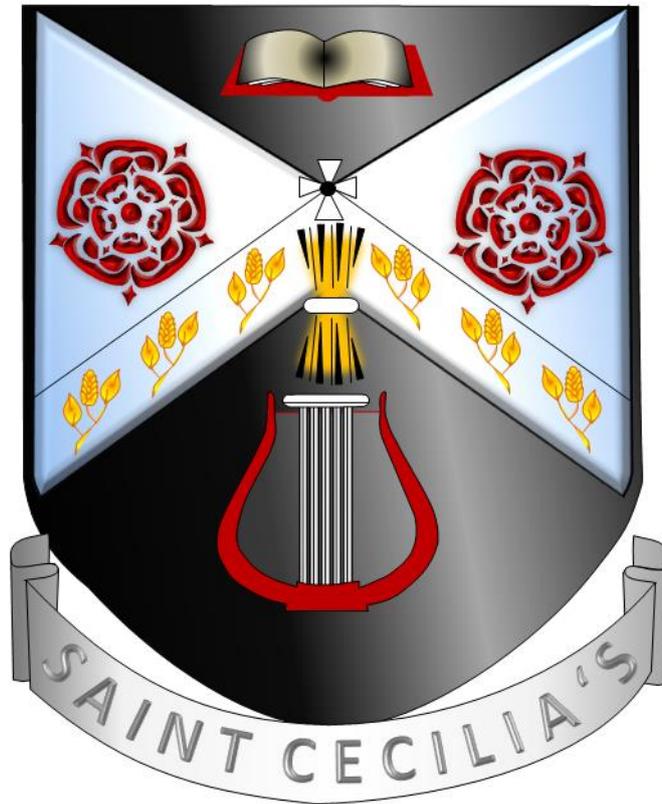


2018 /19

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[Behaviour For Learning]STAFF GUIDE

The principles upon which behaviour management at St Cecilia's are based are of a positive and non-confrontational approach. The key is not the severity of the sanctions, which we apply but the inevitability that these sanctions will be applied with consistency and fairness. Referring pupils from your classroom, although necessary for everyone, should be a last resort after all other methods have failed. We do not want to restrict staff and undermine their ability to use their own approaches and skills to ensure that behaviour is appropriate for learning. The referral system is a support mechanism for all staff and does not replace your normal classroom procedures.

Discover

Develop

Rejoice

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Some principles do, however, exist:

Teachers need to build positive working relationships with pupils and so should not use inflammatory language that labels pupils or groups of pupils – e.g., “You’re a terrible class...” “You don’t know how to behave...” “You’re a dreadful boy...” Speaking sternly is far more effective than shouting. The rules and standards apply to all pupils, so no pupil should be treated more leniently or more severely than any other should. Pupils feel very strongly about perceived injustice. The sanction used should be in proportion to the offence, not the personality/previous history of the pupil. When we make a mistake, we should admit to this and if appropriate, apologise. When issues have been resolved, each lesson should begin with a clean slate.

Some useful strategies are:

Describing behaviour – saying, “You are tapping” Is often more effective than asking a rhetorical question or giving an instruction.

“Thank-you” is a far more effective term than “Please,” (which suggests some choice when there is none.) e.g. “Quiet now, thank-you.” Rather than “Please be quiet.”

Take opportunities to remind pupils of the behaviour you expect and the consequences of misbehaviour. The new Classroom Code is a useful tool for this.

Before you begin an activity, explain the behaviours you expect to see.

Walk up to pupils and speak directly to them rather than shouting across the room. This helps avoid giving an audience for them to play-up to.

Do not get involved in public arguments/discussions. Tell pupils that that you will speak to them at the end of the lesson.

If a pupil approaches you politely and privately at an appropriate time, you should listen to them (although there is no compunction to accept, or agree with their version of events).

Giving time to reflect/make choices is very effective. E.g. saying to a pupil “If you continue to do this you know what will happen next. I am going to walk away and give you a moment to think about it, that is your choice. Do you understand?”

Visual signals are a highly effective non-confrontational first step.” e.g. establishing eye contact and putting a finger to the lips.

Time will regularly be made available throughout the school year development time to work together on sharing good practice and developing skills in managing behaviour.

Rewards

The most effective way to encourage pupils to improve behaviour is through rewards, rather than sanctions.

Our first focus for rewards will be being ready to learn and this will be reviewed and may be changed at a later stage.

Behaviour for Learning

All pupils will be given 10 STARS at the start of each half term in recognition of their efforts in turning up with all the correct books and equipment, arriving on time and wearing uniform correctly. Each time a pupil fails in one of these areas, they will lose a point from their 10.

