



# St. Mary's Catholic High School

An 11 to 18 Specialist Mathematics and Computing College

## Behaviour Policy

Approved by Full Governing Body: October 2009

Signature:

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## St Mary's Catholic High School Behaviour Policy

*" St. Mary's Catholic High School is committed to creating a caring Christian community which seeks to educate everyone to their full potential in mind, body and spirit, and use their talents to serve the Lord through service to others."*

### Introduction

Discipline underpins every aspect of school life and therefore all members of the school community as far as possible were invited to be involved in contributing to this process. The following policy is the result of a working party informed by pupils, staff (teaching and non teaching), parents, governors and our partner primary schools. It also benefited from the work of Jason Bangbala a behaviour consultant contracted by school to work with different groups of staff in school.

The policy relates to the teaching and learning policy, in particular points 3, 4 and 9 of the 10 point plan.

### Aim:

The school has high expectations of its pupils, teachers and other members of the school community to ensure that the mission statement is achieved. The behaviour policy aims to contribute to the achievement of this.

### Objectives:

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To encourage good orderly behaviour and self respect as well as respect for others equipment and the environment
- To provide consistent and effective support for staff and pupils
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To promote a positive attitude to learning and provide a learning environment that enables pupils to realise their potential
- To support pupils in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all pupils are treated equally and fairly with regards to rewards and sanctions
- To ensure that pupils and parents are aware of the rewards and disciplinary referral routes.

There are several sections to the behaviour policy:

1. Guidelines for effective classroom management and strategies for promoting appropriate behaviour in the classroom
2. A pupil code of behaviour and classroom rules
3. Protocols for staff
4. Rewards
5. Sanctions

**Guidelines for effective classroom management and strategies for promoting appropriate behaviour in the classroom**

- Set the learning environment at the start of the year
  - Remember, relationships and high expectations are the key to good behaviour
  - Consistency is crucial.
  - Have a highly structured firm approach
  - Use visual keys related to the rules of the classroom
  - Use starter activities to help get pupils on task quickly
  - Consider the use of learning pairs so that pupils can help each other
  - Make it clear to pupils that they have choices which have consequences
  - Ensure that whenever a sanction is given it is followed through. It is certainty not necessarily the severity which has the most effect
  - Use a buddying system within the department to relocate pupils if necessary
  - If detentions are given it should be the teacher issuing it that carries it out and this should be done as quickly as possible so that the pupil links the detention to the incident. As a result of this teachers issuing the detention must ensure that the pupil attends - this may mean collecting the pupil or arranging for someone else to collect the pupil. The teacher should always speak to the pupil so that they recognise it is them taking responsibility and not passing it on to anyone else  
e.g. if you choose not to.....then you will .....if you choose to ..... then .....
- Deal with the issue, do not be side tracked by other issues  
e.g. if a pupil mutters under his/her breath but has done what you asked, tactfully ignore the muttering
- Consider having particular tables for misbehaviour and lateness in your classroom

In order that the objectives are met pupils are required to keep to the following code of conduct:

### **A pupil code of behaviour**

**A**ccept responsibility for your own behaviour. This will be helped by listening and doing as asked.

**B**ehave at all times in a way which shows respect for each other.

**C**reate an environment which allows pupils to learn and teachers to teach.

### **Accept responsibility for your own behaviour.**

This means:

1. Show consideration for others by walking around the buildings quietly and carefully, e.g.:
  - Walk on the left-hand side of corridors follow the one-way system on the stairs
  - Walk - remember running and pushing others causes accidents
  - Line up quietly outside your classroom until instructed to enter
  - Arrive to lessons on time
2. Arrive at school in the correct uniform.
  - In Key Stage 3 and 4 you are expected to wear uniform as specified in the school prospectus and your planner.
  - In Key Stage 5 sensible informal clothing is acceptable.

