



## Broughton Hall Catholic High School

### APPENDIX A

#### BEHAVIOUR FOR LEARNING POLICY (REWARDS & SANCTIONS)

#### GOOD DISCIPLINE IS THE RESPONSIBILITY OF ALL STAFF.

**It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, punctuality and presentation of work and self.**

#### **REWARDS**

Rewards, praise and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships.

All teachers should aim to formally praise, where appropriate, as often as possible. Class Charts should be used to formally record good behaviour in form time, in class and around school.

- Ideally, teachers will award at least 80:20 ratio of positive to negative points.
- Ideally, students will achieve at least 90% positive points.

Rewards should be given for all of the reasons stated in Class Charts.

During class time, students should be awarded positive behaviour points on Class Charts, possibly up to 3 times per lesson. Form Tutors may also award positive points during registration. This includes the Mercy Values / Kind Award on Class Charts which can be awarded by any adult to any student who demonstrates visible kindness.

Additional types of rewards may include:

- Texts / Telephone calls home
- Commendation letters / postcards home / Star of the Week award
- SLT/MLT Class Charts points
- Rewards for the best/most improved form (on Class Charts)
- Head Teacher Raffle
- Brunch for best form class

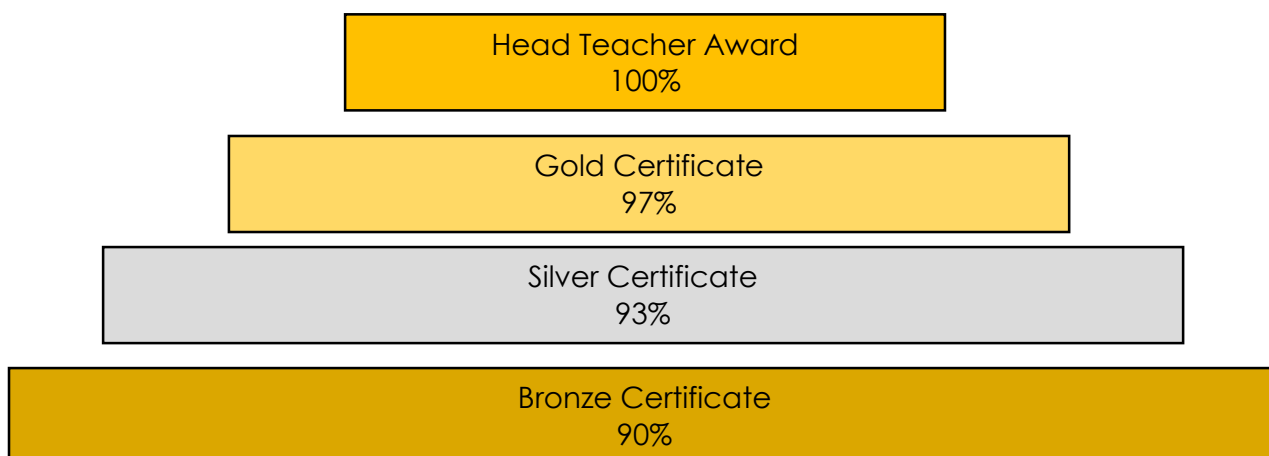
#### **Random Reward Week**

In a similar way to attendance awards, there will be a week-long focus on good behaviour at various points across the year. These will have specific measures e.g. most improved students, PP students, best overall (all based on Class Charts ratios). Students will not know the measure but rewards will be given at the end of the week to students who fulfil the criteria.

Rewards may include:

- Passes to an early lunch (10 mins before normal lunchtime);
- KS3 passes to use the canteen at break time;
- Cinema afternoon;
- Restaurant visit;
- Pizza lunch.

In addition to these, ratios of positive to negative points will be rewarded at the end of each term according to the percentages below.



## **CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM**

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

### **Set the scene and move through the process**

- Describe the student's misdemeanour (e.g. eating, drinking, a lack of equipment or uniform infringement).
- Remind them of the rule and consequence ONCE.
- Apply the consequence.

### **Use this sequence in ALL lessons. Be consistent!**

- Ensure you do not miss a step unless there is significant concern.
- Only use this approach. Students must perceive this as a predictable and reliable pattern.
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "why are you talking?" Rather, "I've asked you not to talk, C1".
- Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

### **Questions to ask yourself**

Have I....?

- Taken control of the class on entry, during the lesson and at dismissal?
- Arrived in time for the start of lesson bell?
- Greeted students at the door?
- Made my high expectations / 'reasonable requests' clear?
- Checked my seating plan is correct?
- Planned my lesson appropriately and shared my learning outcomes with students?
- Set challenging and engaging work to support students in learning?
- Made resources appropriate and readily available so that pace is maintained?
- Praised and rewarded those who behave?