Planners have already been published. STAR sheets will be produced and pupils will stick these over Work and Citizen point-sheets in form time on day 1 in September.

Classroom and form teachers can remove a point from a pupil for the following reasons only:

- Arriving late to class
- Being without the correct books, kit or equipment
- Having no planner (or no planner report card)
- Arriving to class wearing uniform incorrectly

POINTS MUST NOT BE REMOVED FOR POOR BEHAVIOUR

It is important that Form Tutors remove a point but issue a Planner Report Card to any pupil without a planner at the start of the day.

At the end of each half term, a prize draw will be held, with each point redeemed for draw tickets.

There will be two draws in each year group – one for those with 10 points and then a second draw for all pupils.

Sanctions will be applied to pupils who lose all their points (a day in the inclusion unit)

Each term badges will be awarded to pupils in a STAR assembly in exchange for their STARS

Behaviour for Learning - Referrals

This is not a knee jerk reaction or four strikes and out system; the onus is on managing behaviour by giving clear signals to pupils of the inevitable consequences of continued misbehaviour. It is vital that teachers use a wide range of strategies to help support pupils and prevent them from moving to the next level.

A pupil may be referred by a class teacher for persistent disruptive behaviour that breaches our Classroom Code of Conduct.

The classroom code of Conduct will be displayed in all classrooms and must be referred to and used as a means of reminding pupils of the standards we expect.

On the first occasion that you feel, that a pupil's behaviour needs to be corrected you should use a low-key strategy such as a shake of the head or other visual cue, at teacher discretion.

Stage 1

If a pupil does not correct his /her behaviour, the teacher should approach the pupil quietly and remind the pupil of the rule. It is often wise to explain what behaviours you do want.

Stage 2

If disruptive behaviour continues, the teacher must give the pupil a formal warning by saying, "(Name) I am giving you a formal warning."

Stage 3

If there is still no improvement then the teacher will move the pupil to another seat in the classroom. An opportunity should then be taken to speak quietly to the pupil saying, "Remember _____, if your behaviour continues to disrupt learning, I will have to refer you and that means..."*

Stage 4

If all other strategies have been tried and have failed so that the learning of others is still being affected the teacher should refer the pupil to another class within the subject area. The teacher will send the referred pupil with a red referral sheet to the class with the pupil. An orange referral sheet must be sent to the office to trigger a text notifying parents that their child has been referred. Each department must make sure all their classrooms are equipped with a resource pack.

Repair and rebuild meetings must take place with the student and the class teacher

Pupils may be referred to the isolation unit if a referral base is not available.

Year 7 & 8

The above policy and procedures are to be followed by all staff with KS3 pupils.

Year 9, 10 and 11

The policy and procedures years 9, 10, and 11 have changed and must be followed by all staff. It is expected that by year 9 pupils should have an understanding of the policy and procedures. They should also have developed an understanding of the importance of taking responsibility for their own behaviour for learning and not disrupt the learning of others. The years 9, 10 and 11 policy and

Behaviour for Learning

procedure will not include a stage 2 or 3 warning. If the pupil does not take note of the gentle reminder or stage 1, the teacher will move straight to stage 4 and refer the pupil.

Referrals

Pupils must accept the referral without discussion and enter the referral room in silence. They must remain in silence at all times while in the room. Any pupil in breach of this will be told to stand outside the classroom and it is up to the member of staff to decide if a quiet reminder of the consequences of not complying is sufficient or the second half of the red referral sheet is completed and that pupil goes to the Isolation Unit. His or Her parents will be contacted and an appointment made for them to come into school. The pupil will not return to class until this meeting has taken place.

Recording Referrals

When a pupil is referred, the class teacher will record the referral on Sims. A detention letter will be generated by the class teacher. The orange referral sheet will act as a backup with checking that the referral has been logged by the class teacher. The orange sheet will also be photocopied by the office and passed to the HOY and HOD. Any pupil who receives 3 referrals from different subject areas within one half-term will be placed in the Isolation Unit for one day and parents will be called in for a meeting. Students who are referred from the same subject teacher / area there will be an intervention by the Head of Department/ Department isolation.

* If you require a fold away exam desk for your room let Site supervisor know.

** Each PT must plan with their team where referrals will take place for each lesson. If necessary work with other curriculum areas for consistency – Art, music and drama will work as a curriculum area.

