

***St. David's High School
Saltney***

BEHAVIOUR

POLICY

**Reviewed by Governors
October 2022**



SCHOOL AIMS AND VALUES: 'To be the best we can be, every day.'

St. David's High School is committed to:

- providing a high quality, student-centred education in which every student can achieve his/her full potential
- valuing and respecting all members of the school community
- maintaining a well disciplined and supportive environment for learning
- developing a partnership with parents, employers and the local community.
- preparing our students for adult and working life.
- ensuring our actions match our belief that all young people are of equal worth whatever their age, ability or background.

HOME SCHOOL PARTNERSHIP

One of the main aims of St. David's High School is to involve parents in an active partnership between the school and home. A way to strengthen this link is an agreement between the school and home which will create a genuine and meaningful partnership.

St. David's will:

- Strive to maintain the highest standards of academic achievement and pastoral care.
- Set challenging work, appropriate to the ability of the individual child according to the demands of the national Curriculum.
- Assess work on a regular basis.
- Report progress to parents on a regular pre-determined basis.
- Involve parents in discussions about a child's academic or pastoral welfare.
- Provide a wide range of extra curricular opportunities.

Parents can help if they:

- Inform the school of any concerns regarding their child's progress.
- Support the school by ensuring standards of behaviour are maintained.
- St. David's pupils are expected to display:
 - Good behaviour in the classroom and on their way to and from school.
 - Show respect towards the community and other pupils' property.
- Make sure that their child wears school uniform and brings all equipment and kit needed for school.
- Try to provide areas at home where homework can be completed without disturbance and review and sign pupil's diary each week. All pupils are provided with a homework diary to record brief details of homework tasks as a reference for both pupils and parents.
- Make sure that their child attends school regularly and inform the school of any absences.

The aims of St. David's High School provide agreed standards to which all can work; it enables the school to establish a positive, healthy, caring and secure learning environment. The aim is to sustain a happy, effective working environment based on the recognition of mutually accepted values:

- The appreciation of the contributions made by others to the work of the school community;
- The expression of trust, friendship, encouragement and loyalty within the open atmosphere of integrity and respect.

All members of the school community should be treated according to the values acknowledged and expressed above.

Best Practice and achieving consistency.

Acceptable standards of behaviour, work and respect depend on the example set as well as the implementation and consistency of application by all members of staff.

- We all have positive contributions to make.

Good order has to be worked for: it does not simply happen.

- Set high standards
- Apply rules firmly, fairly and consistently

Most important of all:

- Expect to give as well as to receive respect

Everyone at school is here for a purpose.

- **Respect** every person
- **Treat** everyone as an individual

Good Relationships are vital: relationships between everyone and at every level.

Take the initiative:

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

'Problems' are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but **by the way in which we deal with them.**

Don't react: Address the problem:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly

Removal of privilege is the most effective strategy

Remember if staff confiscates items from students that they then become responsible for their safekeeping.

It is strongly advised that any items confiscated are put into an envelope / package and clearly marked with the students name and Tutor Group and placed in the school office or safe.

OUT AND ABOUT THE SCHOOL

All informal contact contributes to standards of behaviour. **Control that behaviour** by taking the initiative at every opportunity. **Expect to:**

- Start the dialogue
- Greet students
- Deal with misbehaviour – to ignore it is to condone it!
- Set high standards of speech, manner and dress
- Enjoy relating to students

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment. **Well-prepared**, stimulating lessons generate good behaviour and earn respect. **Expect to:**

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone on task and interested
- Extend and motivate all students
- Mark all work promptly and constructively
- Set homework regularly to schedule
- Encourage creative dialogue – confidence in discussion is important
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays
- Use first names

DO ALL YOU CAN TO AVOID:

- Humiliate..... it breeds resentment
- Shouting it diminishes you
- Over-reacting the problems will grow
- Blanket punishments the innocent will resent them
- Over punishment..... keep your powder dry, never punish what you can't prove
- Sarcasm it damages you

Please never leave students outside rooms unattended for long periods of time. **(5 minutes maximum)** However, there are occasions when a student needs removing from the classroom situation for a specific occasion. This is acceptable if the student can return to the classroom activity quickly, or alternative supervision arrangements are made with a senior colleague. The 'problem' needs a solution not complicating.

Seek help if you need it. **And do all you can to:**

- Use humour it builds bridges
- Keep calm it reduces tensions
- Listen it earns respect
- Be positive and build relationships
- Know your students as individuals
- Carry out any threats you have to make
- Be consistent.

Always apply school rules positively

MAINTAINING DISCIPLINE

Insist on acceptable standards of behaviour, work and respect.

Expect to:

- Apply school rules uniformly
- Work to agreed procedures
- Insist on conformity
- Be noticed and discussed, in school and at home
- Follow up problems to their conclusion

The majority conform and are co-operative. Deal immediately with the few who present problems.