### **Behave at all times in a way which shows respect for each other.**

This means:

1. Behave in a courteous and orderly manner:
  - Always try to understand other people's point of view
  - Speak politely to everyone and don't shout
  - Have regard for other people's property
  - Have regard for the school and its property
2. Show consideration for each other by keeping the school clean and tidy:
  - No chewing gum
  - Clear up your own mess and leave things clean and tidy for the next person
  - Put all rubbish in the bins provided and leave rooms tidy
3. Remember your behaviour outside of school creates the reputation by which you and school are judged.

## **Create an environment which allows pupils to learn and teachers to teach.**

This means:

1. Working in lessons and not disturbing the learning of others:
  - follow instructions first time
  - when the teacher talks to the whole class, you must be quiet and pay attention
  - put your hand up to answer questions
  - don't shout out
  - avoid distracting or annoying others in the lesson
  - look after your own property and do not interfere with the property of others
2. Arriving punctually and well prepared for lessons:
  - Arrive on time for registration and lessons
  - Bring the necessary equipment- writing equipment, books, homework, planner etc
  - Attend school regularly.

## **Rules for the classroom (to be displayed in every classroom)**

The following rules are to be displayed in all classrooms in order that pupils are reminded to act responsibly, behave appropriately and contribute to creating a learning environment:

1. Arrive on time and ready to learn
2. Put your equipment and planner on the desk at the start of the lesson
3. Do as members of staff ask, first time
4. Participate in the lesson to the best of your ability
5. Have respect for everyone in the classroom

In order that the objectives are met staff are required to implement the following protocols:

### **Staff Protocols**

- All staff meet and greet pupils
- Staff with their own teaching base stand outside their classroom and give positive messages to all pupils who pass regarding behaviour and uniform
- Staff to ensure that pupils will enter the classroom with their uniform correctly worn
- Clear rules to be displayed in all classrooms
- Planners to be on desks from the start of lessons
- If a pupil reaches the stage of having to be removed from the lesson a pink slip must be completed and put in the form teachers' pigeon hole
- If a member of the Senior Leadership Team removes a pupil from a classroom a pupil has already been moved to, then a serious incident form will be completed

and handed to the appropriate Key Stage office the same day or to the Student Guidance Deputy

- Classrooms to be left clean and tidy
- Pupils to be dismissed in an orderly manner.

## **Positive Behaviour System**

### **Introduction**

This is a whole school reward system which should run alongside department, pastoral and SEN rewards systems.

There will be a range of rewards for pupils linked to the number of merits they have.

These may include:

- Postcards of praise
- Letters of commendation
- Certificates of achievement
- Award of prizes
- An invitation to attend the summer ball for year 11 pupils
- An invitation to be involved in the school 'celebration day'

### **Merits - a positive behaviour system**

Aim: To create a fair and consistent whole school reward system.

Objectives:

- To develop a culture of positive behaviour
- To reward all pupils who make an effort and meet deadlines
- To offer incentives in order to maximise pupils' potential
- To create a consistent positive system throughout the whole school
- To give pupils clear behaviour expectations

Management:

All members of staff have been given a merit stamp to issue merits with in their lessons.

During the course of a lesson pupils can earn up to 3 merits which will be stamped in their planners.

The stamps can be earned for:

- Being ready to learn, i.e. wearing correct uniform and having the necessary equipment for the lesson
- Working well
- Exceptional or outstanding work

The 3<sup>rd</sup> merit may also be given if it is decided to have a particular whole school focus which would be announced in the staff bulletin/briefing.

Staff are required to stamp the merits during the lesson or to nominate student monitors to do it. If pupils don't have their planners then they do not gain their merits.

At the end of each week pupils will count up their merits and they will be recorded by their form teacher.

5 merits will equal a commendation.

Form rooms will have charts displayed on the wall showing pupils progress and the current number of commendations they have gained.

### Celebration Day

There will be a celebration day at the end of the school year.

The format of the day may change each year. The number of merits pupils have retained will determine which aspects of the day pupils will be able to participate in.

