

POSITIVE BEHAVIOUR POLICY



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loving
hopeful
curious
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
wise
grateful
discerning
compassionate
truthful
active

SUCCESSFUL RESILIENT GOSPEL VALUES

POSITIVE BEHAVIOUR POLICY

AIM

The aims of the St Richard Gwyn Catholic High School's Positive Behaviour Policy are in accordance with the school's Mission Statement which expresses the need to develop the full potential of every learner and to value his or her unique contribution to school life.

GOOD PRACTICE – EXPECTATIONS OF STAFF

All of us experience difficulties on occasions. Acceptable standards of behaviour, work and respect, however, depend on the example set by us all. The manner in which we treat students will on most occasions be reciprocated. It therefore falls on us all to set a positive example.

Remember it is not the incident that determines the course of action of a particular problem, it is our initial response that matters more.

The list below gives a structure to expectations and good practice.

- Positive behaviour will not happen by chance – it has to be worked on
- Set high standards
- Apply rules firmly and fairly
- Expect to give and receive respect
- Relationships are vital between everyone. If you ask a student to name their favourite subject in most cases the students' response reflects their favourite teacher
- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Expect to deal with negative behaviour in a manner that is most appropriate to the situation. To ignore is to condone. Remember it is the behaviour you are punishing not the person

Problems are normal in a school with over 800 students. Children will be testing the boundaries all the time. Our success will be judged not by the absence of problems but by the way we deal with them.

- Avoid confusion
 - Listen
 - Establish the facts
 - Judge only when certain
 - Use punishment sparingly and appropriately
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All contact with students contributes to standards of behaviour. To establish and maintain these standards, expect to:

- Start a dialogue
- Greet students
- Set high standards of speech, manner and dress
- Enjoy relating to students and show them that you do
- Create and sustain a positive, supportive, stimulating and secure environment in the classroom. Well prepared and stimulating lessons help to generate good behaviour. It creates opportunities to enjoy positive dialogue with students which help engender mutual respect

Expect to:

- Arrive before the class
- Begin on time
- Be prepared
- Keep students gainfully occupied
- Extend, challenge and motivate students
- Mark all work properly using positive comments as per assessment for learning techniques
- Set homework to schedule
- Insist on a tidy, clean classroom
- Report damage and graffiti immediately
- Have interesting and refreshing wall displays
- Avoid Humiliating: it breeds resentment
- Shouting unnecessarily: it diminishes you
- Overreacting: the problem will grow
- Blanket punishments: the innocent will resent it and the guilty feel excused
- Over-punishment: it will be seen as unfair
- Sarcasm: it reduces your status
- Never threaten punishments you cannot deliver
- Problems need solutions not be exacerbated. Seek assistance if you need it. Conflict resolution is easier to achieve at the outset of a problem. You are either part of the problem or part of the solution. Wherever possible: a. Use humour – it builds bridges
- Keep calm – this reduces tension
- Listen – it earns respect
- Be positive – it helps build and restores relationships
- Know the students as individuals – it helps understanding why they behave as they do
- Follow through warnings given – it establishes boundaries
- Be consistent and fair – it helps to resolve issues
- Insist on good standards of behaviour, work and respect. Expect to: a. Encourage students to follow classroom rules
- Apply school rules uniformly – Follow agreed procedures and follow up problems to their conclusions

If you cannot resolve a recurring problem, discuss it with your Head of Department or the Head of Key Stage or the Head of Key Stage or the Chaplain. Don't let it fester!

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CLASSROOM CONTROL AND STUDENT MOVEMENT

It is recognised as good practice for lessons to start and end formally. The following procedures should be used in all lessons, including registration.

START OF LESSON

Students should line up outside classrooms and wait to be invited in. Stand at the door and greet students. It is crucial that this is done as quickly as possible to avoid congestion. When entering the room the students stand behind their chairs (chairs should be allocated to students as per the seating plan). Avoid having potentially disruptive students sitting together. When coats are worn these are removed and placed in a designated area or on the back of chairs. Students are called to order and instructed to sit quietly.

END OF LESSON

Be alert to lesson timings and prepare to end lessons on time. At the end of the lesson the procedure is reversed. Students are asked to pack away books and equipment whilst remaining seated. They are then asked to stand and place the chair under the desk or table. Coats, where worn, can then be put on. The bell, which is rung for the staff not the student, is the signal for students to be dismissed. They remain quiet until dismissed row by row or table by table. The teacher should do this in the doorway in order to take account of the amount of congestion in the corridor.

