The Catholic High School Chester

The Catholic High School, Chester

Behaviour Policy

Show me the right path, O Lord;

point out the road for me to follow.

Psalm 25:4

Approved By	Full Governing Board
Category	Safeguarding and Pastoral
Policy Owner	D. de Winton
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Introduction

As a Catholic school we are guided by the teaching of Jesus Christ. We recognise that at times we all fail to behave in a way that reflects the commandment to love God and love our neighbour. Jesus also taught about the need for forgiveness and giving people the opportunity to change.

Aims

We aim for all our students to develop academically, spiritually and socially to become successful, happy and caring citizens. We pride ourselves on providing a nurturing, supportive and caring ethos in which positive relationships are at fostered between all members of our school community.

Our key aims are as follows;

Achievement

- Students work rigorously in the pursuit of excellence

Readiness

- Students have positive routines and good habits to enable them to engage with their learning effectively and prepare them for the next stage in their lives

Community

- Students personify the values needed to positively contribute to their communities

Health

- Students demonstrate the knowledge and skills needed to have healthy bodies, healthy minds and healthy relationships

ARCH in action

Achievement

Remember, you will always reap what you sow. So don't get tired of doing what is good. Don't get discouraged and give up for we will reap a harvest of blessing – Galatians 6:7 & 9

- Live out Christofidelis
- Excellent attitude to Learning
- Resilience in learning
- Seeking excellence in all areas of study
- Commitment to extracurricular opportunities
- School representation
- Community representation

Readiness

Train up a child in the way he should go; even when he is old he will not depart from it – Proverbs 22:6

- Contribute to our school ethos
- Excellent attendance
- Excellent punctuality
- Excellent standards of personal presentation (uniform)
- Always being prepared for learning (equipment, kit, school books, homework)

Community

Love one another. As I have loved you, you should love one another. By this all people will know that you are my disciples – John 13:34-35

- Follow the Catholic Social Teachings and Gospel Values
- Respectful behaviour towards other at all times
- Empathetic and kind
- Tolerance of other views and beliefs
- We keep ourselves and others safe
- Acceptance of others right to learning
- Respectful of school property and the property of others

Health

May the God who gives us peace make you holy in every way and keep your whole being – spirit, soul and body – free from every fault at the coming of our Lord Jesus Christ – Thessalonians 5:23

- Nurture spiritual growth at every opportunity
- Connect positively with others
- Give to others
- Learn new skills
- Be physically active
- Understand how outside factors (social media / screens) can affect a Healthy Mind

Behaviour Management

Through our key aims and their associated values we hope to promote a sense of community and belonging for our students and staff. Which will create a safe environment which all pupils can learn and reach their full potential.

In order to promote our key aims and their associated values we use a combination of Merits and Demerits to encourage positive behaviours and attitudes and to discourage behaviours and attitudes that negatively impact on others.

Students' conduct will be classified on a 5-point scale for Attitude to Learning (in the classroom) and Community Conduct (outside of the classroom, including when away from the school site)

Excellent - Above expected

Good - As expected

Unsatisfactory / Passive - Below expected

Unacceptable

Major incident

Rewards

Students will be awarded a Merit each time their Attitude to Learning or Community Conduct is above that expected.

In addition to being awarded a Merit, or as a result of an accumulation of Merits, students may be further recognised in the following ways;

- Praise Postcard, phone call or email home from subject teacher, tutor, CLL, YLL or SLT
- Invite to *Hot Choc Friday*
- Rewards Breakfasts each half term
- Rewards Movie Afternoons
- Christofidelis Award
- Early access/ first refusal to oversubscribed school trips.
- Rewards trips
- Attendance Prize Draw
- Celebration of Achievement awards Evening

N.B. Some of the schools' rewards events will be based on the absence of demerits to ensure all students who have conducted themselves as expected are recognised.

Sanctions

Students will be awarded a Demerit each time their Attitude to Learning or Community Conduct is below that expected, a cause for concern or unacceptable.