- **Establish your authority firmly and calmly**
- **Separate the problem from the person**

Only if you cannot resolve a problem, refer it on to one person.

SANCTIONS and PUNISHMENTS

The behaviour consequence system is to be implemented in the classroom across the school so as to provide a consistent approach.

At the start of lesson behaviour prompts should be used to settle class. If individuals do not settle then they should be given:

- C1: Warning
- Number 1 placed on SIMS

- C2: Issued, detention note on SIMS
- Number 2 placed on SIMS
- 10-minute detention with subject teacher. (This is for continued minor disruption)

- C3: Removed from lesson to HOF
- Number 3 placed on SIMS
- 30 minutes after school detention, supervised by Alternative Provision Staff
- Phone call, letter or e mail home to discuss behavior from HOF

- C4: Decision by the Director of Learning/SLT for student to be placed in the Net. This will be for the duration of that lesson and possibly several subsequent lessons in that subject. If the case is considered to be severe then it will result in a whole day in the Centre and / or exclusion.

Notes

- When issuing warnings, pupils must be given take-up time in between warnings being issued.
- Notes on consequences in SIMS should only relate to behavior.

- Failure to attend after school detention will result in a phone call home to rearrange for the following day of 45 minutes

After school detentions may be used, subject to approval from Year Head / Head of Department, BUT make sure that parents have been notified at least 24 hours in advance and in writing or via a phone call. Teaching staff could also consider the following alternatives: -

- Reprimand
- Change of seat
- Repeat of work
- Withdrawal of privilege of working in class.
- Progress Report Cards
- Additional work
- Clearing litter, cleaning – especially if related to misdeed
- Referral to Faculty / Department Head / Group Tutor / Year Head /SLT
- Use of Homework Diaries notes to parents
- Contact with parents to discuss difficulties
- A group change with Year head and SLT approval
- Isolating student from peer group /removal from lessons
- Exclusion only in very last resort and after full consultation.

The management of pupil behaviour in a school-wide context means that all should insist on acceptable standards of behaviour, work and respect. We are therefore expected to:

- Apply school regulations uniformly
- Work to agreed procedures
- Insist on conformity and school uniform

Poor behaviour, both inside and outside the classroom should be dealt with the teacher or, if more appropriate, should be referred to Director of learning/ Area Co-Ordinator / Year Head.

In cases of serious incidents, staff should send the student immediately to the school office. However, the Director of Learning, if applicable, must be informed at the time of the incident. A member of the Senior Leadership team will respond as a matter of urgency.

Information regarding the School's Behaviour Policy is detailed in the School Prospectus. The Governing Body has been closely involved in drawing up this policy, reviewing procedures, implementing support and taking appropriate action.

Additional policy documents relevant to the Behaviour Policy, Drug and Sex Education Policy, ALN Document, Child Protection Policy, Annual Report to Parents and Exclusion Procedures Leaflet; are available on request.

A number of DCELLS and Welsh Assembly Leaflets, Circulars and documents are available from HMSO. These documents provide the advice and guidance for schools on which custom and practice may reasonably be based in law. A great deal of good practice coupled to common sense should inform any Behaviour Policy.

The Staff and Governors would wish to stress the importance of positive behaviour, respect and reward systems and the desire to operate an effective curriculum, coupled to a range of extra-curricular activities for every pupil. By valuing and developing every pupil and student to their maximum potential a positive, caring ethos is created which should reduce the need for disciplinary action and sanctions.

INFORMATION FOR STUDENTS

CLASSROOM EXPECTATIONS

Students are reminded of these by pages in their planners and on posters in classrooms.

Classrooms (including laboratories, workshops, gymnasium and sports hall) are our places of work. There needs to be clearly understood rules and expectations to allow everyone to work successfully safely and enjoyably.

1. START OF LESSONS

- Enter rooms sensibly and go straight to your workplace.
- Take off and put away any outdoor wear (not on desks).
- Take out books, pens and other equipment.
- Put bags away (not on desks).
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2. DURING LESSONS

- When your teacher talks to the whole class, remain silent and concentrate.
- You are expected to work sensibly, do not distract or annoy others.
- If you arrive late, without justifiable cause, you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework must be recorded in your diary.
- Eating and chewing are not allowed. If caught you will be expected to empty your mouth and hand in any other food or drink. However, water is permitted in appropriate situations.
- You must not leave a lesson without permission from a teacher.
- Personal use of mobile phones is not permitted during lessons.

3. END OF LESSONS

- **The bell is not a signal for you; it is for the information of the teacher.**
- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- Only when your teacher tells you to go may you leave the room.