## **SANCTIONS**

Often, discussion with the pupil and/or negative points on Class Charts will be sanction enough. However, there may be times when a more formal sanction may be appropriate. This could range from detention, to contacting home, to discussion with the Form Tutor etc.

It is important when staff have a new class or are issuing a sanction, including detention, that they refer to the Pyramid of Need guidance on the Staff Pages.

**When a consequence is given it is never cancelled.** N.B. On occasion, staff may have to move to C4 for a serious concern/gross disobedience/deception. Please record any consequences given during a lesson as soon as practicable on Class Charts.

Remember: All pupils are to be awarded a positive point during the lesson if they are meeting expectations (this can be at any point during the lesson including at the end of the lesson if more appropriate).

Sanction	Strategy	Staff who deal with issue
<b>VERBAL WARNING/ RULE REMINDER</b>	<b>No further action</b>	Class Teacher
<b>C1 (Chance)</b>	<b>First negative behaviour</b> Complete on Class Charts	Class Teacher
<b>C2 (Change)</b>	<b>Second negative behaviour</b> Complete on Class Charts Consider additional strategy eg, moving seats	Class Teacher
<b>C3 (Consequence)</b>	<b>Third negative behaviour</b> Complete on Class Charts Departmental after school detention issued and logged on Class Charts (24 hours notice required)	Class Teacher
<b>C4</b>	<b>Fourth negative behaviour</b> Complete on Class Charts (Class Teacher) C3 Detention should still be completed the next day Escalate to HOD HOD to try to de-escalate and either: - Support the pupil for remainder of lesson, subject report to be considered, or - Refer to buffer Outcome logged on Class Charts by HOD	Class Teacher Head of Department Buffer
<b>C5</b>	<b>Ongoing negative behaviour</b> If further support is needed – log On Call using C5 - SLT/ MLT Call Out On Call to decide if Reflection Room is appropriate (if KS4, work to be provided) If so, On Call to escort pupil to Reflection Room Subject teacher, with support of HOD to contact parents / carers and discuss reasons for sending the pupil to the Reflection room, detention set at C3 and what restorative work will be needed Reflection Room referral – logged by Reflection Room staff on Class Charts, pastoral team notified	Head of Department / Buffer On Call Staff Head of Year Student Support Manager
<b>C6</b>	<b>SLT Intervention</b> – log on Class Charts Review Graduated Approach for Pastoral Care Identify alternative strategies Other actions to be considered: - MM, specialist support, AEP	SLT Line Manager Deputy Head Teacher Headteacher

	- Behaviour panel Head Teacher (NT, temporary/permanent exclusion)	
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## **It is essential details and outcomes of all incidents are logged on Class Charts when it reaches a C3 or above**

### **On Call Rota**

Once a C4 is reached, the pupil is supported by the HOD or buffer and moved to another classroom to complete work.

If a pupil's behaviour continues to be unacceptable and a C5 is reached, the HOD or buffer should notify the staff On Call by logging the 'C5 – SLT/MLT On Call' on Class Charts. The member of staff On Call will attend the class room and speak to the pupil. The intent is to de-escalate the behaviours and to reintegrate the pupil back into class. Where this is not possible, the On Call member of staff will support the HOD / Buffer and the pupil will be escorted to the Reflection Room (C5) for the remainder of the lesson.

### **5 negatives in a week**

If there has been 5 or more incidents of the following negative behaviour logged in one week, the Head of Year / Student Support Manager is to contact parents and pupil will be placed on report:

- Rudeness / lack of respect
- Refusing to follow instruction
- Disruptive behaviour

### **Out of Class Sanctions**

Sanction	Strategy	Staff who deal with issue
<b>VERBAL WARNING/ RULE REMINDER</b>	<b>No further action</b> Discuss with pupil	Staff member who encounters behaviour
<b>C1 (Chance)</b>	<b>First negative behaviour</b> Record on classcharts including the outcome	Staff member who encounters behaviour
<b>C2 (Change)</b>	<b>Second negative behaviour</b> Record on classcharts including the outcome	Staff member who encounters behaviour
<b>C3 (Consequence)</b>	<b>Third negative behaviour</b> Complete on Class Charts After school detention issued and logged on Class Charts (24 hours notice required)	Staff member who encounters behaviour
<b>C4</b>	<b>Fourth negative behaviour</b> Complete on Class Charts (Staff member) C3 Detention should still be completed the next day Escalate to HOY HOY to try to de escalate Outcome logged on Class Charts by HOY	Staff member who encounters behaviour Head of Year Student Support Manager
<b>C5</b>	<b>Ongoing negative behaviour</b> If further support is needed – log On Call using C5 - SLT/ MLT Call Out On Call to decide if Reflection Room is appropriate	Head of Year / Student Support Manager On Call Staff Assistant Head Teacher