In addition to being awarded a Demerit, or as a result of an accumulation of demerits, students may be issued the following consequences;

- Verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Phone call or email home providing details of the concern regarding Attitude to Learning or Community Conduct
- Withdrawal of privileges e.g not permitted on the astroturf at break and lunchtime
- Removal from lesson and placed in the *Ready to Learn* room
- Breaktime or lunchtime detention
- After school detention – Curriculum, Pastoral, Headteacher's
- Personalised Timetable
- Referral to the *Ready to Learn* room for a fixed period of reflection, intervention or Restorative Justice.
- *Step out* – referral to another Cheshire West and Chester School's removal room
- Suspension from school (Previously called Fixed Term Exclusion)
- Referral to an Alternative Provision setting
- Permanent Exclusion from School

Parents and carers

Parents and carers are expected to take a central role in promoting good behaviour. You are your child's greatest role model and first teacher. You have an important role in supporting this behaviour policy and are encouraged to reinforce the policy at home. School staff will provide education and guidance to promote a caring community where all feel safe and are able to work effectively to achieve their best. Through our aims we have high standards and expectations for student conduct and would request your support on disciplinary matters, However, the school's decision on disciplinary matters is final.

Grading	Attitude to Learning (In the classroom)		Community Conduct (Outside the classroom including away from the school site)	Action (Reward / Sanction)
	Description	ATL Grade		
Excellent (Above expected)	- Excellent quality and quantity of work / work completed above the student's expected standard - Took initiative in their learning - Listened and contributed proactively	5	- Personifying ARCH Principles - Helping others / Volunteering / Charity - Representing Form, Year or School - Wider community recognition / representation - Extra Curricular participation	- Merit awarded by logging Achievement
Good (As expected)	- Quality and quantity of work completed to the student's expected standard - Contributed to class discussion - Listened well - Worked independently	4	- Punctual, equipped and in correct uniform - Contributing towards a calm and inclusive school environment - Respectful to peers and staff	- Positive reinforcement
Unsatisfactory / Passive (Below expected)	- Quality and quantity of work below the students expected standard - Worked independently only when asked - Passive in lessons - Disrupting the learning of others - Verbal reminders to stay on task	3	- Incorrect / missing uniform, jewellery or equipment - Late to lesson - Seen with contraband / electronic devices - Inappropriate language - Out of bounds - Littering	- Demerit awarded by logging Behaviour
Unacceptable	- Persistently disrupting the learning of others - Repeated verbal reminders to stay on task - Inappropriate behaviour	2	- Intimidating behaviour - Unsafe behaviour - Refusal to follow staff instructions - Bringing the school's name into disrepute - Harmful behaviours	- Demerits awarded by logging Behaviour - Sanction proportionate to behaviour
Major incident	- Major incident towards staff, students or property	1	- Major incident towards staff, students or property	- Behaviour incident logged - On-call to remove to Ready to Learn until investigation complete - Student statement(s) completed - Major Incident Form completed by staff - YLL Contact home to report incident - School sanction issued

Pastoral support at The Catholic High School, Chester

The Catholic High School has a broad range of support for students. The following staff will be involved in supporting students during their educational journey. Key staff meet each week to discuss the support required by individual students and make referrals for additional support.

Form Tutor
Every student has a form tutor who oversees their pastoral care and academic support. They are the first point of contact for parents and staff.
Year Leader of Learning (YLL)
YLL's ensure academic progress by monitoring behaviours that impacts on student learning.
Assistant Year Leader of Learning (AYLL) – Pastoral Office
AYLL's support YLL's in their role.
Pastoral Support Worker (PSW) – Trinity Support Room
The PSW role is to provide welfare support to students who require it through timetabled interventions.
Behaviour Support Worker (BSW) – Ready to Learn Room
The BSW deals with behaviours that impact upon others learning.
Attendance Officer (AO)
The AO works with families to promote high levels of attendance and carry out the school's attendance management procedures.
Family Liaison (FL)
The FL works with families who need additional support by Leading 'Team Around the Family's (TAF's) and liaises with Childrens Social Care.
Special Educational Needs and Disability Coordinator (SENDCO)
Oversees the educational provision for students with additional needs.
Assistant Headteacher – Designated Safeguarding Lead
Oversees the Behaviour Management and safeguarding for all students.
Headteacher
Overall lead for the school.
Governors / Trust members
Responsible for developing the overall vison and strategy for the school.