Teachers are in a position of parents/guardians while you are in school. This means in particular that:

- 1) There is no excuse for rudeness, disrespect or insolence towards teachers.

- 2) Any reasonable request from a teacher should be carried out at once without argument.

Breaking either of these basic rules will be treated as a serious matter.

REWARDS and SANCTIONS

It is very important that the positive aspects of praise and reward should have great emphasis. Good discipline is, as we all know, based on mutual knowledge, respect and the setting of known standards. Good discipline must have high priority.

Children appear to respond better to systems which recognise their difficulties and strengths. Anything that recognises that children have achieved to the best of their ability what has been asked of them is desirable and advantageous.

SANCTIONS

It must be emphasised that it is the primary responsibility of individual staff to deal with discipline themselves, either by extra work or their own detentions and contact with parents where necessary. Directors of learning should be informed. They will in turn inform Heads of year. Colleagues are reminded that the Authority asks that the students should be given 24 hours notice of an after-school detention and that it should last no longer than one hour. Indiscriminate detentions of a whole class cause more resentment and problems than they solve. Directors of learning must be informed of any action taken as described above. In addition to this, various other sanctions are possible. For example, the card system which must be organized through the Year head.

Procedure For Dealing With Students' Behaviour Issues:

- Faculty detention as per faculty arrangements
- Following two detentions in a half term referral to be made to Year head and parents called by Director of learning.
- If poor behavior persists Blue Progress card to be issued following communication with parents as this acts as information between school and home.
- No improvements: referral to be made to by Year head to after school SLT detention.
- Parents invited to a meeting and IEP (B) written.
- Interventions if appropriate with Behaviour Support, Educational Psychologist or Counsellor
- Referral to Behaviour Moderation.

PARENTAL SUPPORT

In all our efforts we seek the support of parents to ensure high standards are maintained. We encourage the monitoring of progress at home, attendance at Parents' Evenings; or discussion with relevant staff to address any difficulties which may arise.

EXCLUSION POLICY

Exclusion is seen as a last resort to repeated poor behaviour or as a response to an undisciplined outburst by a pupil.

Smoking is not permitted by pupils in school. If pupils are caught smoking on school premises then parents will be informed and repeat offences may lead to one or two days exclusion. The set procedure follows County and legal guidelines.

CHILD PROTECTION ISSUES

Information regarding pupils who are or have been/on the 'at risk' register is passed to the school from the primary school. Assistant Head Pastoral, Heads of year, SENCO and through them the Group Tutors should be aware the pupil names and general area of concern. All minutes of meetings are kept confidential by designated teacher. The school adheres to the guidelines formulated by Social Services and has a good working relationship with this department. All staff are aware of the procedures to follow regarding Child Protection issues as laid out in the Child Protection Policy Document. The Assistant Head Pastoral is trained and designated the protection teacher.

UNIFORM POLICY

It is the school policy that a uniform is worn by all pupils up to the end of Key Stage 4. Uniform is seen as important because,

- * It provides a simple but smart way of ensuring that pupils are dressed in practical clothes that do not fluctuate with fashion.
- * It promotes a pride in appearance and in the school.
- * It identifies our pupils out in the community and for security in and around the school
- * It enables all pupils to be seen as equal irrespective of background.

A list is issued in the School Prospectus and also stated in the School planners. The Group Tutor and Learning Manager are seen as key people in maintaining a good standard of dress.

ACCEPTABLE USE OF ICT

Please see 'Electronics Communications – Acceptable use Policy'

ATTENDANCE

Please see attendance policy and strategy

REFERRALS

Whilst the majority of incidents are dealt with within department areas an accumulation of referrals or a direct request from a Head of Faculty will initiate the involvement of the Learning Manager.

Incidents that occur outside the lessons are the responsibility of all staff especially those on duty. Major breaches of indiscipline (fighting, bullying, smoking etc) should be referred to the Senior Leadership Team immediately.

IMPLEMENTATION OF POLICY

The Governing Body will ensure that there is no differential application of the policy and procedures on any grounds and that it is in line with our equal opportunity policy. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher. The staff will periodically receive quality training and INSET on aspects of behavioural management to support the implementation of this policy. Staff with particular expertise and responsibility in Special Educational Needs Areas will be fully involved and consulted. The School operates procedures through its Special Educational Needs Policy. The School also works positively with external agencies. It will seek appropriate support from outside agencies in order that the needs of pupils are met by utilising the range of external support available.

The School Improvement Plan includes a major section on developing pupil responsibility. This may be achieved in a wide range of ways but it fundamentally involves listening to pupils and students on issues concerning them and their school. Informal consultation is encouraged; additionally the School Council provides a formal forum for views to be shared.

The Headteacher, Leadership Group, Governors and staff will review and monitor the policy and procedures in order to evaluate them to ensure that the operation of the policy is effective.