



ST. ILLTYD'S CATHOLIC HIGH SCHOOL

BEHAVIOUR POLICY

MARCH 2022

Guidelines for Staff

Part 1: A Reward Based Culture

This is a reward-based system where praise and recognition of achievement is given a higher priority than sanctions. Its main purpose is to try and promote good work and good behaviour. The creation of a praise-based culture and a consistent approach by everyone is crucial to its success. However, good order and a positive approach by all will not happen by chance – it has to be worked on.

Praise comes in a variety of forms:

- Awarding merits.
- Verbal praise – this could be in public or a quiet word in the ear.
- Written praise and encouragement on pupil's work is good for parents to see.
- Being sent to senior staff for praise.
- Good work being displayed in public areas.
- Subject commendation slips or praise cards sent home to parents.
- Commendation letters to parents.

Remember: this is a positive discipline plan so rewards must always, over time, outweigh sanctions.

Departmental Merits / Praises

Praises can be awarded for:

- Departmental Praise
- For being Polite
- For being Proud
- For being Prepared

Form tutors will be able to view merits retained for each member of their form through the SIMS system. Merit scores will be monitored regularly by Wellbeing staff, Heads of Year and Form Tutors.

Positive scores bring rewards such as:

- Passes for early lunch
- Names and photographs on public notice boards
- Pupil of the week/month awards
- Non uniform days
- Commendation cards sent home
- Access to various trips and visits
- Various vouchers for cinema, I-tunes, e-books, computer games etc
- Special lunch dates

Rewards will also be issued for 'most improved' pupils.

Any child with a negative score will forfeit the right to take part in out of school activities.

Part 2: Dealing with poor behaviour

Good Practice – Expectations of Staff

It is part of our terms and conditions of employment to maintain good order in the classroom. It is also listed in the professional standards for teachers published by the Welsh Government. Within St Illtyd's, staff are expected to model our basic ethos which is to be polite, proud and prepared.

Acceptable standards of behaviour, work and respect depend on the example set by us all. The manner in which we treat pupils 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.

It is important that we abide by the following general principles:

- Good order will not happen by chance:
 - a. Endorsed actions and words reflect 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 pupil to name their favourite subject in most cases the pupil's response also 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 all misbehaviour in a manner that is most appropriate to the situation. To ignore is to condone.

Remember: depersonalise the situation, it is the behaviour you are punishing not the person.

- 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 pupils contributes to standards of behaviour. To establish and maintain these standards, expect to:

- a. Start a dialogue
 - b. Greet pupils
 - c. Set high standards of speech, manner and dress;
 - d. Enjoy relating to pupils 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 pupils which help engender mutual respect.
- Expect to:
 - a. Arrive before the class;
 - b. Begin on time;
 - c. Be prepared;
 - d. Keep pupils gainfully occupied;
 - e. Extend, challenge and motivate pupils;
 - f. Mark all work properly using positive comments as per assessment for learning techniques and the school's policy;
 - 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.
 - h. Don't get frustrated and lose your temper.
- Problems need solutions not exacerbation. Seek assistance if you need it. Conflict resolution is easier to achieve at the outset of a problem.

<p>Remember: you are either part of the problem or part of the solution.</p>

- 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 pupils as individuals – it helps to understand 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 pupils 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 a member of the Wellbeing Team.

Classroom Control and Pupil 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

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

Seating Plans

Seating plans should be produced for all lessons. The teacher controls who sits where not the pupil.

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. Pupils 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.

Use your laptop clock to ascertain that the lesson has come to an end. It is for you to decide when the lesson has come to an end. 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.

Last lesson of the day

Registers should be taken promptly. 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. Pupils should be reminded not to run.

Orderly movement around the school means:

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

Encouraging good behaviour

- Good discipline is the responsibility of all staff. Subject teachers are in control of what goes on in their classroom. Only serious incidents or persistent offenders should be referred 'up the line'. Continuous referral for relatively minor offences undermines the effectiveness of intervention by senior members of staff. 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. Yellow and Red cards must be placed on a pupil's desk. **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 an action then see it through. Do not threaten actions that you are unlikely to deliver.

Remember you are the adult in any dispute with a pupil.
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- Keep control; do not lose your temper. Shouting has its place when reprimanding pupils but is not very effective in providing a solution to the problem. Bear in mind that you will have this pupil in your class for the next lesson. You may have a short term problem but you have a long term responsibility to get this pupil 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 pupils proceeding to the next stage. Always remind pupils 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 pupil sufficient time to reflect on the sanction issued.
- Before imposing a sanction, be absolutely certain that the pupil 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 pupils and undermine their own discipline, as well as that of others. Staff who ignore bad behaviour are seen to condone that behaviour and this will create problems for your colleagues further up the line.
- The success of the system depends on consistency. If you decide to act unilaterally pupils are less likely to accept any sanction as they feel they are being treated unfairly. This, again, creates problems for your colleagues further up the line. The system is only as strong as the weakest link. Pupil comments such as “so and so lets us do this” is letting down colleagues and making life more difficult for everyone else.

Classroom Rules for Students

- 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 for Students

- 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.