Pupil Transition

In order to ensure that students make a smooth and successful transition when joining us in Year 7 we have the following procedures.

- Year 6 Transition Evening during summer term
- YLL visits to primary schools
- Enhanced transition meeting with Primary school staff
- Enhanced transition visits to high school led by the pastoral team
- Attendance at Year 5 and 6 SEND annual review meetings
- Year 6 induction day in summer term
- The offer of a summer school place to Years 5 and 6)
- Early induction day in Autumn term

If joining school via an In-Year-Transfer (IYT) students will receive a process of induction to include brief Literacy and Numeracy assessments, a tour of the school, introductions to key staff and will be provided with a student *buddy* to help them navigate their first few days,

Communication

School staff have a variety of tasks to complete during the working day, the majority of which include the supervision of students. Therefore, staff will reply to phone calls and emails when they are able, with an expectation that this will be within 48 Hours. You may receive a holding phone call to request further information from our administration team to ensure that you are contacted by the appropriate member of staff. In the majority of cases this will initially be your child's Form Tutor.

Information regarding a student's conduct recorded on the behaviour management system is available on Firefly. In addition to this, parents / carers will receive a half termly pastoral report providing the following information;

- Attendance
- Punctuality
- Merits
- Demerits
- Behaviour management information

Uniform infringements

Year Leaders of Learning will oversee and monitor uniform and their decisions are final. Parents are asked for their support in maintaining the school rules. Uniform infringements will result in a behaviour incident being logged and a demerit being awarded. Persistent infringements may lead to students being removed from general circulation until the infringement is rectified.

We are aware that circumstances may mean that students need to wear alternatives while items of our uniform are replaced due to being out grown or damaged. In these situations, we ask that you provide a note that your child can carry with them and provide to staff when challenged.

The note must include;

- Date written
- Reason for alternative uniform
- A date by which it will be rectified
- Parent / Carer signature

If unable to provide a note or if the note is older than 2 weeks, a behaviour incident will be logged and a demerit will be awarded. When students accrue 3 demerits for uniform in one week, they will receive a pastoral afterschool detention.

Punctuality to lessons

Being late to lesson can have a significant impact upon students' education, by missing important information at the start of the lesson, and the education of others by disrupting the lesson. Being punctual is also an essential characteristic for all employment and is often one of the first questions asked when employers request a reference. Students will be issued a late demerit when they arrive after a reasonable time considering the room from which they are moving or in relation to their peers. In all but exceptional circumstances a student will be considered late if arriving more than 5 mins after the lesson started. When students accrue 3 demerits for lateness to lesson in one week, they will receive a pastoral afterschool detention.

Use of student toilets during lesson

Students should avoid using the toilets during lesson where possible, by using them before and after school, breaktime and lunchtime and during lesson change over. Visits to the toilet during period 1 and immediately after break and lunchtime should not be necessary and will be actively discouraged. When absolutely necessary students will be asked to leave their phone on the teacher's desk before leaving to attend the toilet. Toilet visits during lesson will be recorded on the school's behaviour management system to identify trends and will be available to parents / carers via their Firefly log. We provide this information to allow parents / carers to have conversations with their children if it is happening frequently.

Mobile phone / electronic devices

In line with current Department for Education guidance, The Catholic High School operates as a phone-free school during the school day. This applies to mobile phones, smart watches and any other electronic communication devices.

Students may bring a mobile phone to school; however, all devices must be handed to their form tutor during morning registration. Phones are placed in each student's allocated compartment within the form tray and are then stored securely in a locked classroom locker for the duration of the school day. Devices are returned to students during afternoon registration at the end of the school day.

A very small number of students may be permitted to keep a phone on their person for medical monitoring purposes i.e. diabetes. These arrangements must be agreed in advance with the school.

