All Saints Catholic College

Behaviour Policy

Approved by Governors: January 2012

Date reviewed by Governors: November 2015

Date to be further reviewed: November 2016

INTRODUCTION

Purpose

At All Saints Catholic College our aim is to ensure excellent standards in the teaching of all subjects. The purpose of this policy is to produce a working document which reflects the current needs of the school. The policy is intended to build upon previous practice.

Our Catholic identity is central to everything we do and we want our pupils to develop their Catholic faith in a spirit of tolerance and understanding necessary for life in a multi-faith and ethnically diverse society.

Aims

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where students feel empowered and are able to successfully manage their own behaviour. The policy aims to instill a sense of 'ownership' and responsibility for behaviour from all: staff, students and parents; the school aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour and can contribute to their success as much as possible.

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour, and that it is often the well planned, correctly pitched, and engaging lessons which promote positive behaviour : 'Behaviour for Learning'.

In summary, the policy aims:
- To support effective teaching and learning
- To contribute to mutual respect and pupil self-discipline
- To develop a sense of community where all adhere to a code of conduct
- To encourage respect for property and the environment

Rationale

The rationale behind the policy is that pupils and staff have the right to work to the best of their ability.   We also have the following expectations:
- We will treat each other with respect – where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other.
- We will respect other people's property, the College and the College property.
- We will all move around College in a sensible way.
- We will be on time for College and for lessons and have correct equipment for each lesson.
- We will wear our College uniform correctly.
- We will do our best in lessons and allow others to get on with their work.
- We will not tolerate bullying or making other people feel small.
- We will accept responsibility for our actions and accept the opportunity to 'make things right'.

Implementation
A copy of this Policy will be available on the 'staff' Y drive and the Code of Conduct will be displayed in classrooms. INSET will be used to train staff. Assembly and Form Time will be used to inform and train students.

It is important that all stakeholders understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer students make more successful learners.

A STAGED APPROACH

If we are to successfully manage the behaviour of pupils in our College and allow a focused approach to learning, then every member of staff must take an active role in the process. **We need to clarify the roles and responsibilities of all staff** ensuring that there **is a clear behaviour management structure, which is used by everyone** *(See Appendix C).*

Stage 1 – Classroom teacher.
The Class Teacher is required to record level 1 incidents of persistent misbehaviour and detentions on SIMS and refer to The Head of Department.

Strategies available to classroom teacher to prevent low level disruption	Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behavioural management
- Be punctual to class to meet and greet pupils - Use of pupil journal procedures - Clear entry and exit procedures - Clear classroom rules and boundaries - Well-planned lessons - Pupils on task immediately - Refocusing - Varied teaching style - Deployment of Teaching Assistant - Use of IEPs or other pupil data - Time limits on tasks - Countdown / wait for silence - Seating plan / change plan - Low-key, quiet voice - Walking round room - Close proximity to pupil - Verbal & non-verbal praise: smile /wink /thumb up - the 'look' / raised eyebrows - Calming down, heads down - Diffusing and de-escalation	- Punctuality - No diary - Lack of equipment - Eating, chewing, drinking in class (pupils are ONLY allowed to drink water in class) - Failure to remove coat in class - Being noisy/talking - Failure to follow instructions - Being uncooperative - Interrupting a teacher/shouting out - Time wasting/avoiding work - Using low level inappropriate language - reluctance in starting work or moving coats	- Rewards - Quiet word with pupil - Reprimand or warning - Move pupils within class - Speak with pupil outside of lesson - Immediate positive praise for cooperation/good work/good behaviour (positive correction) - Negotiation of apology - Detention stickers – 30 minute 'detention' and 30 minute 'after school activity'. - Phone call home (see phone call home procedure) - Refer to HoD - partner teacher - clear entry/exit procedures - well planned lessons 'Do now' activities - Time limit on tasks - Countdown/wait for silence - Seating plan - Teacher moves through room - Close proximity to pupil - the 'looks'/raised eyebrows - sign work as walk around - Diffusing with humour - Change of activity - Catch up missed work - Note to parent in planner - Community service in classroom e.g. tidy books / chairs up / pick litter in class

Stage 1 - The Form Tutor

The Form Tutor will maintain an overview of a pupil's behaviour, equipment and uniform and liaise with the appropriate members of staff.