Please refer to the staff Reward and Behaviour document for 'Meet & Greet' and 'End & Send' format.

LAST LESSON OF THE DAY

Students are asked to put chairs on tables before being dismissed. It is particularly important for staff to stand in doorways for health and safety considerations. They should use their judgment to stagger dismissal with neighbouring classrooms, thus avoiding congestion. Students should be reminded not to run.

OUTCOMES

Orderly movement around the school means:

- Teaching and learning time is maximised
 - Doesn't allow time for students to get involved in unsavoury incidents
 - Makes students less likely to be in a mood to disrupt lessons
 - Helps eliminate the danger of accidents
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POSITIVE BEHAVIOUR POLICY

POSITIVE BEHAVIOUR

- Positive learning behaviour is the responsibility of all staff. Subject teachers are responsible for what goes on in their classroom. Only serious incidents or persistent offenders should be referred on. Continuous referral for relatively minor offences undermines the effectiveness of intervention. All staff are encouraged to give active support to colleagues. Staff should recognise that if they have a problem with an individual or a particular class then they are encouraged to seek support.
- When operating the system do so in a dispassionate, non-personalised way. Do not engage in undue conversation that could lead to confrontation and argument. Do not issue cards verbally or write names on the board.
- It is essential that all staff follow the system exactly. Do not jump stages and do not give second chances. If you threaten something then see it through. Do not threaten actions that you are unlikely to deliver.

Remember you are the adult in any dispute with a student.

- Keep control; do not lose your temper. Shouting has its place when reprimanding students but is not very effective in providing a solution to the problem. Bear in mind that you will have this student in your class for the next lesson. You may have a short term problem but you have a long term responsibility to get this student to fulfil their potential. Negative relationships are not conducive for the learning process.
 - Operate the system in a preventative rather than curative way. Always try to prevent students proceeding to the next stage. Always remind students that it is their choice whether they progress to the next stage not yours.
 - Never impose sanctions in an arbitrary or impulsive way. Do not use the rapid fire approach. Always give a student sufficient time to reflect on the sanction issued.
 - Before imposing a sanction, be absolutely certain that the student is guilty of breaching the rules.
 - Always ensure that you impose each sanction in a way that is seen to be just. All staff should actively promote the achievement of good discipline at all times. Staff should not ignore any breaches of discipline – staff who do this lose respect of students and undermine their own discipline, as well as that of others.
 - The success of the system depends on consistency. If you decide to act unilaterally students are less likely to accept any sanction as they feel they are being treated unfairly. This creates problems for your colleagues further up the line. The system is only as strong as the weakest link. Student comments such as “so and so lets us do this” is letting down colleagues and making life more difficult for everyone else.
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REWARDS

In general, at least twice as many rewards should be issued as sanctions given. It is left to the discretion of each member of staff as to why praise points are given. Both teaching and non teaching staff can issue praise points. Praise points are awarded for excellent classwork, an excellent piece of homework, working hard consistently, good or improved behaviour, a contribution to school life outside the classroom or for any reason a member of staff can justify. Praise points should be issued to upper school students as well.

This is a positive discipline plan. Rewards must always, over time, outweigh sanctions.

ISSUING OF PRAISE POINTS

Praise points should be recorded using Arbor. We are trying to promote the importance of good work and effort. Remember praise points are currency for students.

REWARDS FOR STUDENTS

As a school we are committed to creating a reward-based environment in which all teachers are encouraged to give frequent, positive recognition and rewards to students who deserve praise. Rewards should be valued by students and form an important incentive that encourages a positive attitude amongst the students. Rewards should be issued in a positive and obvious manner.

Rewards take the form of:

- Verbal praise – this could be in public or a quiet word in the ear
- Written praise and encouragement on a student's work
- Awarding praise points
- Being sent to senior staff for praise
- Headteacher's reward
- Good work being displayed in public areas
- Subject commendation slips or praise cards sent home to parents
- Commendation letters to parents each time discipline scores are published
- Commendation by governors
- Recognition at Awards Evening

Praise points are collated regularly and are a positive element in students' discipline scores. Students who gain a positive discipline score receive certificates/rewards.

Students of the week winners are published internally and on the schools social media accounts.

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REWARD SHOP

Staff are encouraged to issue merits regularly to all students regardless of age or ability. As an extra incentive for students, every praise point issued is used towards our rewards shop. At the end of each term students can use their spendable points for prizes, which include chocolate bars, sweets, sit by a friend pass, early lunch pass and much more.