If a student arrives late to school through the late gate, they must hand their phone to the member of staff on duty. Students arriving after 9:15am must hand their phone in at Reception before being admitted to lessons. These will be returned at the late gate entrance at the end of the day. If a student needs to leave school during the day, their phone will be collected and returned to them before they leave the site.

Should a student realise that they still have their phone during the school day, they should hand it immediately to a member of staff.

If a student does not own a mobile phone or will not be bringing one to school, parents and carers are asked to inform their child's form tutor so that staff are aware that the student is not expected to hand in a device each morning. Where the school has reasonable grounds to suspect that a student is in possession of a phone that has not been handed in, staff may undertake a search in accordance with the school's searching and confiscation procedures.

Consequences

- Refusal to hand in a phone at the start of the day will result in the student being removed from lessons and may result in a suspension.
- On the first occasion that a student is found in possession of a phone during the school day, they will be removed from lessons and placed in Ready to Learn.
- Any further incident of a student being in possession of a phone during the school day will result in a suspension.

The use of mobile phones to record staff or students, share inappropriate or harmful content, engage in online bullying, organise conflict, or any other misuse of technology will be treated as a serious behaviour incident and may result in suspension and, where appropriate, police involvement.

Differentiation

We will differentiate our behaviour policy as appropriate to the needs of all children / young people within our school setting, in line with the Equality Act (2010) and the Special Educational Needs Code of Practice (January 2015). Being fair is not about everybody getting the same (equality) but about everyone getting what they need (equity). Where a student has Special Educational Needs or a disability, we will provide specific support based on the individual needs of each student and make 'reasonable adjustments' to meet the needs of a student with a disability.

Children and young people have a wide range of individual needs which change over time. As such, students require a flexible approach with an overall structure of consistency. A graduated approach to behaviour allows staff to support students according to their current level of need. The waves of support are detailed below. Whilst we envisage that our wave one behavioural approach will be effective for the majority of students, some may require extra support in order for us to ensure an equitable school environment.

Repeated or persistent passive or disruptive behaviour

When a student has repeated Attitude to Learning or Community Conduct grades of *Unsatisfactory / Passive*, *Unacceptable* or *Major incident* their subject teacher or Form Tutor will consider the following interventions;

Wave 1 Interventions	
Academic Interventions Subject Teacher	• Inclusive Quality First Teaching • Behaviour incident logged • Seat move • Class teacher contact home: email • Class teacher contact home: phone call • 121 restorative conversations • Curriculum detention awarded • Class teacher subject report • Differentiated curriculum planning • In-class TA support • In-class targeted teacher support • Class teacher homework support • Literacy/Vocabulary Mats across the curriculum
Pastoral Interventions Form Tutor	• 121 Form Tutor conversations • Behaviour incident logged • Seat move • Form Tutor daily check-ins • Form Tutor contact home: email • Form Tutor contact home: phone call • Form Tutor report • Pastoral detention awarded

If following a number of Wave 1 interventions there is insufficient improvement, Curriculum Leaders, Year Leaders, SENDCO or Pastoral Staff will consider the following interventions;

Wave 2 Interventions	
Academic Interventions CLL / R2L / AYLL	• Access to Nurture Group • Access to literacy intervention • Subject mentor: peer collaboration, 6th form mentor • Key Stage Coordinator report • Class move • CLL report • CLL initiated subject step out • CLL – home communication / meeting • Peer collaboration: 6th formers 360 mentoring • Catch up/booster work on Firefly • Reduced/ increasingly individualised timetable (liaise with YLL)
Pastoral Interventions YLL / SENDCO / PSW / AYLL	• YLL report • Headteacher's detention awarded • YLL student meetings/check-ins • YLL meetings: parent and student (SMART Targets) • Strategies agreed and shared with staff • Student focussed briefing • Trinity Referral • ELSA support • SELP Program • Peer collaboration: 6th formers 360 mentoring • Small group Pastoral Support Worker interventions • Behaviour Contract • Individual Behaviour Plan (IBP) • Initiate the behaviour pathway or refer to other supporting agencies