Examples of behaviour which should be corrected by the Form tutor	Strategies available to the Form Tutor to assist with behavioural management
- Persistent lateness to school - No pupil journal - Lack of equipment - Failure to remove coat in college - Being uncooperative in several lessons / around college - Excessive detentions - Poor uniform standards - Repeatedly wearing makeup / nail varnish - Wearing jewellery - Not wearing school shoes around college - Bullying	- Immediate positive praise for co-operation/good work/good behaviour (positive correction) - Pupil journal reprimands - Quiet word with pupil - Reprimand or warning - Detentions (after school detention, break & lunch time isolation with form tutor) - Phone call home - Punctuality report - Uniform report - Behaviour Improvement Plan Level 1 (BIP 1) - Refer pupil to Head of Key Stage - Level 1 behaviour to be logged by form tutor on SIMS

Stage 2 - Head of Department

The Head of Department is in a position to use their experience and skills to deal with pupils. The Head of Department **is ultimately responsible for upholding the behaviour standards of the department and recording and monitoring pupils. Repeated incidents are to be referred by the HOD to the SLT Line Manager for the department.**

Examples of behaviour which should be corrected by the Head of Department	Strategies available to the Head of Department to assist with behaviour management
- Persistent unacceptable behaviour in subject lessons - Disrupting the education of other pupils - Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention) - Inappropriate use of language towards subject teacher - Disturbance / Arguing between pupils - Failure to complete subject teacher detention - Repeated lack of compliance about starting work or moving seats - Persistently arguing back to class teacher - Constant lateness to lesson - Repeated lesson truancy	- Pupils placed in their lesson or to others in the department. - Pupil placed with another member of the department - Discussion with pupil at an appropriate moment - Negotiation of apology - Phone call home - Letter home - Meeting with parents/carers 1hr HoD detention, with sticker placed in planner to inform parents. - Place pupil on Subject Report - Detention logged on SIMS by HOD - Community service within department - Behaviour Improvement Plan level 1 or 2

Stage 2 - The Head of Key Stage

The Head of Year is in a position to use their experience and skills to deal **with the most regular and persistent offenders**. It is his / her responsibility to record and monitor incidents and discuss at the weekly pastoral meeting.

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Key Stage to assist with behaviour management
- Persistent refusal to hand over jewellery/non-uniform/ make up - Persistent refusal to hand over phone/MP3 player etc (see procedure for mobile phones) - Persistent bullying - Persistent defiance of the uniform code - Unacceptable verbal abuse of staff (including racist remarks) - Disagreement/fight between pupils - Unprovoked assault on another pupil - Unacceptable behaviour to/from college - Failure to comply with sanctions/strategy laid down by form tutor or Head of Department.	- Pupils isolated with Head of Key Stage - Discussion with pupil at appropriate moment - Negotiation of apology - Phone call home - Letter home - Place pupil on Behaviour Improvement Plan (BIP 2 or 3) *see section on behaviour improvement plans.* - Referral to Assistant Head Teacher, Pastoral and discussion of referral to internal/external support agencies and /or referral to Governors Disciplinary Panel. - Referral to Assistant Head Teacher and discussion of Don Bosco Centre. - Level 2 behaviour to be logged on SIMS by Head of Key Stage.

BEHAVIOUR AROUND SCHOOL

All staff are responsible for general behaviour around school.

Departments responsible for their corridors / area during break and lesson change- over

Suggested strategies	Suggested actions taken by any staff A selection may be used from the (non-exhaustive) list below
Staff present on corridors at lesson change-over. Prompt return from break and lunch. Establish expectations of lining up for lesson. Act as role model e.g. pick up litter, walk on left Staff to refrain from eating / drinking on corridors. Reinforce expectations in form time, lessons and assemblies.	Positive instruction e.g. "Stop and walk. Thank you." / "Go to your next lesson now. Thank you." Remind pupils of safety rules. Ask students politely to pick up litter / put sweets etc. away and direct them to a bin. Refrain from shouting at student in front of audience; rather talk him /her to one side.

<u>**Senior Leadership Team Call Out**</u> *(See Appendix D)*

SLT Call Out is a high level sanction and should not be used unless the behaviour of the pupil is unmanageable, dangerous or there is an emergency. It will also be used for mobile device confiscation.

Examples of behaviour which could lead to an SLT Call Out:	Follow Up:
• Fighting • Threat of violence • verbally hostile refusal to work • verbally hostile refusal to move seats • Direct swearing at staff or pupils • The pupil has an emergency problem • Walking out of lesson • Mobile device confiscation • A pupil is missing from class	• The classroom teacher must **provide work** for that pupil for the remainder of that lesson, if they are taken by SLT • The class teacher must **inform the Head of Department** that an SLT call out has taken place and log the incident on SIMs. • The HoD and the class teacher must **meet that pupil at end of day** • The pupil should be **issued a minimum of a 1hr HoD detention**, if the SLT call out was for a behavioural issue

Staff must not leave pupils unsupervised in the classroom or in offices. To make a call out staff should ring Mrs Keogh if they have a phone in their room, or send a reliable pupil with a note to alert.

