



St Crispin's School Policy

Behaviour Policy

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	2002	First Issue	2002
V2	02/2007	Changes to Review period and minor text.	03/2007
V3	03/2009	Minor text changes	
V4	10/2009	Incorporation of Exclusions and Appendix	11/2009
V5	4/2014	New sanctions incorporated	07/2014

Next Review of this Policy is due 04/2017



AIMS

To enable each student to participate purposefully and to contribute positively to the ethos of the school by:

- Respecting others and their property
- Showing self discipline and self respect
- Taking responsibility and being co-operative

MEANS TO ACHIEVING AIMS

Codes of practice are provided in the form of five separate documents for the key areas of:

- Rights and Responsibilities for behaviour in and out of the classroom (Appendix A)*
- Merits and Behaviour (Appendix B)*
- Strategies for staff (Staff handbook)
- Anti - Bullying Policy (School website)
- Home school agreement (Student Planner)

* Rights and Responsibilities can be found in the students' planner and staff planner and are also on display in classrooms.

We welcome and actively seek the support of parents in educating the students to behave in a responsible manner.

A WHOLE SCHOOL APPROACH

All staff, students and parents need to be aware of these Rights and Responsibilities that underpin the aims. The key factor in making such codes work is their acceptance by the parties involved. The credibility of the document will only be accepted if students see that they are being enforced and that a consistent approach is adopted by staff. Inconsistency will lead to conflict and an undermining of the processes within the school that lead to the promoting and maintaining of good behaviour. All staff need to be aware that they lead by example. Their manners, reliability, dress, timekeeping and relationships with others will be observed and will influence students.

All students need to be valued. Praise and appreciation of their efforts are ingredients in raising self-esteem and motivation. It is for the school to educate, guide and encourage them in the development of these qualities in partnership with parents. National Curriculum subjects, Tutor time and PSHCE sessions offer opportunities to address such matters. Outside the formal curriculum, school assemblies, clubs, team games, school trips and other extra-curricular activities such as residential experiences also provide valuable contexts in which the values of the school can be developed and practised. The form tutor plays an important part in co-ordinating the academic and personal welfare of the student. The tutor should be aware of each student in the form as an individual as it is the tutor who is often the person that students will turn to for support.



LINKS WITH HOME

A key factor in encouraging positive attitudes and behaviour in students is a meaningful partnership with parents.

The school should:

- Publish latest version of all policies on website
- Make contact before situations become serious
- Develop joint strategies with parents
- Communicate progress to parents

EXCLUSIONS

Reflection room

As a school we hold that the most important right is to be secure at all times.

Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline. The following offences are totally unacceptable and warrant an automatic sanction, which may well be a period of time in the reflection room.

- Serious bullying (including racial or sexual harassment or homophobia)
- Swearing at a member of staff
- Threatening behaviour
- Violence towards another pupil
- Possession of illegal substances
- Deliberate damage to property
- Theft
- Actions that put the health and safety of any other member of the school community at risk
- Repeated disruption to teaching and learning
- Refusal to obey reasonable instructions (defiance) thus challenging and undermining the authority of staff
- Poor conduct of students outside of school

Fixed term transfer

Should a student fail to adhere to the rules and expectations of the reflection room, then their actions will result in a Fixed Term Transfer to a local secondary school for a fixed period of time. This sanction may also apply if the student's conduct warrants a more serious sanction than the Reflection Room.

Fixed term exclusion

Consistent poor conduct following a fixed period of time within the Reflection Room and a Fixed Term Transfer could result in a Fixed Term Exclusion. There will be incidents however that are deemed too serious which will result in a Fixed Term Exclusion without the aforementioned sanctions.



Permanent Exclusion

Actions that could lead to Permanent Exclusion include:

- Persistent bullying including racial or sexual harassment or homophobia
- Actual or threatened violence against a member of staff
- Serious actual or threatened violence against another pupil
- Sexual abuse
- Dealing in illegal substances
- Second offence of possession of illegal substances
- Possession of an item that could be used as an offensive weapon such as a knife
- Persistent violence towards pupils
- Actions that put the health and safety of any other member of the school community at serious risk
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to agreed school policies.
- Repeated breaches of the schools Rights and Responsibilities. These should be documented through the sanctions system and are likely to be after the student has been on a Pastoral Support Programme and there has been no improvement.
- The behaviour of pupils outside school can be considered as grounds for exclusion, this is a matter of judgement for the Headteacher as outlined in section 23 and 25 in DFE guidance for behaviour and discipline in schools February 2014.

