doing as you are asked or told the first time, and without arguing
- Entering and leaving classrooms quietly and sensibly
- Walking sensibly around the school building and using the correct stairs
- Accepting that members of staff have authority because they are responsible for student welfare
- Not walking away from staff when being spoken to
- Avoiding any form of bullying and intimidation
- Treating staff as professionals and working with them
- Showing that you want to learn by participating in all your lessons with enthusiasm
- Not engaging in any activity which breaks the law
- Not using a mobile device in school unless for an educational purpose directed by a member of staff (students may have a phone on them, switched off, for safety reasons travelling to and from school)
- Using ICT appropriately and following the school's e-safety guidance
- Not publishing in any way material which is inappropriate about the school or another individual
- Not selling goods in school except where this has been arranged with a member of staff

Respect for self:

- Wanting to succeed and valuing success
- Being on time to every lesson
- Having excellent attendance
- Having the right equipment every day
- Doing all your work to the best of your ability
- Recording your homework in your diary
- Doing all your homework and handing it in on time
- Appearing smart, taking pride in appearance and conforming to uniform rules
- Eating and drinking appropriately in school – no fizzy/energy drinks are allowed in school and only water may be drunk in class with the permission of the class teacher

Respect for the Environment:

- Putting rubbish in the bin – in and out of classrooms
- Looking after and having pride in your classrooms
- Keeping the school clean, tidy and free of graffiti
- Keeping school equipment in a good condition
- Reporting any damage to a member of staff
- Making sure you are in the right place at break and lunchtime
- Not chewing gum in school
- Only eating your lunch in the dining rooms or other designated spaces
- Looking after the toilets and keeping them in good condition
- Not breaking laws which ban smoking (including e-cigarettes) anywhere on the school site and not associating with anyone doing so

It is also important to note that the school behaviour policy applies in situations beyond the school gates such as when a student is taking part in a school related activity, is travelling to and from school or is identifiable as a student from the school.

Where students are following the behaviour code then they can rightly expect to be rewarded with the School's VIVO system but where students do not comply then there is a clear system of sanctions.

ii) Rewards

Praise should be at the heart of our relationships with students and there is a rewards policy in school for attendance, good behaviour and positive contributions to the life of the school. Staff should reward students with positive points on SIMS, which are accessed by students through the VIVO system. The nature of rewards will vary from time to time but students should be recognised for doing the right thing at the right time in the right place.

iii) Sanctions

All staff responsible for students have the authority to discipline students but some sanctions are reserved to the head and deputies and some may follow a formal discipline meeting with senior staff and or governors. The possible sanctions for poor behaviour include:

- Verbal warning
- Learning conversation
- Loss of free time at break and lunch
- Confiscation of items such as mobile phones, jewellery, fizzy and energy drinks where use is breaching school policy
- Confiscation of goods which are being sold in school without permission
- Confiscation of items which break the law and might lead to police involvement (see also search policy)
- Detentions at lunchtime or after school imposed by subject/ pastoral staff and School leadership (for after school detentions, parents/carers must be informed but there is no legal requirement for 24 hours' notice)
- Senior leadership detention
- Internal exclusion for a fixed number of days (see appendix for details)
- Exclusion for a fixed number of days (see Exclusion Policy)
- Form Tutor, Year Head, Subject or Deputy Head Report
- Being placed on the Pastoral Support Programme as a prelude to Managed Move
- Managed Move to another school (see Exclusion Policy)
- Permanent exclusion (see Exclusion Policy)
- It might also be necessary on occasion for staff to use reasonable force in order to control or restrain a student (see Policy on the Use of Reasonable Force & Physical Restraint)

Where a student is causing a persistent disturbance to the learning of others and/or will not comply with teacher instructions, the teacher may send the student to work in another classroom. This in itself is NOT a sanction. The student concerned must see the member of staff before the next lesson and the class teacher must impose a detention. Where it is not possible to remove a student to another room or resolve a situation, the teacher on duty must be called for. A student who is removed from class by the teacher on duty on more than one occasion will automatically receive a one-hour Senior Leadership detention.