<u>**The 'Support System' – Partner Teacher**</u>
Support from other members of the team is vital in this staged system and departments should establish a 'support system'. This is so that disruptive pupils can be removed from a lesson if their behaviour has been preventing teaching and learning from taking place, other sanctions should have been used before using the support system.
The partner teacher would most likely be the Head of Departments classroom, however a comprehensive timetable whereby every lesson has a support room a pupil can be sent to, should be drawn up by departments. Some departments are not located in one area and in these cases it would be sensible if that department asked for help from another department who are located nearby. If the pupil does not behave in the support room then SLT should be sent for.

CONSISTENCY ACROSS THE CLASSROOM

Lessons should not be disrupted with visits or messages from other staff or pupils. Pupils are expected to stand for any member of staff should they visit a classroom. Staff are asked to ensure that the following procedures are followed.

As the lesson is about to begin:
o   Meet pupils at the door and insist that they line up quietly outside the classroom
o   Check and correct uniform standards, and that mobile phones are not visible
o   Check that there is no litter on the corridor outside your classroom
o   Ensure pupils enter the classroom quietly and sensibly
o   Ensure pupils have a seating plan, with clear rationale such as sub group, target, current grade
o   Ensure pupils stand behind their desk, then greet class and invite them to sit
o   Set an appropriate 'do now' activity for pupils to start, in order to focus them
o   Display learning objectives and success criteria/outcomes
o   Take your register within the first 10 minutes
o   Allow pupils to write homework in their planner and ask any clarifying questions
o   Reinforce **SLANT** ⟶   **S** – sit up
                                   L – Listen
                                   A – Ask and answer questions
                                   N – Nod your head
                                   T – Track the speak

As the lesson progresses:
o   Undertake regular learning checks through strategies such as questioning
o   Encourage and praise positive behaviour
o   Ensure students only leave the room if they have a pass
o   Reinforce SLANT

As the lesson nears conclusion:
o   Allow time for a plenary and recap of objectives and success criteria
o   Ensure pupils tidy the classroom
o   Ensure pupils stand behind their desks in silence
o   Dismiss pupils one row at a time in an orderly fashion
o   Check pupil behaviour as they move onto the corridor following the one way system

At the end of the day:
o   Ensure the classroom is tidy and free from litter with chairs placed on tables
o   Ensure all computers and lights are switched off and that all windows are closed
o   Teacher stands by door and monitors exit/use of one way system

BEHAVIOUR OUTSIDE THE CLASSROOM

We want our College to be a welcoming place of which we can be proud. To achieve this we should:
- Keep the College clean and tidy, placing litter in bins
- Walk purposefully inside the building, dressed in the correct uniform
- Act safely in all recreation areas and when journeying to and from College
- Inside the building, keep to the left of the corridors, taking care of walls and furniture displays.

Lunchtime
- Be polite and courteous
- Queue properly – against the wall on the left
- Eat food sensibly and with good manners
- Respect the lunchtime supervisors
- Leave the table tidy, return plates and trays to the trolley
- Put all rubbish in the bins

BEHAVIOUR OUTSIDE COLLEGE

Behaviour of pupils outside of college could be grounds for a Fixed Term or Permanent exclusion if there has been a serious breach of College Policies and allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others in the college.

REWARDS

We consider it is important that praise and rewards should have a considerable emphasis within College and pupils will thus achieve recognition for a positive contribution to College life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our College should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and punishments within a constructive College ethos.

It is important to develop and maintain consistency in the application of the reward system

Aims
- To develop a consistent pattern of rewards which are known, understood and agreed by all.
- To support the code of conduct.

Everyone at All Saints Catholic College wishes to maintain an environment where there is mutual support, respect and encouragement. All members of the College share the responsibility for encouraging positive behaviour and rewarding the pupils for such things as –
- Excellent work
- Consistently applied or improved effort
- Aiding the College community

Informal Rewards
- All staff, at all times, should seek to encourage and praise pupils through the use of -
- Gestures of approval/humour, comments in the pupil planner
- Private or public praise in lessons
- General praise to the whole group when things are going well, routines,/rules are followed
- Comments on work

Formal Rewards
- Displays of work
- Announcements in assemblies
- Reward Stickers
- Use of Achievement Points (SIMS)/praise postcards
- Letters sent home from subject teachers
- Certificates awarded at Achievement Assemblies – Achievement points/attendance/punctuality
- Certificates at Prize Evening
- Reward trips. End of term Achievement assemblies

SANCTIONS

Aim
To develop a consistent pattern of sanctions which are known, understood and agreed by all, and which support the Code of Conduct. Pupils have the right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups for the misdemeanor's of a few or to impose a sanction which is designed to humiliate a pupil.