CORRECTIVES/CONSEQUENCES

If a student breaks one or more of the guidelines a series of consequences will follow. A student progresses through a hierarchy of sanctions – if the preceding consequence has failed to be effective. Each consequence is automatic and immediate. Students know exactly where they stand and, if they choose to continue to misbehave, further sanctions will be imposed. Staff are also aware of the next deterrent(s) to be implemented. Each consequence is progressive, ie. it is 'as well as' not 'instead of'.

MISBEHAVIOUR IN THE CLASSROOM

Staff should try de-escalation strategies to manage behaviour. Staff should use a warning, followed by a C1, C2 and then parking if behaviour continues.

ISSUING CORRECTIVES

- Staff are required to record names of students who have been given a corrective on Arbor. Correctives will be shared with students and families via the Arbor App. Correctives are issued at a classroom level, HOD/CL level, Progress Leaders level and Senior staff level. The type of detention / corrective issued will depend on the type of behaviour.
- All detentions are recorded on Arbor. Ensure that the student is aware of the need to attend a detention by informing and discussing with the student during the lesson or in morning registration. Each detention will issue a negative point score. Depending on the level of detention will depend on the number of negative points issued, e.g., C1 receives 1 negative point, C2 receives 2 negative points.
- Internal Exclusion is arranged by progress leaders or senior staff. The length of time a student will spend in internal exclusion will be at the discretion of the senior member of staff who dealt with the incident.
- Record lack of equipment or homework on Arbor. For practical subjects where lack of equipment can lead to non-participation in lessons please also record on class charts. For lack of PE kit or failing to bring ingredients for Food, without good reason, a detention applies.

Please see the Reward and Behaviour booklet support. Corrective Chart can be found in the appendix.

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*Serious incidents such as bullying, fighting, abuse of staff, wilful damage to school or another student's property etc. can lead to internal exclusion or fixed term exclusion for up to 45 days without prior sanctions having been implemented.

FAILURE TO BRING CORRECT EQUIPMENT/KIT

Students who arrive without books or persistently arrive without writing materials etc. will be issued with an equipment detention. Subject teachers draw regular instances to the Head of department, Curriculum Leader or Progress Leaders attention, who will contact families if necessary.

In practical subjects, failure to bring protective clothing can also result in a sanction. Students who fail to bring ingredients for Food Technology without an adequate explanation are placed in detention. In PE, students who fail to bring their kit and do not have a medical note will have a detention or will be required to do litter pick (at teacher's discretion). Names of persistent offenders should be passed to the head of department who will contact home.

THE BEHAVIOUR SUPPORT TEAM

The behaviour support team consists of all members of the SLT and the Progress Centre Team. There is always one of these members of staff 'on duty/on call'. We use a supportive parking system where staff can park students within departments or the use of curriculum leaders can also be called on for support.

Staff who need assistance can send for or email the Progress Centre for support. To summon assistance staff must send a reliable student to the progress Centre or send an email directly to the Progress Centre email address. A member of office staff will also be available to contact the person on duty using the radio system.

Behaviour support is only to be used when all other warnings have been exhausted. It should only happen in one of the following circumstances:

A student has progressed through the discipline system and has already been issued with a warning; a C1 and C2 and the behaviour still continues with offending behaviour which is disrupting the lesson and impinging on the learning of other students.

OR

The student is behaving in a threatening and intimidating manner towards other students and/or a member of staff and there is a real danger a serious incident may occur.

Students should only be sent out of classrooms for very short periods – until you are able to speak to them about their behaviour. Under no circumstances should students be left outside a classroom, unattended for more than a couple of minutes.

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PARKINGS

Once a student has been removed from a lesson the following procedures apply:

- The member of staff will find an appropriate classroom for the student to complete their parking in.
- The member of staff will provide work for the student to complete during the remainder of the lesson.
- The student will return for a detention with the member of staff, head of department or curriculum leader.
- The member of staff will record the parking on Arbor.

REFUSAL TO BE PARKED

If the student refuses to be parked by the member of staff then the following procedure will occur;

- The member of staff will call on the progress centre staff or a member of SLT.
- The on call member of staff or progress centre will come to the lesson to assist with the student.
- The student will either be parked by these members of staff into another lesson or will be taken by the member of SLT or progress centre staff.
- The student will then be placed into the next available after school detention. The refusal to be parked should be recorded by the classroom teacher onto Arbor.
- Continual refusal to be parked will be monitored. Continual parkings may result in parental meetings and the use of our report system.

GUIDELINES FOR STUDENTS

Boundaries need to be set in order to maintain high standards of positive learning behaviours. A series of rules operate throughout the school aimed at ensuring fairness and consistency. The rules are enforced by all staff, both in the classrooms and around the school. Two sets of rules/guidelines operate.

