



**St Richard Gwyn Catholic High School**  
**Positive Behaviour Policy**  
***Revised January 2016***

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## **Staff Information**

### **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.
  - a. Endorsed actions and words reflecting the school's ethos;
  - b. Set high standards;
  - c. Apply rules firmly and fairly.
  - d. 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.
  - a. Greet and be greeted;
  - b. Speak and be spoken to;
  - c. Smile and relate;
  - d. 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 700 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 them.
  - a. Avoid confusion
  - b. Listen
  - c. Establish the facts
  - d. Judge only when certain
  - e. Use punishment sparingly and appropriately.
  
- All contact with students contributes to standards of behaviour. To establish and maintain these standards, expect to:
  - a. Start a dialogue
  - b. Greet students
  - c. Set high standards of speech, manner and dress;

- d. Enjoy relating to students and show them that you do. Good teachers like kids.
- 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:
  - a. Arrive before the class;
  - b. Begin on time;
  - c. Be prepared;
  - d. Keep students gainfully occupied;
  - e. Extend, challenge and motivate students;
  - f. Mark all work properly using positive comments as per assessment for learning techniques;
  - g. Set homework to schedule;
  - h. Insist on a tidy, clean classroom;
  - i. Report damage and graffiti immediately
  - j. Have interesting and refreshing wall displays.
- Avoid
  - a. Humiliating: it breeds resentment;
  - b. Shouting unnecessarily: it diminishes you;
  - c. Over reacting: the problem will grow;
  - d. Blanket punishments: the innocent will resent it and the guilty feel excused;
  - e. Over-punishment: it will be seen as unfair;
  - f. Sarcasm: it reduces your status.
  - g. 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;
  - b. Keep calm – this reduces tension
  - c. Listen – it earns respect;
  - d. Be positive – it helps builds and restores relationships;
  - e. Know the students as individuals – it helps understanding why they behave as they do;
  - f. Follow through warnings given – it establishes boundaries;
  - g. 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
  - b. Apply school rules uniformly
  - c. Follow agreed procedures
  - d. 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 Senior Pastoral Tutor or the Chaplain. Don't let it fester!

## **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.**

### **Pastoral Period/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:

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

## **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 merits are given. Both teaching and non teaching staff can issue merits. Merits 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.

Merits should be issued to upper school students as well.

**This is a positive discipline plan. Rewards must always, over time, out weigh sanctions.**

## **Issuing of Merits**

**Remember merits are currency for students.**

Merits should be recorded using the LISOL system. We are trying to promote the importance of good work and effort. Therefore each piece of excellent work is now worth three merits. Excellent effort etc is credited automatically.

## **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. The visual issuing of cards is an important psychological aspect of the system.
- 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 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.

### **Sanctions**

- Staff are required to record names of students who have been given **Red Cards** on the Sims system. Student diaries should be stamped. Sheets should be handed to the office periodically to be entered on student records.
- **Lunchtime detention** and **homework** referrals are recorded on the Sims system. Ensure that the student is aware of the need to attend detention by writing in student’s diary. This also helps senior staff when having to chase up non-attendees. Student’s dairies will be stamped in detention to record their attendance. Each referral to detention loses three merits.
- **Internal Exclusion (isolation)** is arranged by senior staff. The length of time a student will spend in isolation will be at the discretion of the senior member of staff who dealt with the incident. Isolation loses five merits.
- Record **lack of equipment** in students’ dairies. For practical subjects where lack of equipment can lead to non-participation in lessons the ‘no equipment’ stamp should be used. For lack of PE kit or failing to bring ingredients for Food, without good reason, a detention applies.

## The Behaviour Support Team

The behaviour support team consists of all members of the SMT with the Senior Pastoral Tutor being the first member 'on call'. There is always a senior member of staff 'on duty'.

Staff who need assistance may send for the duty member of staff. In most circumstances this will be the SPT. To summon assistance staff must send a **reliable** student to the office. A member of office staff will contact the person on duty using the radio system.

BST 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 yellow card; a red card and has been referred to detention **and** 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 intimidated manner towards other students and/or a member of staff and there is a real danger a serious incident may occur.