The above lists are not exhaustive, and other offences may lead to exclusion.

The staff may consider behaviour outside the school as meriting one of these sanctions.

A major objective of this policy is to ensure that permanent exclusion is only considered when the student has put himself/herself beyond the support of the school, usually after being taken through all relevant support mechanisms. In some circumstances a pupil could be permanently excluded, without the normal support mechanisms having been put in place, because of the seriousness of the offence.

A key consideration is whether allowing the student to remain in school would seriously harm the education and/or welfare of other students at the school.

If a permanent exclusion is not upheld then a contract will be drawn up to re-introduce the student back into school. The contract is to be agreed by parent / carer, student, appropriate senior staff and a governing body member.

SEARCHING, SCREENING AND CONFISCATION

As outlined in the DFE guidance for searching, screening and confiscation (Feb 2014), school employers can search pupils with their consent for any item. This does not require written formal consent. Banned items can be searched for without consent and the use of reasonable force can be used when searching for an item that can be used to commit an offence or cause harm.



Banned items on school premises or in an area where a member of staff has lawful control or charge of students include:

- Aerosols
- Cigarettes
- Illegal substances
- Matches/Lighters
- Knives/Weapons
- Laser Pens
- Chewing Gum

Searches can be carried out on school premises or where the member of staff has lawful control or charge of students.

MONITORING AND EVALUATION OF POLICY

The policy will be monitored by a member of the Senior Leadership Team and reviewed through the Governors' Parents and Pupils Committee every three years.



Appendix A



RIGHTS AND RESPONSIBILITIES

Key Criteria	Essential	Desirable
<i>I have a right to feel safe and protected</i>	and a responsibility to look out for others	<ul style="list-style-type: none"> • I will not bully or intimidate others and will report any concerns regarding my, or others, safety • I will behave appropriately in school • I will behave appropriately to and from school • I will not bring dangerous or harmful items into school
<i>I have a right to learn</i>	and a responsibility to do my best at all times	<ul style="list-style-type: none"> • I will attend school and be on time for registration and lessons • I will bring the right equipment and my bag to school • I will not prevent others learning • I will complete class and homework to the best of my ability • I will be polite to and cooperative with any staff member • I will accept the consequences if I do not meet my responsibilities
<i>I have a right to be respected as an individual</i>	and a responsibility to respect others as individuals	<ul style="list-style-type: none"> • I will treat others as I would want to be treated and respect their beliefs, viewpoints and individuality • I will follow the school uniform rules • I will ask for and receive support if I need it from staff members
<i>I have a right to be heard</i>	and a responsibility to listen to others	<ul style="list-style-type: none"> • I will listen to and speak to others politely • I will have my views respected and taken into account
<i>I have a right to use school property and facilities when appropriate</i>	and a responsibility to look after my school environment	<ul style="list-style-type: none"> • I will not damage school or other people's property • I will look after rooms and furniture and leave them tidy • I will ensure that I put litter in bins • I will respect the school community



Appendix B

REWARDS

This serves to underpin good practice in managing behaviour. Achievement is recognized in all years in the following ways:

- Positive comments by teachers should be a frequently used reward both verbally and through written comments in the student planner and on students' work.
- Displays of students' work throughout the buildings and corridors.
- Merits for:
 - Merits for excellent work/effort in curriculum areas.
 - Merits for good behaviour and good attitude to learning.
 - Merits for service to the school.
- Praise postcards as appropriate in recognition of effort/achievement beyond normal expectation.
- Special award certificates and signed/handed out by those in brackets:

Bronze (Tutor Certificate) - 50 merits

Silver (HoY Certificate) - 150 merits

Gold (SLT Certificate) - 250 merits

Platinum (Head Certificate) - 400 merits

Diamond (Chair of Governors Certificate) - 600 merits

Special awards will be recognized in assemblies.

The merits run annually and begin again in September. At the end of each term the tutor group with the most merits and the best attendance in each year group will be awarded a plaque or certificate to keep for a term.

Each term a special certificate will be awarded for all round performance to a student nominated by the tutor, one from each tutor group.

At the end of each term, for each year group there is a prize draw for the students with the most merits. (Entry level to be determined by the Head of Year).