



Policy title	Behaviour Policy				
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SLT link	M Patel		Governor link	PDBW subcommittee	
Copies in	Policies folder ✓	Handbook ✓	Student planner	Website ✓	

*This policy has been written in conjunction with the college's **Equality and Diversity policy** (Equality Act 2010) and **Behaviour and discipline in schools** Advice for Head teachers and schools staff DfE January 2016*

Statement of Intent

The College believes that in order to enable effective learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the college by:

- Ensuring absolute clarity about the expected standard of students' behaviour
- Praising good behaviour and celebrating success
- Ensuring that the behaviour policy is clearly understood by all staff, parents and students
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring that all students are subject to clear sanctions or rewards.
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring a staff presence throughout the school day to ensure students' safety and wellbeing
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the College's policy and procedures
- Promoting early intervention for challenging students
- Providing early intervention for vulnerable students to run as part of the college's 'Behaviour for success' procedures
- Ensuring that staff understand the needs of SEND students
- Identifying students with specific behavioural issues and put appropriate support in place
- Building positive relationships with the parents of students with behaviour difficulties
- Ensuring that the college's rewards and sanctions are clearly displayed in each tutor room and classroom
- Ensuring that all college staff model the highest standards of behaviour and challenge all students to do the same



The Principal, in consultation with staff and Governors will undertake systematic monitoring and regular review of the Behaviour Management Policies and Procedures, to ensure fair, consistent and effective operation.

We believe that we must keep a balance between rewards and sanctions. All students learn best when they experience frequent, consistent, fairly applied rewards for commitment to hard work and positive behaviour. Students need to know that they can achieve the rewards, teachers must make it clear how students should do this, and everyone must ensure that these rewards are of value because they are based on our high expectations of excellence, effort, or improvement.

Our aim is to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within and outside the college. The College School Council has developed a **Rights and Responsibilities Charter** for all students.

Obviously students, at times, make mistakes, and break rules through thoughtlessness. This can be made part of the process of learning self-discipline. In sanctioning a student we aim to teach him or her how to behave better. We make it clear that we disapprove of the behaviour, not the person. Self-respect is an essential component of good, responsible behaviour. Adults will treat young people with respect, in order to show children how to respect themselves and respect each other.

Rewarding positive behaviour

All students will be rewarded for positive behaviour for learning, excellent work and significant effort. These will include;

- Verbal praise
- Tangible rewards for achievement
- Contact with parents /carers
- Publicity or presentations in a variety of settings.
- College commendation and reward system

Student effort in class will be monitored through Progress Reviews. Students achieving an average grade across the curriculum of 3.5–4.0 will be awarded a Gold Effort Certificate and those achieving an average of 3.0–3.49, a Silver Certificate. TACs will issue these after each progress review. The certificates are used towards Principal's Commendations.

At the end of Key Stages 3 and 4 there will be a formal celebration of student success.

Commendations and Rewards

- Staff will reward a good piece of work or a good contribution to a lesson with a MERIT
- 25 Merits will add up to a commendation and then onto GOLD commendations
- Students will be able to track their commendations and rewards fortnightly
- Updated commendations and credits earned will be shared with students in tutor time and displayed on the tutor room notice board
- Students collect rewards from the College rewards office. Students will be able to use their credits for College store vouchers/ High street vouchers/ Goals passes/ End of term trip/event (if they meet the criteria)
- Students will keep their Commendations in their PERSONAL PORTFOLIO



Personal Portfolio

School leavers are now facing more competition than ever for jobs and college places. Crown Hills is committed to giving our students the edge and has invested in an individualised portfolio, branded with the new school logo for every student.

Students use this portfolio to present the evidence of their achievements during their time at Crown Hills, and beyond. Students will leave Crown Hills at the end of Year 11 with an individual portfolio that they can take to interviews, use to write application forms, and update as a Curriculum Vitae for every opportunity they encounter in their careers.