Examples of reasons for giving warnings

Talking	Shouting out
Shouting out	Talking / Talking out of turn
Out of seat without permission	Slow/refusal to work
Answering back	Turning around
Mistreatment of equipment	Messing with other people's equipment
Refusal to follow instructions	Inappropriate behaviour
Silly behaviour, e.g. deliberately obtuse	Lack of effort
Inappropriate language	Low level disruption
Lack of respect (school community)	Not listening 'actively' to others

Behaviour for Learning - Referrals

Stage 1

If a pupil does not correct his /her behaviour, the teacher should approach the pupil quietly and remind the pupil of the rule. It is often wise to explain what behaviours you do want.

Stage 2

If disruptive behaviour continues, the teacher must give the pupil a formal warning by saying, "(Name) I am giving you a formal warning."

Stage 3

If there is still no improvement then the teacher will move the pupil to another seat in the classroom. An opportunity should then be taken to speak quietly to the pupil saying, "Remember _____, if your behaviour continues to disrupt learning, I will have to refer you and that means..."*

Stage 4

If all other strategies have been tried and have failed and the learning of others is still being affected, the teacher should refer the pupil to another teacher within the curriculum area.

Pupils may be referred to the isolation unit for that lesson, if a suitable base is not available, due to the type of lesson.

The 4 Elements

Rewards	In class process	School Levels	Exclusion Unit
<ul style="list-style-type: none"> • Focus on being ready to learn • 10 points for all pupils • Rewards afternoons • Rewards trips • Badges to collect 	<ul style="list-style-type: none"> • Classroom Code • 4 level response • Referral system • Detention System 	<ul style="list-style-type: none"> • This is a central system to record and formalise the referral system. • Pupils will be tracked and parents kept informed 	<ul style="list-style-type: none"> • Purpose space • Managed by SLT member / Isolation Manager • Response to repeat referrals • Tied to 'on-call' system

The Classroom Code

To help everyone in all classes to do well, everyone at St Cecilia's agrees to:

Respect others

Arrive prepared

Instructions followed at all times

Speak politely to everyone

Effort applied at all times

Aim to **RAISE** the bar!



A pupil who deliberately and persistently breaks our classroom code will be referred out of class.

- The pupil will be sent to another teacher in the subject area.
- Any pupil referred will receive a 45 minute after school detention and their parent will be contacted within an hour of the referral.
- When a pupil is referred, the class teacher will record this on the computer and a message will be sent to the office to inform parents.
- Three referrals in a half term will lead to automatic Isolation and parents must come in for a meeting before the pupil will be reintegrated in to class.
- Any pupil who disrupts the lesson they are referred into or who is uncooperative will immediately be taken to Isolation and again, parents must come into school for a meeting before the pupil will be reintegrated back into class.

Pupils who are regularly referred will move up through our Conduct Levels as shown below.

	Trigger	Consequence
1a	3 Referrals from the same subject teacher / subject	Intervention by the Head of Department/ Department isolation.
1b	3 referrals in one half-term or one Isolation.	One day in Isolation Unit and parents called in for meeting with Head of Year. Placed on Form Tutor (Blue) Monitoring Report for two week.
2	3 further referrals in one half-term or one Isolation.	One day in Isolation Unit and parents called in for meeting with Head of Year (HOY) and Senior Leader. Pastoral Support Programme (PSP) put in place and placed on HOY (Green) Monitoring Report for two weeks.
3	3 further referrals in one half-term or one Isolation.	One day in Isolation Unit and parents called in for meeting with HOY and Headteacher. PSP reviewed. Placed on Senior Leaders (Amber) Monitoring Report for two weeks.
4	3 further referrals in one half-term or one Isolation.	One day in Isolation Unit and parents called in for meeting with HOY, Headteacher and a Governor. Behaviour Contract signed and PSP reviewed. Placed on Headteacher's Monitoring Report (Red) for two weeks. Managed Move discussed as a warning for the next stage.
5	3 further referrals in one half-term or one Isolation.	One day in Isolation Unit and parents called in for meeting with Governors' Pupil Disciplinary Committee. PSP and Behaviour Contract reviewed. Possible managed move or permanent exclusion.

Rewards

How does the **STAR** system work?

Pupils will be advanced 10 STARS every half term. These STARS are given to the pupils on the assumption they will:

- Arrive on time to form and all classes.
- Use the planner correctly.
- Bring the correct books and equipment
- Wearing uniform correctly
- Completing homework

Gaining **STARS**

- Pupils have the opportunity to gain **STARS** by:
- Achieving individual targets
- Producing outstanding pieces of work
- Excellent effort in class
- Helping others within our community
- Representing St Cecilia's
- Participating in an additional school activity

STAR Badges

When pupils achieve a certain number of STARS they can trade them in for **STAR** badges they wear on their uniform.

