



**CHADWICK**  
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## The Chadwick High School Behaviour Policy 2017/18

Review date: July 2018

Chadwick High School is committed to the creation of teaching and learning environments where the learning and social and personal needs of young people are adequately addressed. We aim to empower pupils to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream schools, further education, employment or training. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same. It is acknowledged that behaviour and good discipline is a whole school responsibility.

### **Purpose**

The purpose of this policy is to provide a simple, practical framework for staff, learners and parent / carers which:

- Recognises acceptable behaviour
- Positively reinforces acceptable behaviour
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive behaviour management interventions

It is based upon a commonly held set of values:

- The unique value of each individual
- Respect for the rights of others
- Respect for authority
- Respect for property
- Honesty
- Fairness
- Courtesy

### **Scope of this Policy**

This policy applies to all pupils when in or near school, travelling to and from school and on Educational visits.

### **Expectations**

At Chadwick High School we believe all our pupils can and will achieve. We encourage success by supporting them to meet the following behavioural expectations:

**Everybody has the right to learn and work to the best of their abilities, to feel safe, to be respected and to be fairly treated**

WHAT	WHY	EVIDENCE
Be ready to work and learn to the best of their abilities	Lessons can start on time Pupils can make progress Outcomes can be achieved	Everybody is on time: uses the clock or wears a watch Everybody is dressed appropriately All mobile devices are placed in lockers All food and drink is consumed in appropriate places and at appropriate times Pupils should ensure all instructions are listened to and followed Staff should be well prepared by planning appropriate challenging lessons and providing regular feedback on progress
Be respected and to be fairly treated	We all have a right to learn / teach and achieve our outcomes	Everybody uses appropriate language and speaks calmly and politely Everybody listens and expects to be listened to Everybody is supported and enabled to grow and make progress Everybody stays in lessons /school until the end Everybody keeps hands, feet, objects and personal comments to themselves Everybody looks after the buildings, grounds, displays and equipment All visitors are welcomed
Be Safe	We all have the right to feel safe in school	Everybody follows the rules for health and safety Everybody is in the right place at the right time Everybody behaves appropriately and behavioural issues are resolved through discussion All concerns as regards bullying will be taken seriously, investigated and appropriate action taken

## Behaviour Management

One of the most effective behaviour management strategies in schools has shown to be careful planning that prevents difficulties arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and inappropriate behaviour is reduced. An ethos is developed which emphasises cooperation, responsibility, concern for others and self-respect

Pupils know what kind of atmosphere they prefer in school and what they expect of a “good” teacher. Pupils want adults to:

- Greet them every day
- Treat them as a person
- Ask and show an interest in them
- Help them to learn and feel confident
- Make the day a pleasant one
- Be just and fair
- Have a sense of humour
- Challenge them in their learning

and

- not to get upset or angry in the face of inappropriate behaviour but to seek to understand.

Pupils not only want this for themselves they also want it for other pupils because it makes the learning environment more productive and comfortable. It is evident that pupils want to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as “people who matter.” The Chadwick High School believes that where learners feel they are valued they respect adults and accept their authority. We also recognise the implicit need for pupils to develop the skills and resilience that make positive relationships with adults possible.

It is critically important that staff working at Chadwick High School **build strong relationships, develop high levels of personal resilience and have high expectations and aspirations of all pupils in terms of behaviour and learning.**

Staff should never ignore or attempt to excuse poor behaviour.

All staff should remember that all behaviour has a positive intention and that we as staff have a duty to understand its’ communicative intent.