Detention stickers should be served by a member of staff when a pupil requires an after-College detention or when Head of Department, Head of Key Stage or form tutor is asked to become involved.

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Head of Department, Head of Key Stage or form tutor. The matter may then be referred to a member of Leadership attached to the Year Group.

Detentions

This sanction is covered by Section 5 of the Education Act 1997 and gives Colleges authority to detain pupils at the end of the day for **10 minutes**. Longer after-College detentions must be notified to parents 24 hours in advance using the procedure below.

The time a pupil spends in detention should be purposeful: aiding academic studies or contributing to the College community. The teacher who arranges the detention has the duty of care, and should ensure the pupil is adequately supervised.

Detention procedure:

- Each member of staff will be issued with stickers which should be stuck into a pupil's journal, filled in and signed (across the sticker and diary). <u>These stickers **must be signed by parents** (if not then the detention is re-issued with time added on).</u> **The Detention must be logged on SIMS**.

- If the journal is forgotten, a diary sheet should be issued to the pupil by the period 1 staff member. Diary sheets to be checked by the form tutor during academic review. <u>This pupil must **report to the form tutor at the end of the day**</u> for the sheet to be checked and signed again. The journal should be replaced as soon as possible.

- Each department to build up a bank of resource materials for pupils to do during a detention in that subject.

- Pupils will not be allowed to wait around the College premises for friends who are in detentions.

- Pupils issued with a detention must have this **logged on SIMS** as soon as possible after the detention has been issued. This information will be analysed by the Heads of Key Stage and Assistant Headteacher in charge of Pastoral Care.

- Form tutors to monitor detentions of pupils through **regular diary checks.**

- If a pupil misses a detention **or** fails to have it signed by a parent then the detention is **doubled and re-issued by the Head of Department (logged on SIMS) and a phone call home.**

- If the pupil fails to attend the Head of Department detention, then they are to be referred to the member of leadership attached to that year group. They will then be **issued a two hour Senior Teacher detention** which they complete with that member of leadership.

Subject Teacher/Form Tutor Detention 30min	Head of Department /Head of Key Stage Detention 1hr	Senior Teacher Detention 2hrs

Procedure for calling Parents/ Carers

It is important that we have clear procedures which we all adhere to for contacting home; this is to ensure accurate records of contact home and good working relationships with parents and carers. Please do not call home without following this procedure.

A member of staff needs to make contact home for behaviour / attendance / missed detention / coursework etc...

Contact HoKS or HoD to ensure that no other member of staff has already made contact for the same reason or that there are family circumstances that would prevent you contacting home and also to inform them you will be calling home. Check the Inclusion file for any relevant notes.

Refer to SIMS to see what other calls have been made, have staff made any notes about contact home that you should read prior to calling home?

After contacting home, you may **then log the call on SIMS.** In your log you will need to note the date, who you spoke to, notes about the nature of the call and action you needed to take.

Please use this standard phrase for a phone call that becomes **verbally hostile**, *"I think it is best that we talk later, I am putting the phone down now, so please contact school again once you have calmed down, thank you"* Then inform your line manager.

Procedure for Isolation of Pupils

The following system applies for isolating pupils:

Form Tutor	• Will isolate pupils **at lunch time for years 9-11, and the subsequent lunchtime for year 7 and 8** for uniform, hair and attendance issues. • Will isolate late pupils at breaktime for all year groups, using the information provided by learning coaches.
Heads of Year	• Will make the decision to isolate a pupil due to **poor / inappropriate behaviour**, where possible these pupils should be isolated with the HoKS, if not possible, with the Pupil Support Officer.
Pastoral Assistant Head	• Will make decisions about isolating pupils for **hair cuts / styles** that are inappropriate, Form Tutors should alert the HoKS initially. Pupils may be isolated with the Form Tutor or HoKS. • Will make decisions about isolating pupils due to **poor / inappropriate behaviour.** Pupils may be placed in DBC or isolated with SLT.

When isolating pupils the following applies:
- Please remember first of all that these children are your responsibility, you have a **duty of care** and should ensure that the pupil is adequatley supervised at all time.
- Pupils should not be isolated by working on corridors or in 'public spaces', but should be **isolated in classrooms / offices**, pupils should always be **supervised**.
- Mrs Keogh must be informed if a pupil is isolated and where they are so that registers can be accurate.

The Don Bosco Centre

The decision to place a student in The Don Bosco Centre lies with SLT only.