	● Access to Nurture Group ● Access to the Quiet Room

If following a number of Wave 2 interventions there is insufficient improvement, the Senior Leadership Team will consider the following interventions and may liaise with Specialist Agencies and;

Wave 3 Interventions	
Interventions SLT / Specialist Agencies	● TAF ● Professionals Meeting ● MARF ● Respect course ● Police liaison ● Behaviour profile ● CWAC Attendance team ● 121 Pastoral intervention worker support ● 121 Youth worker support ● Specialist support by external professionals ● Bespoke timetable ● Prevent Referral ● Alternative Provision ● External Agencies ● Education Access Team ● Professional mentors ● Governor Disciplinary Panel ● Permanent Exclusion

*Where a student has a Statement of Special Educational Needs, an EHCP or is a 'looked after child', the school will work in partnership with other agencies to consider what additional support is necessary.

Detentions

The Catholic High School, Chester encourages students to behave in a manner that positively contributes to the school and wider community and that does not negatively impact upon the learning of others. Where these are not achieved, students are encouraged to reflect upon their behaviour in order to prevent repetition of negative behaviours. When the school considers it necessary a student will be issued a detention, including those held outside of school hours, as a sanction.

Government guidance states that **parental consent is not required** for detentions. When issuing a detention parents / carers will be informed prior to the detention. Where possible, staff may exercise discretion in the day/timing of a detention for individual student circumstances. Should parents/carers have a concern about a detention which has been set, they may contact the school. However, the **school's decision on the matter will be final**.

Investigating major incidents

School will perform investigations when necessary following major incidents. Staff and students involved, and those who witnessed the incident will be asked to provide a statement. When possible, these will be witnessed by a member of staff who was not involved. In order to ensure the investigation progresses without influence or when there may be risk to others, students may be directed to work out of general circulation until the investigation is complete. **This is a neutral act and does not constitute a school sanction**. Therefore, will not count as part of any subsequent school sanction. The investigation will be overseen by the Year Leader or a member of the Senior Leadership Team, who will gather all relevant material (including statements, CCTV, screen shots or other footage) before making a decision on next steps.

Physical Altercations

Physical altercations are unacceptable for any reason and will not be tolerated. Physical altercations in school are rare. This is due to students reporting concerns to staff when they become aware of tensions between students. Where this is not the case and there has not been opportunity to report these tensions, all students who engaged with the physical altercation will receive a school sanction. Where there is evidence that the altercation was arranged beforehand all students will likely receive a suspension from school. Any student who witnesses a physical altercation is expected to seek adult help immediately. **Any student who encourages or records a physical altercation will receive a school sanction**. The device used to record will be confiscated and the student directed to delete the footage in front of a member of staff. In some instances, it may be necessary for the school to acquire the footage before deletion to aid with investigation or reporting to the police.

Child-on-child abuse

The Catholic High School, Chester recognises that children and young people are vulnerable to and capable of abusing their peers. We take such abuse very seriously. This includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our setting and beyond. Where child-on-child abuse is identified we will follow our safeguarding and child protection procedures, to support all children and young people who have been affected by the situation. Further information can be found in the schools Child-on-Child abuse/sexual harassment and violence policy (appendix 4.)

Prohibited / Banned items

Prohibited items

Knives and weapons, alcohol, illegal drugs, stolen items, any item that is likely be used to commit an offence, personal injury or damage to property, tobacco and cigarette papers, fireworks and pornographic images.

Banned items – those against school rules

In addition to the prohibited items above, fire lighting equipment, aerosols, chewing gum, e-cigarettes (aka Vapes), bladed items, any items that are potentially harmful to any member of the school community or to themselves and items that could cause disruption to the learning of others, are banned in school.

Students are not permitted to carry 'over the counter' or prescribed medication. Should a student need to take these during the school day, this must be discussed with school staff and handed to the school reception detailing when they need to be taken.

Screening &/or Searching Students

Headteachers and staff they authorise have a statutory power to screen or search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be screened or searched for (see prohibited and banned items above).