We will prevent inappropriate behaviour by

- defining what behaviour is and is not acceptable
- modelling good behaviour

- recognising and rewarding good behaviour
- applying consistent sanctions for misbehaviour
- effective delivery of the curriculum
- adequate levels of supervision
- punctuality
- good levels of communication
- careful monitoring

We aim to ensure that all pupils have clear and consistent boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language provides a consistent response where behaviour is unacceptable. Restorative approaches and informal mediation approaches are adopted to enable pupils to understand, repair and maintain any relationship that they have damaged. (See Staff Guidance for more information)

Positive behaviour forms the basis of our rewards system. Pupils have the opportunity to achieve 3 merits per lesson: 1 given for being on task for the whole lesson, 1 given for using appropriate language and 1 given for demonstrating appropriate classroom behaviour. These merits are collected with every 100 merits = £5 voucher. The merit totals are subject to regular review.

Behaviour is monitored throughout the week and for those pupils who have achieved sufficient merits a range of enrichment activities will be offered on a Friday afternoon. For other pupils this will provide an opportunity to “catch up” on work or take part in restorative activities as appropriate.

### **Pupil Support**

A skilled team of staff from the Chadwick High School and external agencies provide individual support for pupils and their families to deal with on going issues or personal crises. All provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger, frustration or uncertainty in a safe setting. Where possible it is always our aim to keep and put pupils back into their classes where we know our personalised curriculum pathway gives them the greatest chance of success.

### **The Chadwick High School expects Parents / Carers to:**

- Support the school with attendance and punctuality by informing the school of any absences or lateness
- Inform the school of any factors which may affect the behaviour of their child
- Support their child by attending regular review, parents open afternoons and other meetings
- Be aware of and support the Chadwick High School Behaviour Policy

### **Confiscation of inappropriate items**

All pupils are expected at the start of the day to hand in / put in their locker any items which may cause problems with behaviour during the day eg phones, tobacco, lighters, large sums of money, bus passes. Staff have the right to ask pupils to allow them to search them for any item

banned under the school rules and then to search them and their possessions. Members of SLT, Pastoral leaders and subject teachers have the statutory right to search pupils or their possessions without consent where they suspect a pupil has prohibited items eg knives, alcohol, illegal drugs, stolen items, weapons and any other item which has been or may be likely to be used to commit an offence, cause personal injury or damage to property. School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. This is a personal search not an intimate search.

There must always be reasonable grounds to carry out a search. When searching a pupil two members of staff must be present and the one carrying out the search should be the same gender as the pupil being searched. When searching a pupils' possessions the pupil must be present and the pupil must be informed of why the search is being carried out. It is a condition of having a locker in school that pupils consent to have these searched for any item whether or not the pupil is present. A search may take place on the school premises or where the member of staff has lawful control of the pupil eg on an educational visit. Parents / Carers must be informed that a search has been carried out.

If a pupil refuses to allow a member of staff to carry out the search of their person or possessions they will be isolated and supervised until parents have been contacted and come to the school. The parent / carer will then be asked to carry out or witness the search. No pupil will be allowed to return to his / her lessons until the search has been carried out.

A member of staff may confiscate or retain a pupil's property as a disciplinary penalty when reasonable to do so. Parents / carers will be informed when items are confiscated. Weapons, stolen goods and controlled drugs must be passed to the police. Alcohol will be disposed of. Mobile phones will be returned to the pupil at the end of the school day.

Complaints about searches will be dealt with through the schools complaints procedure.

### **The Alternative to Exclusion**

The Chadwick High School is inclusive and aims to support pupils as they work through issues in school. However there are occasions where pupils behaviour may need them to be separated from their peer group. To this end Chadwick High School will reduce a pupils' timetable, offer 1-1 intervention, remove privileges, place a pupil on a targeted behaviour report whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions.

### **Exclusion**

The vast majority of behaviour will be managed in school however on occasion a pupil may be required to leave the school premises. In cases where she or he refuses to leave an appropriate member of staff will contact parents and if necessary the Police.

There are a number of more serious behaviours that stop pupils doing well and could result in an exclusion or review of placement. These include:

- Verbal or physical abuse of staff
- Bullying: physical, verbal or emotional

- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

### Staff Guidelines

Timely and clear communication between staff and families / carers supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allow the staff team to make expert use of Behaviour Watch to record and analyse behaviour. Informal conversations during the school day are also critical. Without the sharing of timely information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise have been prevented or prepared for.