- 20 **STARS** will get you a bronze badge.
- A pupil can gain 3 bronze badges. Once this is achieved they can trade them in for a silver badge (60 STARS)
- A pupil can gain 3 silver badges. Once this is achieved they can trade them in for a gold badge (180 STARS)

Rewards Afternoons/Trips

- Rewards afternoons and trips will take place throughout the year, when appropriate.
- Pupils must reach a target by a set deadline to access the reward afternoon/trip.

Losing **STARS**

- Pupils will lose STARS for not following any of the above expectations.
- Any pupils who loses all their STARS will receive a day in the Isolation Unit and parents must come in for a meeting before the pupil will be reintegrated in to class





Examples of reasons to award stars.	Example of reasons for removing stars.
Becoming a prefect	Lack of equipment
Above and beyond 'target' work	No books
Monitoring – 2* on 1* below	Not doing homework
Errands - helping	Chewing
10 * each half terms (raise the bar)	Equipment
Outstanding pieces of work	Uniform (including makeup)
Representing school	Punctuality
Extra-curricular activities	Planner not signed (in Form)
Winning competitions	Not enough effort in lessons
Manners (citizenship)	
Honesty	
Volunteering	
Good effort in lessons	
Kindness	
Fund raising	
Open evening	
Demonstrating	
Mentoring	
Form Inspections	
Team work	
Good homework	
Good behaviour in lessons	

School Rules

Uniform

Boys

School blazer with badge	Black
Sweater with school badge	Black V necked
Shirt	White
Trousers – long loose fitting	Black
School tie – Key Stage 3	Red with black/white stripe
School tie – Key Stage 4	Black with red/white stripes
Socks	Dark coloured
Shoes (no boots or canvas shoes)	Black (with black soles, no logos)
Belt	Black

Girls

School blazer with badge	Black
Sweater with school badge	Red V necked
Blouse	White (standard)
School Skirt	Knee length
band skirt	Stitched down knife-pleat waist
Trousers – long loose fitting	Black
School tie – Key Stage 3	Red with black/white stripe
School tie – Key Stage 4	Black with red/white stripe
Socks winter	White or plain, black tights in
Shoes (no boots or canvas shoes)	Black (with black soles) LOW HEELS/no platforms/no logos



Blue Slips

Blue slips are given to pupils for the reasons below. A blue slip equates to a lunch time detention. If the pupils fails to attend then pupils will automatically receive an after school detention.

- Late to school
- Chewing gum
- Uniform e.g. top button un-done, shirt un-tucked, ties not the correct length.

Haircuts

No extreme hairstyles eg. no lines, unnaturally dyed or streaked colouring or cut into unusual shapes.

Final decision on the suitability of any hair cut is down to a member of SLT.

Make up/jewellery/piercings/nails

- No makeup will be worn
- No Jewellery will be worn
- No facial body piercings (1 pair of plain small stud earrings allowed)
- No nail varnish or false nails allowed

Consequences for Haircuts:

- | | |
|----------------------|--|
| 1 st time | Note in planner |
| 2 nd time | School detention –Tues / Thurs |
| 3 rd time | Referred to isolation unit until parents attend school for a meeting |
| 4 th time | Internal exclusion (10a.m. —4 p.m. based in the isolation base. Parents responsible for the transport of their son / daughter) |
| 5 th time | External exclusion |



Mobile Phones

Use of mobile phones is NOT permitted in school, unless permission is given by a member of staff. If a mobile phone is used/switched on in school then the following will apply

- | | |
|-----------------|--|
| 1st time | Mobile confiscated and recorded in pupil planner. Red note given and phone returned at the end of the day. |
| 2nd time | Mobile confiscated and recorded in pupil planner. Red note given and phone returned at the end of day – Letter to parents reminding them of phone rules and the next stage. |
| 3rd time | Mobile confiscated and recorded in pupil planner. Red note given. Phone WILL NOT be returned to the pupil and it is up to the parent to collect from school. |

It is the staff member who confiscated the mobile phone, responsibility to record it on Sims and in the pupil's planner, before handing to the school office if it is the 1st or 2nd offence, or the Head of Year if it is the 3rd.