Screening may be carried out by Senior Staff, Year Leaders and/or Pastoral Staff using approved screening equipment, such as hand-held metal detector wands or similar devices. Screening is a less intrusive process than a search and does not involve physically searching the student or their possessions. Where screening indicates that a student may be in possession of a prohibited item, an authorised member of staff may proceed to a search in accordance with this policy.

Searches may be performed by Senior Staff, Year Leaders and/or Pastoral Staff and, wherever possible, will be witnessed by another member of staff. Where possible, students will be informed of the reason for the search and encouraged to cooperate. Parents' consent is not required for a student to be screened or searched.

Where a student refuses to cooperate with a reasonable screening or search request, they may be isolated and supervised whilst further enquiries are undertaken and their parent/carer may be contacted. Refusal to cooperate with a reasonable screening or search request may result in disciplinary action, including suspension. In serious cases, or where there is reason to believe that a student may be in possession of an illegal or dangerous item, the police may be called.

When a student is suspected to be in possession of prohibited items and is believed to be at immediate risk of harm, causing harm to others, damaging property or causing disorder, staff have the power to use such force as is reasonable to search for prohibited items.

Students found in possession of, or under the influence of, illegal substances may face permanent exclusion from school. If a student is found to be involved in the supply of illegal substances, they will face permanent exclusion.

Confiscation

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Confiscated items will either be passed to the police, disposed of or, if appropriate, returned to parent / carer.

Students are not permitted to sell any items, prohibited or otherwise, on the school grounds. Where this is suspected the items will be confiscated.

Reasonable force

All members of staff have the legal power to use reasonable force.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being motivated, congratulated or praised;
- To demonstrate how to use a musical instrument;
- To support students with fine motor skills e.g., tying a tie / helping with a top button
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Malicious allegations

If a report made by a student against another student or member of staff is shown to be deliberately invented or malicious, school will consider this a serious breach of the school rules and will take appropriate disciplinary action against the individual who made it.

Staff induction development and support

Regular continuing professional development (CPD) is available to staff and programs of whole staff CPD are informed by regular learning walks to identify training needs.

Suspensions & Permanent Exclusion

Suspensions and Permanent Exclusions can be issued by the headteacher as a sanction when warranted as part of creating a calm, safe and supportive environment in which pupils can learn and thrive.

Suspension (Previously Fixed Term Exclusion)

Suspensions can be issued by the headteacher for;

Physical altercation or assault, verbal abuse / threatening behaviour, sexual violence or sexual harassment, deliberately bringing in contraband items (including, but not limited to, illegal or prescribed substances, 'over-the-counter' medicines, cigarettes or e-cigarettes, alcohol, fireworks, pornographic images, weapons, bladed items) racist abuse, HBT abuse, theft, gross defiance, being under the influence of drugs or alcohol, persistent disruptive behaviour, malicious allegation, behaviour affecting the health and safety of others.

When a student returns to school following a suspension, they, along with their parent / carer will be invited to a readmission meeting. This meeting is used to reflect on the incident leading to suspension and to identify actions for the student, parent / carer and school to prevent further suspensions.

Permanent Exclusion

The decision to permanent exclusion will be taken by the Headteacher

- in response to a serious breach or persistent breaches of the school's behaviour policy;

and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Headteacher will make a decision to permanently exclude following an investigation into the serious breach or persistent breaches and if satisfied that the civil standard of proof (*the balance of probabilities*) has been met.

Appendix 1.

Staff Guidance

Recording incidents / Awarding Merits & Demerits

1. From register without additional comments

Used for

- Awarding a merit for excellent ATL (5)
- Awarding a demerit for unsatisfactory / Passive for ATL (3)
- Awarding a Demerit for Lateness, uniform, lacking equipment or homework
- Recording a student leaving class to go to the toilet

Method

- Select one or more students (hold ctrl to select multiple students)
- Right click
- Hover over 'add achievement' or 'add behaviour' to reveal types
- Click the desired type from drop down menu
- Click ok

2. From register with additional comments

Used for

- Awarding a merit for excellent ATL (5)
- Awarding demerits for Unsatisfactory / Passive, Cause for Concern or Unacceptable for ATL (3, 2 or 1)
- Awarding a Demerit for Lateness, uniform, lacking equipment or homework
- **And** you wish to provide further information

N.B. When recording for multiple students be aware that comments will be recorded in comments section of all students listed and therefore individual student's names are not to be used.