We believe that it is not always possible to respond to inappropriate behaviour in the same way for every pupil but it is useful to have a guiding framework of responses to good and inappropriate behaviour. This ensures that pupils at the Chadwick High School can be **certain** that every behaviour positive or negative will elicit some sort of adult intervention. Staff wherever possible should be positive in their dealings with pupils.

<b>Responses to Positive Behaviour</b>	
Meeting Daily and Weekly Behaviour, Attendance, Punctuality Expectations	Verbal Praise Merits leading to rewards Enrichment Activities Parents / Carers / Mainstream Schools informed
Helping other pupils or staff Responding appropriately to requests to change behaviour	Verbal Praise Merits leading to rewards Parents / Carers / Mainstream Schools informed
Excellent behaviour, work, attendance and punctuality over time Meeting personal targets Working as an ambassador for Chadwick High School	Verbal Praise Merits leading to rewards Termly subject award Head Teacher award Parents / Carers / Mainstream Schools informed Display of work around school and online Residential experiences

<b>Responses to Negative Behaviour</b>	
Failing to observe the Chadwick High School Behaviour Expectations	Classroom management by the teacher and support staff as outlined in the behaviour expectations Merits not earned Restorative work Log on Behaviour Watch
Persistent Failure to observe Chadwick High School Behaviour Expectations	Phone call to parents Intervention by member of SLT: Targeted behaviour report; reduced timetable, 1-1 intervention, detention
Daily or Persistent lateness Unauthorised absence from school Use of alcohol or mood altering substances Use of tobacco Vandalism Bullying of any kind: physical, emotional, social	Automatic phone call or text home Referral to SLT Fixed term exclusion See Smoking Policy and Procedures Parent / Carer meeting Intervention by member of SLT followed up with Restorative Approaches work
Inappropriate use of Internet  Refusal to leave a class or building  Physical or verbal abuse of staff  Theft  Possession of an offensive weapon  Selling or using illegal substances	Warning, one week ban, parents /carers informed  Verbal warning: staff, SLT, Police where appropriate  Internal, fixed term or permanent exclusion  Internal, fixed term or permanent exclusion Parents / Carers meeting with SLT and / or Police  Internal, fixed term or permanent exclusion Parents / Carers meeting with SLT and / or Police  Internal, fixed term or permanent exclusion Parents / Carers meeting with SLT and / or Police

Chadwick High School has a policy of "Team Teach" where learners present a danger to the building, themselves or other members of the school community. See Care and Control Policy.



## **Classroom Management**

A whole school approach using a visual display will be employed in each class to reinforce positive behaviours and prompt pupils to make better choices for themselves. Pupil names will be placed under expressive symbols and moved when appropriate to remind them at any given time that they are meeting, exceeding or not yet meeting classroom expectations. Whilst teaching staff maintain overall responsibility for classroom management teachers and learning support staff should work collaboratively to use the visual reminders and promote positive change where needed. It is vital that staff use a wide range of strategies to help support pupils to enable them to engage and access the learning. Staff should use their professional judgement and experience when dealing with poor behaviour. Good behaviour should be noticed and commented on.

## **Record and Respond**

At Chadwick High School any behaviour deemed by staff to warrant a response from them should be recorded using Behaviour Watch (previous Stage 3 and 4). This records the following information: What happened immediately beforehand? A description of the behaviour or incident.  
Actions taken

This information allows us then to assess our responses and can be used to identify patterns of behaviour over a period of time. All content is recorded dispassionately and focuses on evidence and on the behaviour at hand. Staff feelings about behavioural incidents can be discussed with colleagues in other forums.

When completing a Behaviour Watch log staff are expected to:

- Record the information in full, including the date and time of day as this can reveal patterns of behaviour
- Ensure that information as regards the incident is typed in full / attached as a separate log if appropriate
- Stick to the evidence ie what was seen or heard and facts and avoid personal or emotional comments
- Ensure all those present during the incident are listed

## **Prevent**

Inappropriate behaviour is more likely to occur when pupils lack a sense of purpose and / or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for all involved.