The House System

The College house system helps to underpin the values and ethos of Crown Hills. We use healthy, balanced, competition in all its forms, awarding house points in the form of tokens which students post into the clear Perspex container in the main reception area. These tokens are issued by the House Leaders to each zone base. They can also be issued by ALL staff to any students who demonstrate the 7 C's.

There are four houses: **Mandela, Martin Luther King, Malala and Mother Teresa** which each consist of a range of tutor groups per year group.

All of the houses are facilitated by student House Captains and Vice-Captains. A series of house assemblies are calendared each year. These assemblies are student centred and celebratory in nature. Staff are allocated to houses and are encouraged to support the house system in the form of being strong advocates, encouraging students to give their best and to get involved.

The college has a '**Behaviour for success** set of procedures which should be followed consistently. These can be found in the survival guide.

Behaviour for Learning Procedures

Incorporating 54321 Focus

When your teacher raises their hand and counts down from 5 you must focus in silence.

Stage	If you display this behaviour	Expect one or more of these consequences
1	<p>You're late to the lesson, not wearing correct uniform or not equipped to learn.</p> <p>You do not follow the teacher's immediate instruction.</p>	<p>A Low Level Stage 1 is noted on the Sims register.</p> <p>A late mark will be added on the Students Sims register.</p>



2	<p>You continue not to follow the teacher's instruction or respond positively to support offered after a stage 1 warning.</p> <p>The quality and quantity of your work does not meet your teacher's expectations.</p> <p>The teacher has exhausted all behaviour management strategies and you still disrupt the learning of others.</p>	<p>A Low Level Stage 2 is noted on the SIMS register.</p> <ul style="list-style-type: none"> • Teacher detention for a minimum of 15 minutes and/ or • Your teacher making contact home <p>Any student failing to complete their stage 2 detention will be issued a faculty detention.</p> <p>Students who consistently reach this level will be placed on Faculty report.</p>
B/S	<p>You continue not to follow the teacher's instruction after a stage 2 warning and sanction.</p>	<p>Request additional support from the On Call senior member of staff through Behaviour Support.</p>
3	<p>You constantly disrupt and demonstrate off task behaviour stopping other students working.</p> <p>The student is a health and safety risk to themselves or others.</p> <p>There is an emergency situation.</p>	<p>Placed On Call and will complete the remainder of the lesson in B/S.</p> <ul style="list-style-type: none"> • On Call Detention until 4pm • Parental contact from B/S and Teacher. • Resolution meeting with your class teacher <p>If you are on called more than once from a lesson you will be put onto a faculty report.</p>

Students will be removed from lessons (On-call) if:

- They have reached stage 3 of the 'Behaviour for success' criteria and a student's behaviour is affecting the learning of others
or
- The student is a Health and Safety risk to either themselves or others
Or
- There is an emergency situation



If a student has to be removed from a lesson the following sanctions will apply;

- Detention with until 4pm on the same day
- Resolution meeting with the class teacher
- All on call incidents will be recorded
- **Phone call home to parents**

Cumulative sanctions will be given for repeat offenders.

Serious Incidents out of lesson time:

- Smoking
- Theft
- Sexual Misconduct
- Students selling goods
- Threatening/Aggressive behaviour towards others (verbal or physical)

Incidents will be recorded on a SERIOUS INCIDENT FORM (Pink) and passed to Behaviour Support as soon as possible after the incident:

All reports will be fully investigated and sanctioned.

Sanctions will include:

- Detentions
- Fixed term seclusion/exclusion
- Parental contact/interview
- Referral to the Principal
- Reports

Bullying and Racist incidents

Crown Hills Community College is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all students should know who to tell and know that incidents will be dealt with promptly and effectively.

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. We are committed to helping students who bully others to learn different ways of behaving.

Bullying is any behaviour which is perceived by the target individual, or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless. The college uses STOP: 'Several times on Purpose' as a consistent working definition.

All incidents of bullying will be reported.

Procedures will be followed as identified in the Anti-Bullying Policy and the Staff survival guide

Truancy

Class registers are taken in every registration and lessons as soon as is possible

If it is clear that a student is truanting staff will report to the attendance and welfare office for further action.