	<p>If so, On Call to escort pupil to Reflection Room HOY / SSM to contact parents / carers and discuss reasons for sending the pupil to the Reflection room, detention set at C3 and what restorative work will be needed Reflection Room referral – logged by Reflection Room staff on Class Charts, pastoral team notified</p>	
<b>C6</b>	<p><b>SLT Intervention</b> – log on Class Charts Review Graduated Approach for Pastoral Care Identify alternative strategies Other actions to be considered: - OSD, specialist support, AEP - Behaviour panel Head Teacher (NT, temporary/permanent exclusion)</p>	<p>SLT Line Manager Deputy Head Teacher Headteacher</p>

### **FORMAL DETENTIONS**

<b>Formal Detentions</b> (after school 30 mins +) <i>Please note: All detentions must be logged on Class Charts by 3.15pm on the day of issuing the detention to enable 24 hours notice to be given to parents / carers</i>			<b>Staff who deal with issue</b>
<b>Time</b>	<b>Procedure</b>	<b>Next Steps</b>	
<p><b>30 mins</b> Completed in departments according to the departmental detention rota This is a restorative opportunity and pupils should complete meaningful work in silence and be supervised throughout</p>	<p>Notify pupils of detention Log on Class Charts – give pupil detention slip Notify parents via Class Charts / Edulink Pupil attends = mark as 'Attended' on Class Charts</p>	<p>Failure to attend = Department to notify parents via telephone of non attendance and new detention Log on Class Charts for 1 hour SLT detention - give pupil detention slip</p>	<p>Staff member who encounters behaviour (<i>Printing the detention slip is good practice but not essential</i>)</p>
<p><b>1 hour SLT</b> Completed by SLT on a Friday in line with the SLT detention rota. Pupils must be set meaningful work (provided by department setting the detention) in silence and be supervised throughout</p>	<p>SSM / HOY to support SLT in ensuring the detention is completed Pupil attends = mark as 'Attended' on Class Charts Notify department who placed pupil on detention</p>	<p>Failure to attend = Notify parents via telephone of non attendance and referral to DHT and HT DHT and HT to decide next steps, eg, detentions, move and improve referral, suspension</p>	<p>SLT</p>

**Pupils who do not complete allocated detention:** If a pupil is unable for exceptional reasons, to complete a detention an alternative night will be offered, this should be the next set for the available detention. If a parent / carer refuses to allow a pupil to complete a detention, the HOY / SSM calls home to discuss and ensure the detention is completed. If parents / carers continue to obstruct the detention being completed, the Line Manager (SLT) calls home to discuss. If parents /carers continue to refuse / support, issue is to be referred to the DHT & HT and a parent / carer meeting will be arranged and next steps discussed.

## **TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS**

The following groups of vulnerable pupils (this list is not exhaustive) may at some point require adults in school to take account of their individual needs and circumstances when applying the behaviour policy:

- Minority ethnic and faith groups, travelers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with additional and special educational needs.
- Children who are looked after by the local authority.
- Sick children.
- Young carers.
- Children from families under stress.
- Any other pupils at risk of disaffection and exclusion.

## **SUPPORT SYSTEMS AND STAFFING**

- Form Tutors
- Student Support Managers
- Heads of Years
- Assistant Head Teachers
- Head Teacher/Deputy Head Teacher
- Leadership Team
- Chaplain
- Counsellor
- Safer Schools Police Officer
- CAMHS support worker
- Family Support Worker

Staff should refer to the Pyramid of Need guidance on the Staff Pages for further information on how to further support vulnerable pupils.

## **TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS**

The following are examples of situations which schools should avoid. They illustrate the importance of sensitivity to individual needs.

- ❖ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and can not process complex language.

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- ❖ A pupil is put in detention because they would not look at the teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in the pupil's culture it is considered disrespectful to look an adult in the eye.

A more appropriate response would be to understand that the pupil was attempting to show respect.

- ❖ A looked after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil has been told recently that her foster family could no longer keep her and that she would shortly be moving to another family and school.

A more appropriate response would be to use a pre-arranged strategy for the pupil to take herself to a place where she could calm down and if necessary talk to a sympathetic listener.

- ❖ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or SENCO but not to apply a sanction.

- ❖ A refugee pupil dives under the desk at a sudden noise that reminds her of a terrifying event in her past. Other pupils laugh and the teacher, thinking she is playing the clown, requires her to miss the first 10 minutes of break time.