This principle is relevant to all aspects of our behavioural work both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Chadwick High School makes explicit the things that pupils can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

## **Removal**

When a pupil's behaviour makes it necessary to remove them so that other pupils can exercise their right to learn staff will contact the member of staff on duty (SLT and / or Behaviour Manager). Staff must supply appropriate work for the pupil to complete. A discussion will take place with

the pupil about their behaviour so that they are ready to return to learning in the next lesson as appropriate. Staff on duty will decide whether it is appropriate for a pupil to return to the class

**Mediate**

Occasionally following an incident where a pupil has presented particularly challenging behaviour the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (eg Form time) and only after the pupil has had sufficient time to process the incident and be able to talk about the behaviours which were inappropriate.

Staff must record mediation discussions on Behaviour Watch as deemed appropriate. Staff must encourage pupils to consider how they would behave differently if they found themselves in that situation again and share strategies which will assist the pupil in the future.

If learners refuse to take part in the meditation process the member of staff must inform a member of SLT. Staff and pupils have the right to defer mediation to a later time to give the process a greater chance of success. However in cases like this the pupil must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

<b>Chadwick High School Learning Entitlement</b>		
Everybody has the right to learn, to feel safe, to be respected and to be fairly treated		
<b>COMMUNICATE</b>		
<b>WHAT</b>	<b>WHY</b>	<b>EVIDENCE</b>
Expect your teacher to meet you at the beginning of every lesson, ready with something interesting to do	To set the tone and expectations of the lesson To ensure all pupils are engaged and make progress	Teacher / Learning Support staff at the door ready to meet pupils Learning Objectives on the board All lesson materials ready and to hand
Expect to be told how to be successful during the lesson	To ensure all pupils are informed of what they need to do to make progress High Expectations of all pupils	Discussions and feedback to pupils are related to pupil lesson progress and next steps
Expect your teacher to share with you what level you are currently working at and how to move on from that	To ensure all teacher expectations are clear and explicit and pupils are clear as to what they need to do to make progress	Discussions and feedback to pupils are related to what a pupil needs to do to make expected / more progress over a half term All assessments are linked to tracking pupil progress and recorded by staff

<b>INVESTIGATE</b>		
<b>WHAT</b>	<b>WHY</b>	<b>EVIDENCE</b>
Expect to be regularly assessed and for this to be shared with you so that you and others can see the progress you are making	To monitor and track pupil progress and ensure pupil targets and interventions are appropriate and monitored To ensure maximum success and outcomes for all our pupils	Clear plan of half termly assessment which monitors pupil progress and is recorded on the teacher planning sheet and on progress tracking information Key information reported to parents / carers / schools every half term via tracker report or open afternoon
Expect the classroom you work in to have a positive and organised atmosphere for learning for both staff and learners	To ensure the learning environment is organised and fit for purpose	All lessons are planned and prepared with all materials ready at the start of the lesson Classrooms are kept tidy Classroom displays are up to date, relevant and tidy
Expect your teacher and the learning support staff to work with you to help you to achieve your potential	To ensure expectations and aspirations of pupils are high	Appropriate discussions and feedback which explicitly detail what pupils need to do to maintain progress
<b>ACHIEVE</b>		
<b>WHAT</b>	<b>WHY</b>	<b>EVIDENCE</b>
Expect your lessons to have a variety of activities both familiar and more challenging	To ensure pupils are engaged and on task To ensure pupils make progress	Different activities / tasks planned for different parts of the lesson Differentiated tasks
Expect your teacher and learning support staff to guide you in developing skills for independent learning that you will take with you from the Chadwick High School into your future	To ensure all pupils achieve expected outcomes To ensure all pupils are prepared for lifelong learning	Pupils achieving as expected and being successfully reintegrated back into mainstream education or on to further education employment or training