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

- They will be escorted to isolation by the senior member of staff.
- The senior member of staff will listen to the facts from both sides. Then have considered the full picture will determine the length of time the student will stay in isolation.
- The students name will be recorded in the isolation book.
- The senior member of staff instructs the administration support person in the office to send the standard letter to parents informing them that their child has been placed in isolation. (There are three letters which make reference to the number of times a student has been referred.
- After three referrals to isolation in one term the student is interviewed by the headteacher and warned about future behaviour. A written record of the interview is kept on the student's file. The student is placed on 'White Report', or a report at a higher level if appropriate.
- After one further referral to isolation a letter to parents is sent inviting them to contact the school to arrange a meeting to discuss their child's behaviour. The student is placed 'on report' (dependent on stages of discipline plan.)
- Further referrals to isolation can lead to fixed term exclusion.
- If no improvement is forthcoming after a number of fixed term exclusions, permanent exclusion is possible. (See discipline plan).

## **Positive Behaviour Policy Document**

### **Introduction**

Central to the vision of St. Richard Gwyn RC High School as stated in our Mission Statement is:

***...to continually improve the first class education, development and high achievement of all our students. This will be in a calm, disciplined and caring environment where relationships are based on Catholic values for all students, staff, parents and governors.***

It is implicit in this statement that positive learning behaviour is essential if all members of our community are to achieve their full potential. Good behaviour, where students are positive about themselves and each other benefits all within our community. Positive behaviour though just doesn't happen by chance. We all share a responsibility for creating a positive work ethic within an atmosphere of mutual trust where good behaviour is the norm.

The Positive Behaviour Policy has three main elements: rewards, rules and consequences.

### **1. REWARDS**

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 student's work.
- Awarding merits.
- Being sent to senior staff for praise.
- Signing the Headteacher's Commendation book.
- 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.
- Awards on Prize Evening

Merits are collated regularly and are a positive element in students discipline scores. Students who gain a positive discipline scores receive certificates:

100	=	Bronze Certificate
250	=	Silver Certificate

500	=	Gold Certificate
750	=	Super Gold Certificate
1000	=	Platinum Certificate plus special award

Certificates are awarded during Year Assemblies. Staff are encouraged to issue merits regularly to all students regardless of age or ability. As an extra incentive for students, every merit issued is entered into a monthly merit draw for each year group. Prizes include vouchers, special prizes, chocolate bars and education based rewards.

Students in the 1000 Club will have special privileges which may include visits and offsite activities.

Names of voucher winners are published in the school bulletin sent to parents.

## **2. Guidelines**

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.

### **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.

- 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.

### **3. 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, what 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’.

#### **Classroom teachers**

Teachers are responsible for good order and positive learning behaviours in their classrooms. Staff should implement the policy in accordance with the Positive Behaviour Plan and the guidance detailed at the front of this booklet. Particular note should be paid to the importance of formal start/end of lesson procedures.

#### **a. Misbehaviour in the classroom**

<b>Warning</b>	<b>Sanction</b>	<b>Action Required</b>	<b>By whom</b>
First	Yellow Card	Issue card with verbal warning	Teacher
Second	Red Card	Issue card with verbal warning and record on LISOL system. Red card stamped in diary.	Teacher
Third	Lunchtime Detention	Record on LISOL system <b>and</b> write it into student’s diary. Failure to attend detention will result in the student being referred to isolation for 5 periods.	Teacher
*Fourth	Internal Exclusion (isolation)	Call for assistance. Student will be removed from classroom and placed in isolation for a period of time determined by the senior member of staff. Letter sent home to parents.	SPT or Senior Staff
*Fifth	Fixed Term Exclusion	Usually between 1 and 5 days dependent on severity of the incident or and/or previous exclusions.	Headteacher

No homework	Lunchtime Detention	Record using LISOL system <b>and</b> write it into student's diary. Failure to attend detention will result in the student being referred to isolation for 3 periods.	Teacher
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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 isolation or fixed term exclusion for up to 45 days without prior sanctions having been implemented.

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.**

Students who progress beyond this point **or** have repeatedly been subject to a range of sanctions and have failed to respond to various intervention strategies may be referred by the Headteacher to student's discipline committee of the governing body for possible long term or permanent exclusion.

#### **b. Failure to bring correct equipment/kit**

Students who arrive without books or persistently arrive without writing materials etc. have diaries written in/stamped. Subject teachers draw regular instances to the Senior Pastoral tutor's attention, who will contact parents if necessary.