A more appropriate response would be to let the class know there are special circumstances and offer the pupil reassurance and support.

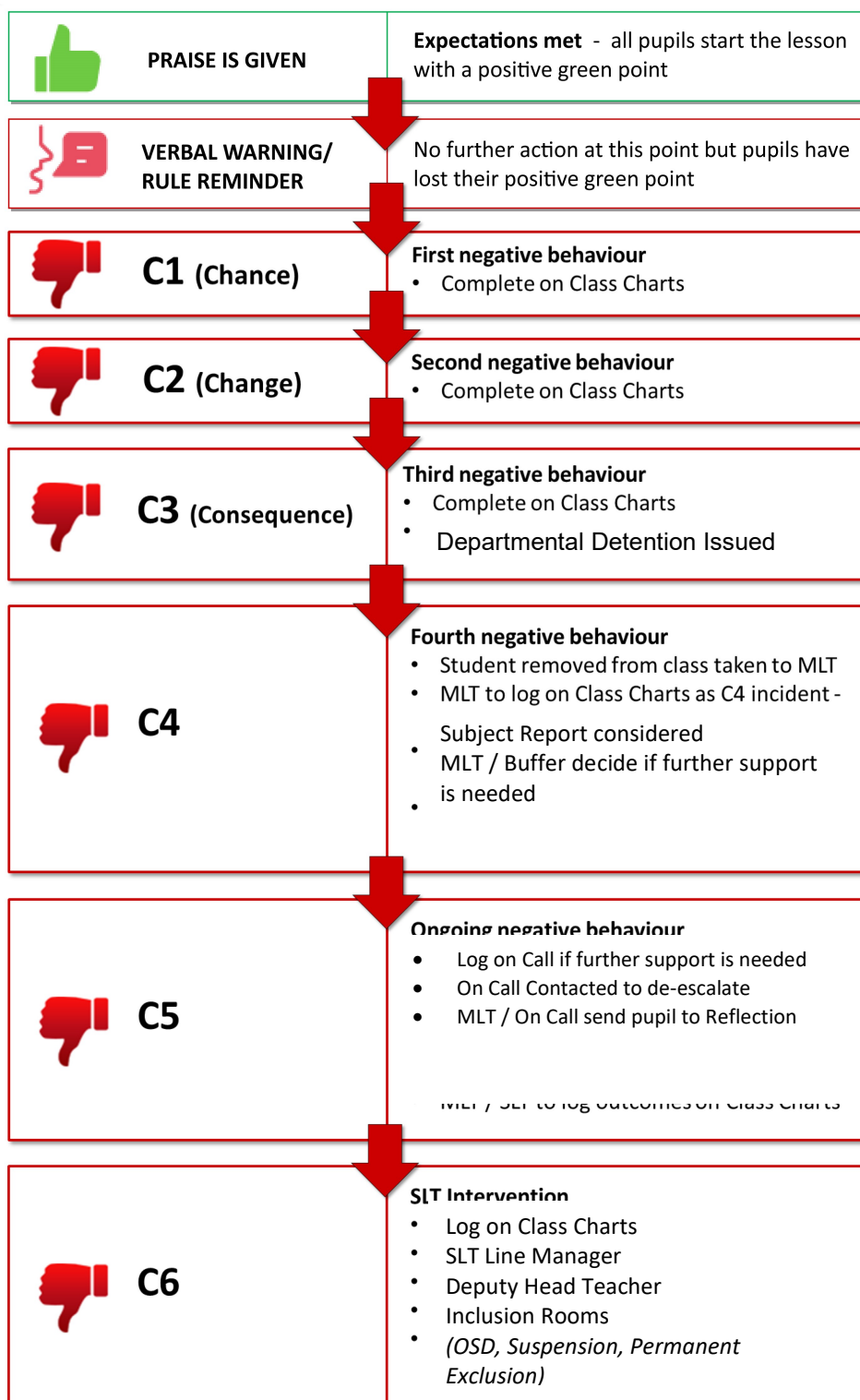
- ❖ A Traveller pupil is put on report for speaking in a seemingly over familiar way to a teacher when they had not previous had expectations made clear to them, had no intention of being rude but was simply using the language considered appropriate in their culture.

A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school and consider involving the Traveller Education Service to support.

## THE CONSEQUENCES SEQUENCE

All pupils are to be awarded a positive point during the lesson if they are meeting expectations (this can be at any point during the lesson including at the end of the lesson if more appropriate).

**When a consequence is given it is never cancelled.**



N.B. There may be occasions when members of staff have to move to C4 if there is a serious concern/gross disobedience/deceptive behaviour. Please record any consequences given during the lesson as soon as practicable on Class Charts and any C4 disruptive behaviour immediately.