### Sanctions

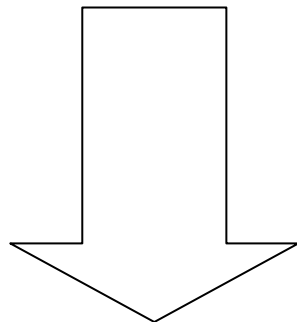
CONSISTENCY is key to successful implementation. Each department needs to follow school policy at the appropriate stage.

### CLASSROOM RULES

1. Arrive on time and ready to learn.
2. Put your equipment and planner on the desk at the start of the lesson.
3. Do as members of staff ask, first time.
4. Participate in the lesson to the best of your ability.
5. Have respect for everyone in the classroom.

When a student's conduct is unacceptable the following options are available:

- A quiet word with the pupil at an appropriate time
- Note in planner
- Imposition
- 5/10 minutes detention
- Change seating plan
- Phone call home
- Staff will employ other appropriate classroom management strategies at this stage



Where behaviour is causing persistent disruption in one lesson or over a series of lessons then all staff should implement the following:

- ✓ Buddy system
- ✓ Complete 'cause for concern' document  
(from September, this will be sent to Form Tutors, Subject Leaders and Key Stage office).
- ✓ 30 minute lunchtime detention  
(this will be increased to a 45 minute department-based after-school detention if not attended).

In the spirit of the school's mission statement, the outcome of any sanction should include restoring the relationship with the student.

If a student refuses to comply with the buddy system, refer to SLT by sending a pupil to Student Services, who will know which member of the SLT or Student Guidance Team is available. The student will be removed for the remainder of the lesson and an appropriate sanction will be issued.

In certain situations, the above policy is not entirely appropriate. In these circumstances, the following actions will be taken:

<b>Issue</b>	<b>Consequence</b>	<b>Failure to comply with consequence</b>
Challenging staff	Staff complete 'cause for concern' form. One day in inclusion. Apology.	Referral to Headteacher.
Insufficient progress in classwork/coursework/homework	Subject area procedures are followed, which may include: - Detention with teacher - Teacher informs parents - Buddy system.	Liaise with Student Guidance Team. Consider meeting with parents and/or mentoring programme.
Persistent breach of uniform rules	Uniform report and after-school detention.	Refer to Director of Key Stage.
Mobile phone	Mobile phone confiscated until 3pm Friday (school safe).	Refer to Student Guidance Team/SLT.
Failure to be prepared for school e.g. no bag, equipment, etc	Refer to Student Guidance Team.	Parents contacted.
Walking out of classroom	Staff inform Key Stage office immediately. Staff complete 'cause for concern' form. Key Stage office discuss and implement appropriate	Director of Key Stage liaises with Student Guidance Deputy.

	sanction in conjunction with class teacher.	
Failure to attend after-school detention despite a range of strategies being employed, e.g. <ul style="list-style-type: none"> <li>Collecting pupil from lesson (period 5)</li> <li>Contacting parents</li> </ul>	Subject Leader to complete 'cause for concern' form. Director of Key Stage issues 1 hour after-school detention.	Referral to SLT
Persistent lateness (fortnightly SIMS report)	Key Stage office issue 30 minute after-school detention	1 hour after-school detention with Director of Key Stage

## **PROCEDURE FOR DETENTION SYSTEM**

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### **DEPARTMENTAL DETENTIONS**

**Stage 1** (lunchtime detention recorded in student planner)

**(Action)**

Student given a lunchtime detention by department. No action required by General Office.

**Stage 2** (Departmental after school detention on agreed date)

**(Action)**

Teacher issuing detention gives the pupil a letter by hand for their parents informing them of the detention and records the detention in the pupil planner.

Head of Department provides list of students who are to attend the after school detention to the office.

General Office to record information on database.

Department to take a register and pass to general office.

**Stage 3** (Departmental after school detention on agreed date – longer than original detention)

**(Action)**

Head of Department / teacher issuing detention gives the pupil a letter by hand for their parents informing them of the detention and records the detention in the pupil planner.

Head of department to issue general office with a list of pupils on detention.

General office to record on data base.

Department to take a register and pass to general office.