The philosophy behind this scheme is that students make the right choices. It is a conscious decision on their part if they choose to misbehave.

The scheme assumes that students experiencing difficulties will receive and accept help from the pastoral system rather than allow their problems to result in negative behaviours.

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CLASSROOM RULES

- Be punctual to lessons and bring the correct equipment to every lesson. This will vary from subject to subject and will be defined by the teacher.
- Listen to and follow instructions immediately.
- Complete your work quietly and in the given time.
- Let other people work without interruption.
- Remain in your place unless asked to do otherwise by your teacher.
- Raise your hand if you need attention – do not shout across the classroom.
- Follow the health and safety rules for the room.
- Homework is to be completed on time.

BEHAVIOUR GUIDELINES

- Show respect and consideration for others by not getting involved in bullying. If you see incidents of bullying report it immediately.
- Show respect for all members of staff and follow reasonable instructions at all times.

STUDENT BEHAVIOUR

- Treat all school property and our environment with care.
- Report damage immediately.
- When moving around the school you are expected to be quiet and polite at all times.
- Arrive at school on time.
- Wear the full school uniform when in school and on the way to school.
- Do not drop litter.

OUT OF CLASS BEHAVIOUR INCLUDING ON THE WAY TO AND HOME FROM SCHOOL

For negative behaviours around the school premises, staff should report incidents via Arbor. Prefects support duty staff at break time and lunchtime and should be taken seriously when reporting incidents. Incidents outside of school that impact on the school community can also be subject to the behaviour policy. Appropriate sanctions, at the discretion of the senior member of staff dealing with the incident.

FAILING TO PRODUCE HOMEWORK

Students who fail to produce homework by a given deadline are referred to lunchtime detention with the classroom teacher. Staff are asked to record homework detention on our class charts system. The missing work should, wherever possible, be completed during the detention. The detention is not an alternative to doing the work set.

NEGATIVE SCORES

It is our intention to promote the importance of good work. Therefore any failure on behalf of a student is treated severely.

Students who have negative scores will not be allowed to go on school trips.

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Behaviour Type	Incident	Consequence / Sanction
Warning	Phone out during lesson	Discussion with classroom teacher
Warning	Incorrect Uniform	Discussion with classroom teacher
Warning	Low level disruptive behaviour	Discussion with classroom teacher
Warning	Lack of homework or Equipment x 1	Discussion with classroom teacher
C1	Disrupting learning in the class	Classroom teacher detention up to 10mins
C1	Lack of H/W x 2	Classroom teacher detention up to 10mins
C1	Equipment not brought x2	Classroom teacher detention up to 10mins
C1	Late to lesson up to 10mins	Classroom teacher detention up to 10mins
C1	Incorrect uniform x2	Classroom teacher detention up to 10mins
C1	Phone out during lesson	Classroom teacher detention up to 10mins
C1	Insufficient Work	Classroom teacher detention up to 10mins
C1	Misuse of school technology or disrespecting school virtues	Classroom teacher detention up to 10mins
C2	Failure to attend Classroom detention	HOD/CL detention for 15mins
C2	Continued disruption of learning	HOD/CL detention for 15mins
C2	Intentional damage to school property	HOD/CL detention for 15mins
C2	Consistent lack of H/W x 3	HOD/CL detention for 15mins
C2	Equipment not brought x3	HOD/CL detention for 15mins
C2	Late to lesson 11-15mins	HOD/CL detention for 15mins
C2	Parked - Removal from the classroom	HOD/CL detention for 20mins
C3	Failure to attend HOD detention	Progress Leaders Detention 20mins
C3	Unacceptable use of language or action	Progress Leaders Detention 20mins
C3	Poor behaviour outside the classroom	Progress Leaders Detention 20mins
C3	Late to lesson 16-20mins	Progress Leaders Detention 20mins
C3	Refusal to be parked or misbehaviour during parked lesson	After school detention
C3	Failure to attend Parked detention with HOD	After school detention
C4	Failure to attend PL detention	After school detention
C4	Truancing a lesson	After school detention
C4	Failure to attend after school detention	Internal Exclusion
C4	Truancing off school site	Internal Exclusion
C4	Vaping / Smoking or in company of smokers	Internal Exclusion / External Exclusion
C4	Serious damage to property	Internal Exclusion / External Exclusion
C4	Physical Aggression towards others	Internal Exclusion / External Exclusion
C4	Swearing directly at a member of staff	Internal Exclusion / External Exclusion