The main sanctions which can be imposed for different infringements of the school rules are attached.

iv) Restorative justice

Imposing sanctions should only be a part of the follow on from an incident of poor behaviour. Wherever possible there should be a meeting between the student and the member of staff to talk positively about ways forward and to be able to draw a line under the event so that both can move forward without recrimination or further incident.

v) SIMS as the behaviour management system

All staff will use the SIMS behaviour management system on the network to report both Praise and inappropriate behaviour at all levels. This allows for the consistent tracking of students across time and reports to be generated. It should be evident that a member of staff records occasions for praise and reward more than poor behaviour.

vi) Roles and Responsibilities

- The Governing Body approves and promotes the school policy for the promotion of positive behaviour for learning.
 - The Headteacher and SLT ensure that the policy is implemented on a day to day basis and support staff faced with challenging behaviour
 - All staff in the school are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff are responsible for creating high quality learning environments, teaching positive behaviour and upholding the school's expectations of students. In particular, it is to be remembered that:
 - The Form teacher has an important role in setting the tone for the day. As well as maintaining an orderly form room, form teachers should insist on the highest standards and, on a daily basis, check uniform, equipment and make up. The Form teacher has a good knowledge of individuals and should be a valuable source of information and support for other staff if there are behaviour issues emerging
 - Behaviour management in the classroom is primarily the responsibility of the class teacher and where possible should be dealt with by the teacher, initially supported by the subject leader and the form teacher who may have information that will help point the way to a solution for emerging difficulties. Obviously any very serious breaches of discipline will be supported immediately by sending for a member of SLT. Students should only rarely be put outside the classroom on the corridor and should be spoken to within a couple of minutes – they should never be left on the corridor for an extended period.
 - Subject leaders are responsible for behaviour management across their subject in terms of support for staff in responding to issues, providing emergency relief from a situation where appropriate (e.g. subject arrangements for placing students in another room) and strengthening sanctions. Only serious matters or issues that cross subjects should be referred in the first instance to the Pastoral & Academic Leaders for each year group.
 - PALs should take responsibility for those students whose behaviour is seriously inappropriate or where there are issues across several subjects. The PAL will put in place appropriate sanctions but also arrange for other intervention where appropriate through the school's additional needs department or external agencies or ask for the Pastoral Support Programme to be started.
 - The Deputy Head responsible for pastoral matters in school should only be involved when the matter is particularly serious. The Deputy will recommend to the Headteacher sanctions of internal and fixed term exclusion where appropriate.
 - Only the headteacher has the authority to exclude students from school
- The above system should be clear and act as a filter so that responsibility for behaviour within school is shared by all staff and dealt with at appropriate levels. It should be noted that where a matter is referred on, the person ultimately dealing with the incident also has the right to decide on the appropriate sanction
- Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership with the school to maintain the high standards of behaviour expected.
 - Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Students have a responsibility to ensure that any incidents of disruption, violence, damage or harassment are reported.


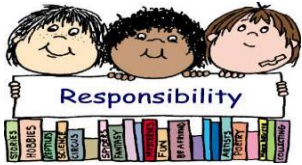




Appendices (below):

- a) Behaviour for Learning Sanctions Summary
- b) Internal exclusion guidelines
- c) Discipline meetings

Related documents

- Teaching & Learning Policies
- Child protection & Safeguarding Policy & Procedures
- Anti-Bullying Policy
- Exclusion Policy
- Search Policy
- Care & Control: Policy on the Use of Reasonable Force & Physical Restraint
- School Uniform Requirements
- Mobile Phone Protocol
- Home-School Agreement

Behaviour for Learning - PRAISE

<p>P Participation: Taking a positive part in the life of the school</p> 	<p>R Responsibility: Taking responsibility for the school environment</p> 	<p>A Attendance: Aiming to have 100% attendance</p> 
<p>I Initiative: Taking the initiative - don't wait to be asked or told to do something!</p> 	<p>S Standards: Having high standards in your appearance, behaviour, attitude and work</p> 	<p>E Excellence: Aiming for excellence in everything you do in school</p> 

Behaviour for Learning – Sanctions

We aim for outstanding behaviour which allows everyone to make progress. Where this is prevented by the actions of individuals, the following sanctions will be imposed:

Except in the case of medical appointments, students who arrive late to school after registration closes (8:25am) will have PRAISE Points deducted and sanctions imposed as follows:	1 Late = Minus 5 Points	-15 Points	C3 Pastoral Detention
		-20 Points	C4 Whole-School Detention
		-25 Points	Exclusion from year group activities (rewards trips, etc.)
		-30 Points	C5 Internal Exclusion

Sanction	Consequence	Examples of Behaviour (not an exhaustive list)	Procedure
C1	Verbal Warning	Choosing to ignore the behaviour code and/or break school rules; for example, arriving late without good reason, not wearing correct uniform, talking when asked not to, being rude or impolite, using an electronic device (e.g. mobile phone) without permission, failing to follow an instruction.	In the first instance, the member of staff will remind the student of the school rule and give a verbal warning that this type of behaviour is not acceptable and must not be repeated. Staff will make a note of any C1s they have issued (on the whiteboard or in the staff planner, for example).
C2	Teacher Detention (15 minutes)	Continuation/repetition of the behaviour (within the same lesson or particular period of time).	The student will be told they now have a teacher detention. This should be recorded as a C2 on SIMS. (Behaviour issues should not be carried forward into the next lesson as this prevents the student from being able to start over again and creates immediate confrontation and inconsistency.)
C3	Subject Detention (30 Minutes)	Escalation of situation/deterioration in behaviour; failure to attend <i>teacher detention</i> .	The student will be told they now have a C3 with the Head of Subject. This should be recorded in the student's planner and on SIMS - unless the situation escalates further, in which case the SLT Patrol should be used.
	Pastoral Detention (30 Minutes)	Poor behaviour out of the classroom - for example, heightened disruption, walking away from staff when being spoken to, smoking, associating with smokers, gambling, littering, being out of bounds, persistent lateness, etc.	Issued by PALs for out-of-class behaviour.
C4	Whole-School Detention (60 Minutes)	Failure to attend <i>pastoral/subject detention</i> ; serious disruption to learning; removal from class on more than one occasion; persistent truancy; selling goods without permission, failing to hand over confiscated items.	Issued by SLT
C5	Internal Exclusion	Failure to attend <i>whole-school detention</i> ; bullying; theft; persistent breaches of the behaviour code; serious, one-off incidents; incidents pending investigation; serious breaches of uniform code.	Issued by SLT
C6	External, Fixed-Term Exclusion	Serious, one-off incidents; inappropriate actions or language towards staff; acts of violence or aggression; persistent bullying or serious one-off incidents of bullying; deliberate damage to property; possession of illegal or inappropriate substances, objects or material.	Issued by the Headteacher (or authorised SLT in absence)
C7	Managed Move	Students at risk of permanent exclusion are placed on a plan with specific targets which if not met will lead to a managed move to another school.	There is a 12 week probationary period prior to any successful move.
C8	Permanent Exclusion	Physical assault on a member of staff; dealing in controlled substances; persistent, serious failure to meet the school's expectations; critical one-off incidents.	Only the Headteacher (or acting Headteacher in absence) may authorise this sanction.

At the end of the lesson or at the next available opportunity, teachers should record any C2, C3 or C4 on SIMS and in the student's planner.

Internal Exclusion Guidelines

Where a student's behaviour merits an internal exclusion rather than a fixed term exclusion the student will be kept excluded from the rest of the school community for a certain number of days in a room identified for the purpose. When placed in internal exclusion the following rules apply:

- Attendance is from 8.35am until 3.00pm
- Students to wear full school uniform
- There is to be no communication with other students and silence is to be maintained
- Students are to complete work provided at the designated desk in an identified booth
- Students are to bring a packed lunch unless they are in receipt of free school meals when lunch will be provided

Where a student cannot follow these rules a fixed term exclusion will follow and the day in the internal exclusion room will be repeated on the first day back in school.

Discipline Panel

Where the behaviour of a student is becoming a real concern he/she may be asked to attend a meeting of the SLT or Governor's Discipline Panel where it will be expected that he/she explains to the panel the reasons for the behaviours. The panel will make recommendations regarding next steps. Parents/ carers will be expected to attend any meetings of the Governors or SLT Discipline Panel.

Policy Approval:

Signature of Headteacher:



08.03.2018

Date