**Stage 4** The parents of any pupil failing to attend the second detention will be contacted by the teacher issuing the detention informing them of a new date and time with a member of the SLT. It is their responsibility with the member of the SLT to arrange for the pupil to be collected in order to attend the detention. This contact with parents will be recorded on the appropriate form with any relevant information.


## **STUDENT GUIDANCE DETENTIONS**

The procedure will be the same as above but will be the responsibility of the Student Guidance Team. Examples of detentions:-

- Inappropriate Behaviour
- Incident on School Site
- Smoking
- Breach of Uniform Regulations
- etc...

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Attached are the following:

-  Basic Flow Chart
-  Detention Letters

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The detention system will be recorded on a database and therefore historical information will be available upon request which will include;

- How many detentions each student has received
- Reasons for detentions
- Subject area

This information can be viewed by members of staff on the global drive under 'detentions'.

# Detention System

## Department

Stage 1

Lunchtime detention recorded in pupil planner.



Stage 2

After school detention. Letter sent home by hand and recorded in planner



Copy of detention register to General Office.



After school detention. Letter sent home by hand and recorded in planner.



Stage 2

Stage 3

After school detention. 1 hour. Letter sent home by hand.



Copy of Detention register to General Office



After school detention. 1 hour. Letter sent by hand.



Stage 3

Teacher issuing detention contact parents/guardians.



SLT detention



Student Guidance contact parents/guardians.



# Behaviour Check List

1. Meet And Greet Outside The Room
  - a. Praise positive behaviour
  - b. Deal with low level behaviour immediately and prevent it entering the room
  - c. Get students off the corridor as quickly as possible
2. Starter Activity
  - a. Get the pupils active
  - b. Little teacher talk
  - c. Students working independently
  - d. Make it competitive
3. Rules and Routines
  - a. Reinforce the positive behaviour you expect from students
  - b. Have high expectations from the beginning and do not give up in reinforcing your expectations
4. Seating Plan
  - a. Split the students up according to ability, personality, behaviour, gender and race
5. Praise and Reward
  - a. Be proactive in catching them being good
  - b. Avoid being reactive and then criticising inappropriate behaviour

There are more students who behave appropriately than inappropriately  
**Praise and reward change people's behaviour, sanctions only limit it.**
6. Consequences
  - a. Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arises
  - b. Only threaten consequences you are able to carry out and enforce
  - c. If you are going to place a student in an after school detention then make sure you are prepared to ensure the student turns up (If required you may have a department system of collecting students prone to not turn up)
  - d. The detention can be used to repair relationships as well as to punish inappropriate behaviour
  - e. A loss of a reward can often have a significant impact on modifying behaviour
7. Exit Strategy/Buddy System
  - a. Have a department plan in place to remove persistent offenders
  - b. The department plan may involve calling a teacher who is on non-contact time, or sending the student to another member of staff who has the least challenging class at that time, or is working with a different age range of students
8. Relationships – (Identified by the Elton Report as being the most important factor in encouraging good behaviour)
  - a. Smile, speak to students on the corridor, extra curricular activity, eat in the canteen, ring parents for good performance, positive letters home. Be prepared to repair relationships when students have detrimentally affected the lesson
9. Be Positive
  - a. "It is out of a positive attitude that positive action takes place and positive progress is made." Headteacher at Burnage High School
  - b. A young person's attitude often reflects the attitude of the adult

#### 10. Make Lessons Interesting

- a. “Emblazon this on your mind – work made fun gets done” Peter Kline
- b. Pace, variety, challenge
- c. Often some of the more challenging students are kinaesthetic learners and therefore where possible provide active and practical work for them

#### 11. Use SMT Smartly

- a. Could there be opportunities to send for the SMT to join in the celebration of students success
- b. Have all other avenues been used before they have been sent for, such as the department exit strategy
- c. Is the member of staff prepared to follow up action with the student after the short term measure of sending for the SMT has been exercised

“It is the schools which discourage teachers from passing problems onto someone else, preferring to face the issue, which have the fewest exclusions and discipline difficulties.” Alison Brace TES  
03.11.00