Conduct Levels- Planner Page

	Trigger	Consequence	Signed
1	3 referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with Head of Year. • Placed on Form Tutor (Blue) Monitoring Report for two week. 	Staff _____ Date _____ Student _____ Parent _____
2	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with Head of Year (HOY) and Senior Leader. • Pastoral Support Programme (PSP) put in place. • Placed on HOY (Green) Monitoring Report for two weeks. 	Staff _____ Date _____ Student _____ Parent _____
3	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with HOY and Headteacher. • PSP reviewed. • Placed on Senior Leaders (Amber) Monitoring Report for two weeks. 	Staff _____ Date _____ Student _____ Parent _____
4	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with HOY, Headteacher and a Governor. • Behaviour Contract signed and PSP reviewed. • Placed on Headteachers Monitoring Report (Red) for two weeks. • Managed Move discussed as a warning for the next stage. 	Staff _____ Date _____ Student _____ Parent _____
5	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit and parents called in for meeting with Governors' Pupil Disciplinary Committee. • PSP and Behaviour Contract reviewed. • Possible managed move or permanent exclusion. 	Staff _____ Date _____ Student _____ Parent _____

Conduct Levels-Staff Protocols

	Trigger	Consequence	Actions
S1	Stage 2 reached 3 time in the same subject	<ul style="list-style-type: none"> Class teacher report card (Single person department straight to HOD report) 	<ul style="list-style-type: none"> Phone call home to parents by CT Log on Sims by CT Report card kept by CT Copy sent home for signing once CT is happy with improved behaviour
S2	1 referrals in one half-term in 1 subject	<ul style="list-style-type: none"> HOD report card 	<ul style="list-style-type: none"> Phone call home to parents by CT/HOD Log on Sims by HOD Report card kept by CT/ monitored by HOD at the end of every lesson Copy sent home for signing once HOD is happy with improved behaviour
1	3 referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> One day in Isolation Unit. Parents called in for meeting with Head of Year. Placed on Form Tutor (Blue) Monitoring Report for two week. 	<ul style="list-style-type: none"> Phone call home by HOY Meeting with Parents with HOY and FT FT to monitor report and pass to HOY when complete
2	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> One day in Isolation Unit. Parents called in for meeting with Head of Year (HOY) Senior Leader. Pastoral Support Programme (PSP) put in place. Placed on HOY (Green) Monitoring Report for two weeks. 	<ul style="list-style-type: none"> Phone call home by HOY Meeting with Parents with HOY HOY to monitor report and pass to HOY when complete PSP started

3	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with HOY and Headteacher. • PSP reviewed. • Placed on Senior Leaders (Amber) Monitoring Report for two weeks. 	<ul style="list-style-type: none"> • Phone call home by HOY • Meeting with Parents with HOY and HT • SLT to monitor report and pass to HOY when complete • PSP reviewed and updated
4	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit. • Parents called in for meeting with HOY, Headteacher and a Governor. • Behaviour Contract signed and PSP reviewed. • Placed on Headteachers Monitoring Report (Red) for two weeks. • Managed Move discussed as a warning for the next stage. 	<ul style="list-style-type: none"> • Phone call home by HT • Meeting with Parents with HOY and FT • HT to monitor report and pass to HOY when complete • PSP reviewed and updated and Behaviour Contract issued • Managed move explained and discussed
5	3 further referrals in one half-term or one Isolation.	<ul style="list-style-type: none"> • One day in Isolation Unit and parents called in for meeting with Governors' Pupil Disciplinary Committee. • PSP and Behaviour Contract reviewed. • Possible managed move or permanent exclusion. 	<ul style="list-style-type: none"> • Phone call home by HT • Meeting with Governors Pupil Disciplinary Committee • PSP and Behaviour Contract reviewed and updated • Managed move school choices requested/Permanent exclusion

Please remember that every referral or direct isolation requires a call home by the member of staff that referred/isolated the pupil. Please note this may mean parents get 2 phone calls if the pupil has reached an elevation stage.

Detention

	Detention Type	Consequence For	Action
1	Blue Slip	<ul style="list-style-type: none"> • Lates to school or lessons • Uniform • Chewing 	<ul style="list-style-type: none"> • Lunch time • 20 mins
2	Department	<ul style="list-style-type: none"> • No homework • No equipment • Behaviour (stages) • Incomplete classwork 	<ul style="list-style-type: none"> • At departments discretion • 30 mins
3	Head of Department	<ul style="list-style-type: none"> • Referral • Missed department detention 	<ul style="list-style-type: none"> • After school at departments discretion • 45 mins
4	School	<ul style="list-style-type: none"> • Misbehaviour on the yard / around school • Various Pastoral issues • Missing lunch detention • 3 x lates 	<ul style="list-style-type: none"> • Monday or Wednesday • 30 mins
5	Head teachers	<ul style="list-style-type: none"> • Serious incidents • Persistent offenders on Tue/Thurs detention (Three or more) • Missing department/school detention • Refusing to attend detention 	<ul style="list-style-type: none"> • Friday • 1 hr