In practical subjects, failure to bring protective clothing can result in a student's diary being stamped or formalised lines (at discretion of teacher). 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 their diaries stamped and be placed in lunchtime detention or will be required to do litter pick (at teacher's discretion). Names of persistent offenders should be passed to SPT who will contact parents.

#### **c. Out of class behaviour including on the way to and home from school.**

For negative behaviours around the school premises, staff should report offenders to the Duty Leader or a Senior Member of staff. Prefects support duty staff at break time and lunchtime and should be taken seriously when reporting incidents.

Appropriate sanctions, at the discretion of the senior member of staff dealing with the incident, could include:

- Community service, e.g. litter pick or cleaning chewing gum off tables.
- Lunchtime detention

- Internal exclusion (Isolation)
- Fixed Term exclusion
- Permanent Exclusion

**d. Failing to produce homework**

Students who fail to produce homework by a given deadline are referred to lunchtime detention. Staff are asked to complete a yellow referral sheet and return it to the school office. The missing work should, wherever possible, be completed during the detention. The detention is **not** an alternative to doing the work set.

**e. Negative Scores**

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

- One merit is cancelled each time a red card is issued.
- Three merit is cancelled each time a student is referred to homework detention.
- Three merits are cancelled each time a student is placed in detention
- Five merits are cancelled each time a student is removed from the classroom and placed in isolation.

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

## APPENDIX 1

**Positive Behaviour - Sanctions**

	<b>Intervention Trigger</b>	<b>Who is involved</b>	<b>Action</b>
<b>Stage 1</b>	Negative scores recorded monthly or large number of red stamps in diary.	Form Tutor	Form Tutor to monitor diaries. Interview student and ongoing mentoring
<b>Stage 2</b>	If no tangible improvement over two week period. Form Tutor reports student to Senior Pastoral Tutor	Form Tutor and Senior Pastoral Tutor	Senior Pastoral Tutor to interview the student. Immediate improvement sought. Ongoing mentoring by Form Teacher.
<b>Stage 3</b>	If no improvement over two week period Form Tutor reports student to Senior Pastoral Tutor	FT, SPT and letter to parents.	Student interviewed by SPT. Placed on <b>'White Report'</b> . Letter sent to parents. Student to report to SPT daily. Parent to sign report.
<b>Stage 4</b>	Improvement back to stage 2. If no improvement after two weeks student placed on <b>'School Action'</b> .	SPT and parental interview	Parents summoned to meeting with Senior Pastoral Tutor. <b>'Yellow Report'</b> . Parents and SPT to sign daily. Reviewed by SPT after two weeks.
<b>Stage 5</b>	Improvement back to stage 2. If no improvement after two weeks student placed on <b>'School Action Plus'</b> - LEA and EWO informed.	SPT, parents, SENCO, LEA, EWO and CAMS (if appropriate).	Parents summoned to second meeting with Senior Pastoral Tutor. Matter referred to SENCO, Educational Psychologist, CAMS and other support agencies as appropriate. Placed on <b>'Amber Report'</b> .
<b>Stage 6</b>	Improvement back to stage 2. If no improvement after two weeks - Official <b>fixed term exclusion</b> by Headteacher. First occasion 1 day, Second occasion 3 days, Third occasion 5 days. LEA and EWO informed.	SPT, parents and headteacher.	Parents and student informed by letter. For 3 day exclusions student placed on <b>'Behaviour Support Plan' (Red Report)</b> prior to re-admittance. For 5 day exclusions students and parent will be required to sign <b>'Contract of Behaviour'</b> prior to re-admittance as well as red report.
<b>Stage 7</b>	Improvement back to stage 2. If no improvement after two weeks, or contract is breached or another incident occurs within three months - Official <b>fixed term exclusion</b> of between 6 and 40 days at headteacher's discretion. LEA and EWO informed.	Headteacher and governors	Matter referred to the Governors Discipline Committee to determine course of action. <b>Governors Contract of Re-admittance'</b> .
<b>Stage 8</b>	If no improvement after two weeks or contract is breached or another serious incident occurs within three months – permanent exclusion	Headteacher and governors	Matter referred to the Governors Discipline Committee. <b>Permanent exclusion.</b>
<p><b>Please note:</b> Students who fail to modify their behaviour after intervention will progress through the stages. The severity of a student's behaviour may result in earlier stages being overridden. Serious breaches may result in exclusion in the first instance for a period determined the Headteacher</p>			

REVISED JANUARY 2016

SIGNED:

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