If a student truant a lesson they will be kept in detention for up to 30 minutes.

Truancy procedures (THE ESSENTIALS) will be followed.

One whole day of truancy will be sanctioned by one day in seclusion.

Student reports



Hierarchy of Behaviour reports are allied to Progress review effort grades
All reports will have 3 targets

- Weekly lesson attendance and punctuality
- Weekly report/Daily report
- Faculty report
- Year 11 Action
- PSP report (Monitored and supported by the Behaviour Support Manager)

The college does not allow chewing gum in school because of the mess that it makes

Off-site incidents

Crown Hills has a responsibility to its students and the local community. We will deal with off-site incidents in a consistent way, following government guidance, in order to show due care to the safety of the victim and diligence in informing relevant parties so that the behaviour does not reoccur.

The following procedures take place:

- Inform parents of what has been reported by the student or bystanders
- Record the incident and actions taken
- Meet with students and parents as appropriate
- Inform the police if necessary
- Contact other schools if appropriate
- Apply a college sanction if appropriate

Subject to the behaviour policy, teachers may discipline pupils for:

•misbehaviour when the pupil is

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *wearing school uniform or*
- *In some other way identifiable as a pupil at the school.*

or misbehaviour at any time, whether or not the conditions above apply, that:

- *could have repercussions for the orderly running of the school or*
- *poses a threat to another pupil or member of the public or*
- *could adversely affect the reputation of the school.*

Behaviour and discipline in schools Advise for Head teachers and schools staff **DfE January 2016**



All information for staff is in THE ESSENTIALS guide (Behaviour for success – procedures and sanctions)

The Reflection Zone

The Reflection Zone provides the base for the Inclusion Team, SEND department, EAL department, Achievement team, Nurture and the Hearing Impaired Unit.

The Inclusion team work to remove barriers to learning with students referred by Form Tutor/TAC's and the weekly PACT meeting. Issues covered will be; conflict with students/staff, personal issues (low self-esteem/confidence), family issues, bullying, underachievement, emotional, social and behavioural difficulties.

The Pastoral team

The pastoral system is an integral part of the life of every student at Crown Hills, providing care and support as he or she progresses through the College. All students should experience Crown Hills as a caring community, in which they are enabled to achieve self-respect, and respect for other people. Every teacher has a valuable pastoral role, facilitating the development and maintenance of good relationships amongst all college members.

The Pastoral Team includes Transition and Achievement coordinators, Tutors, The Inclusion Team.

The College strategies

- We reinforce and remind the college community of our behaviour policy at termly via assemblies and pastoral meetings and specific campaigns.
- We aim to encourage good behaviour by thoughtful education through the Life Skills PSHE and Pastoral curriculum.
- Staff duty teams before school, during break and lunchtime and after school.
- Passive CCTV surveillance throughout the school site
- **Staff may keep students until 3.30pm following lesson 6 to sanction and discuss issues surrounding uniform, lateness to school and behaviour for learning.**
- Consultation with student councils and feedback from vulnerable students who access the reflection zone
- Half termly monitoring of the recording system; analysing data for patterns and trends
- Weekly PACT and pastoral team meetings and informal intelligence gathering
- On site health and safety inspections(mapping for hotspots)
- Consistent rewards and sanctions



- Informing parents and carers through newsletters and the college website
- We do not use teaching materials or equipment which gives a negative view of any group
- All victims and aggressors are interviewed, write statements and take part in resolution meetings
- Communication is maintained with parents and carers. Students are aware of the range of sanctions for inappropriate behaviour which include: reports, seclusion and exclusion.
- All behaviour data is reported to SLT and the Governors Behaviour and Safety subcommittee.

This policy should be read in conjunction with the College's:

- Anti-bullying policy
- Illegal drugs policy
- Physical intervention policy
- Search Policy
- Weapons policy
- Safeguarding Policy
- E safety policy
- Electronic devices