Method

- Select one or more students (hold ctrl to select multiple students)
- Select 'achievement' or 'behaviour' from the 'links' section on right of page
- Select desired type from drop down menu
- Add brief detail in the comments section
- If recording behaviour select appropriate sanction from the status drop down menu
- Click save

4. From students SIMS page with or without additional comments

Used for

- Logging any behavioural incident (positive or negative) for Community Conduct for an individual student

Method

- Search for student using student teach view
- Select student
- Select behaviour management from the 'links' section on right of page
- Select *'new'* for either *'Achievement'* or *'Behaviour'*
- Select desired type from drop down menu
- Add brief detail in the comments section if necessary (required for Cause for concern or Unacceptable)
- If recording behaviour select appropriate sanction from the status drop down menu
- Click save

5. From Behaviour Management with or without additional comments

Used for

- Logging any behavioural incident (positive or negative) for Community Conduct for multiple students

N.B. When recording for multiple students be aware that comments will be recorded in comments section of all students listed and therefore individual student's names are not to be used.

Method

- From top menu select *'focus'* – *'Behaviour Management'* – *'Maintain achievements'* or *'Maintain Behaviour incidents'*
- Select *'new'*
- Select desired type from drop down menu
- Add brief detail in the comments section if necessary (required for Cause for concern or Unacceptable)
- If recording behaviour select appropriate sanction from the status drop down menu
- In *'Students involved'* section select *'new'*
- Select all students involved (hold ctrl to select multiple students)
- Select 'ok'
- Click *'save'*

Appendix 2.

Recording behaviour incidents

Positive behaviour types	Merits	Staff member action
ATL 5 - Excellent	1	Incident recorded, positive reinforcement and inform student of merit
Personifying ARCH Principles	1	
Helping others / Volunteering	1	
Wider community recognition / representation	1	
Extra Curricular participation	1	

Negative behaviour types	Demerits	Staff member action
Toilet	0	Incident recorded
Late	1	Incident recorded, Verbal reprimand and inform student of demerit
ATL 3 – Unsatisfactory	1	
Homework / coursework not completed	1	
Books, equipment, kit, not brought	1	
Disruptive Behaviour	1	
Mobile phone / electronic device	1	
Uniform infringement	1	
Littering	1	
Inappropriate language	1	
Contraband item	1	
Out of bounds	1	
ATL 2 – Cause for Concern	2	Incident recorded with comments, communication home from reporting staff member and consequence proportionate to behaviour
Rudeness to staff	2	
Intimidating behaviour	2	
Unsafe behaviour	2	
Refusal to follow staff instructions	2	
Truancy	2	
Bringing the school's name into disrepute	2	
Harmful behaviours	2	
ATL 1 – Unacceptable	3	Incident recorded, Major Incident Form completed and referred to YLL
Major incident	3	

Status – (sanctions)

- Verbal reprimand
- Extra work or repeating work
- Communication home
- Removal to Ready to Learn
- Restorative Justice
- Breaktime or lunchtime detention
- After school detention
- Referral to Ready to Learn
- Step out
- Suspension
- Alternative Provision
- Permanent Exclusion

Appendix 3.

Guidance considered

Searching, Screening and confiscation. Advice for Schools.

Suspension and Permanent Exclusion Guidance

Behaviour in Schools. Advice for headteachers and school staff

Use of reasonable force. Advice for headteachers, staff and governing bodies.

Links to other relevant polices

Harmful Behaviours & Anti-Bullying Policy

Attendance Policy

Drug Policy

Special Education Needs and Disabilities Policy

Child-on-Child abuse/sexual harassment and violence policy