Standard Procedures

Use a degree of empathy and common sense when issuing sanctions

Offence	Consequence
Using a mobile phone in school time.	Confiscated until end of day. When confiscated, phones should be placed in the classroom safe. For those that decide not to give up their phone immediately they should be informed that the 'on call' member of staff will be called.
Non compliance with uniform	Call home to request parent brings correct uniform in.
Smoking	ER. Repeat offenders referred to Head teacher.
Swearing in the presence of member of staff	ER.
Swearing at a member a member of staff	ER or possible fixed term exclusion.
Violent conduct against another pupil/fighting	Cooling off time, this would be in the exclusion room. Reintegration at the judgement of the wellbeing team. Restorative needed.
Violence directed at a member of staff	Extended exclusion, possibly permanent. Referred to governors to determine pupil's future in this school. After consultation with the Chair of governors, the Headteacher will normally refer the incident to the police.
Using illegal drugs	Extended exclusion, possibly permanent. Referred to governors to determine pupil's future in this school.
Selling drugs	Permanent exclusion

It will be at the discretion of the Wellbeing Team to decide the severity of a sanction and when a pupil will be reintegrated into school or a class.

Discipline Procedures

- Staff are required to record names of pupils who have been given **Red Cards** on the SIMS system. Each red card loses one merit.
- **Lunchtime detention** and **homework** referrals are recorded on the SIMS system. Class teachers can hold their own break detentions where needed but the students must have time to use the facilities and get lunch. A maximum of four pupils per class should be placed in detention. If there is a requirement for more then please call a member of the behaviour support team.
- **Removal from class** can be implemented by the class teacher if behaviour is disrupting the lesson. Classes which can be used must be nearby and agreed amongst departments.
- **Exclusion Room (isolation)** is arranged by wellbeing staff. Class teachers are unable to refer to isolation themselves – they must liaise with the wellbeing team. Students will spend 5 lessons in the isolation room plus 20 minutes after school detention. Isolation loses 3 merits per day.
- Record **lack of equipment** on the SIMS system. For lack of PE kit or failing to bring ingredients for food, without good reason, a departmental detention applies.

The Behaviour Support Team

The wellbeing team consists of all members of the discipline team including members of the leadership team. There is always a member of staff 'on call.'

Staff who need assistance may send for the duty member of staff. A member of office staff will contact the person on duty using the radio system.

Wellbeing 'on call' is only to be used when all other warnings have been exhausted. It should only happen in one of the following circumstances:

1. a pupil has progressed through the discipline system and has already been issued with a yellow card and a red card but the student still continues with offending behaviour which is disrupting the lesson and impinging on the learning of other pupils.

OR

2. The pupil 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.

OR

3. A serious breach of discipline has occurred.

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

- They will be escorted to the exclusion room by the 'on call' member of staff.
- The appropriate Head of Year/Assistant Head of year will listen to the facts from both sides.

- The pupil's name will be recorded as being referred to the exclusion room on the school's system.
- Parents will be informed by phone, text and/or email.
- After five referrals to isolation in one term the pupil is interviewed by the head/deputy headteacher and warned about future behaviour. A written record of the interview is kept on the pupil's file.
- 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 pupil 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.

Stages	Sanction	By whom	Merits lost
1.	Verbal Warning	Teacher	0
2.	Yellow Card	Teacher	0
3.	Red Card	Teacher	-1
4.	Break/lunch Detention (4 students max in one lesson)	Teacher	-1
5.	Removal from class or Internal Exclusion	Sent by senior staff or wellbeing team	-1
6.	Fixed Term Exclusion	Head teacher	-1 (per day)
7.	Permanent Exclusion	Head teacher	

PART 3: Monitoring Behaviour

Monitoring Poor Behaviour

	Intervention Trigger	Who is involved	Action
Stage 1	Negative scores recorded monthly or large number of red cards.	Form Tutor	Form Tutor to monitor behaviour concerns. Interview pupil and ongoing mentoring
Stage 2	If no tangible improvement over two week period.	Form Tutor	Form Tutor to interview the pupil more formally. Immediate improvement sought. Ongoing mentoring by Form Teacher. Placed on paper based ' White Report '.
Stage 3	If no improvement over two week period Form Tutor reports pupil to Assistant Head of Year.	Assistant Head of Year/HOY	Pupil interviewed by AHOY. Pupil to report to AHOY daily. Parents contacted.
Stage 4	If no improvement on AHOY/HOY report over 6 week period, pupil reports to Head of Year.	Head of Year	Parents contacted. Behaviour plan to be established (IBP). Reviewed after 6 weeks.
Stage 5	If no improvement over 6 week period child reports to Head of Wellbeing.	Head of Wellbeing	Pupil interviewed by Head of Wellbeing. Pupil to report to Head of Wellbeing daily. Parents contacted. Behaviour plan to be reviewed. Parents to sign.
Stage 6	If no improvement over 6 week period, child is referred to local authority BST.	Wellbeing Manager with BST.	Pupil interviewed by BST. Pupil to report to wellbeing manager daily. Parents contacted. Behaviour plan to be implemented (PSP). Parents to sign. LA informed and LA BST involved.
Stage 7	Permanent Exclusion	Headteacher and governors	

Please note:

Pupils who fail to modify their behaviour after intervention will progress through the stages.

A variety of intervention/coping strategy sessions must be implemented as appropriate.

The severity of a pupil's behaviour may result in earlier stages being overridden. Serious breaches in discipline may result in exclusion in the first instance for a period determined by the Head teacher.