DBC may be used to:

- Hold students whilst an investigation is underway (no more than one day). DBC for this usage may not be the sanction.
- Internally exclude a student for a serious offence/infringement of college Code of Conduct, or repeated offences, when all sanctions have been exhausted and been ineffective.
- Hold students who have returned from exclusion without a post-exclusion meeting taking place.

The number of students in DBC should be kept to a minimum. The alternative of isolating pupils with other staff in school should be considered.

A Level 3 referral must be completed and given to Mrs Keogh on the same day which details the reason and length of stay. Mrs Keogh will log this on SIMS.

The Assistant Headteacher (Pastoral) and Inclusion Manager must be made aware of all referrals to DBC.

The Inclusion Manager should inform parents by phone in advance if time in DBC is planned as a sanction.

Exclusions

Fixed Term Exclusions

Exclusion is at the discretion of the Headteacher only.

HOYs must ensure that account/reports of incidents which could result in exclusion are gathered swiftly so that an informed and prompt decision can be made. They will contact parents/carers of a serious incident has occurred on the same day, and to inform them of an exclusion if that decision is made. An exclusion letter will be sent, with the form being signed by the Assistant Headteacher Pastoral.

Behaviour Improvement Plans

On the occasion that a pupil requires intervention in order to support them in learning about and correcting wrong behaviors they will be placed on a Behaviour Improvement Plan (BIP). This will mean that the pupil will be set targets that will form a focus for their behavior improvement and a designated member of staff whom they will have to meet to evidence that they are meeting or working toward achieving their targets. There are three BIP levels. BIP1 with the form tutor, BIP2 with the head of Key Stage and BIP3 with a member of the Senior Leadership Team.

We ensure that SMART targets are set. This not only helps support pupils in understanding poor behaviors but ensures that they can be successful in correcting them. Targets will be specific to each individual and measured in order

to monitor progress and impact of the targets set. The targets will be agreed with each individual and so ensuring that they are realistic and achievable. There will be time frames put in place to ensure progress is rapid and sustained. This process allows for a realistic improvement plan and ensures each pupil is supported with their behavior improvement.

Permanent Exclusions

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgment, it is appropriate to permanently exclude a child for a first 'one-off' offence.

Appendix A: LETTER TEMPLATES

Key staff above who wish to contact parents by letter should use the **standard letter templates** shown in this document. It is important that HODs, Heads of Key Stage and SLT try and involve the member of staff who initiated the referral whenever possible.

Level 1 letter (Form Tutor) - Apperance

Dear …

I wish to raise a concern with you regarding _____ appearance to school. *Sally* is continuing to *wear make-up* (specify), despite having already been addressed several times.

I trust you will ensure that your child's appearance is in accordance with school policy in future.

Please complete and return the slip below to acknowledge that you have received the letter.

Yours sincerely,

Head of Key Stage

I acknowledge receipt of the letter regarding uniform and will ensure that _____'s appearance is in accordance with school policy.

Signed--

Level 2 letter from HOD / PL　　　　**Information letter**

Dear Mr. and Mrs. _____

I am writing to inform you that your *son* _____ has been referred to me by

his class teacher for

repeatedly failing to produce homework.

This matter is being taken seriously, as the department has high standards and is

particularly keen for _____ to do well.

If the problem persists I shall invite you to come in to school to discuss it with me,

along with his class teacher / form teacher.

However, I trust you will discuss our concerns with _____ and that from now

on we will see a positive difference.

In the meantime, please do not hesitate to contact me if you wish to discuss the

matter further.

Yours sincerely,

Miss X

Head of History

Level 2 letter from HOD / HOY.   Parental meeting

Dear Mr. and Mrs. _____,

I contacted you recently about the referral that was made by _____class

teacher for

repeatedly failing to complete homework.

I am concerned that there are still problems and I would now like you to invite you

into school to discuss the matter.

I would be grateful if you attend a meeting on _____ at_____.

If this is inconvenient, please contact school to make an alternative appointment.

Yours sincerely,

Miss X

Head of History

Level 3 letter from AHT   **Parental meeting**

Dear Mr. and Mrs. _____,

I have tried to contact you by telephone but have been unsuccessful.

Therefore, I am writing to inform you that your _____ has been referred

to me by _____, *Head of Year____/ _____,Head of*

_____ for

repeatedly truanting from school.

As this is a serious matter I would like to invite you into school to discuss the

matter _____*at* _____*.*

If this time is inconvenient please feel free to contact the school to rearrange the

appointment.

Yours sincerely,

Mrs. X

Assistant Headteacher

Appendix B

------------------------- Department Report Card

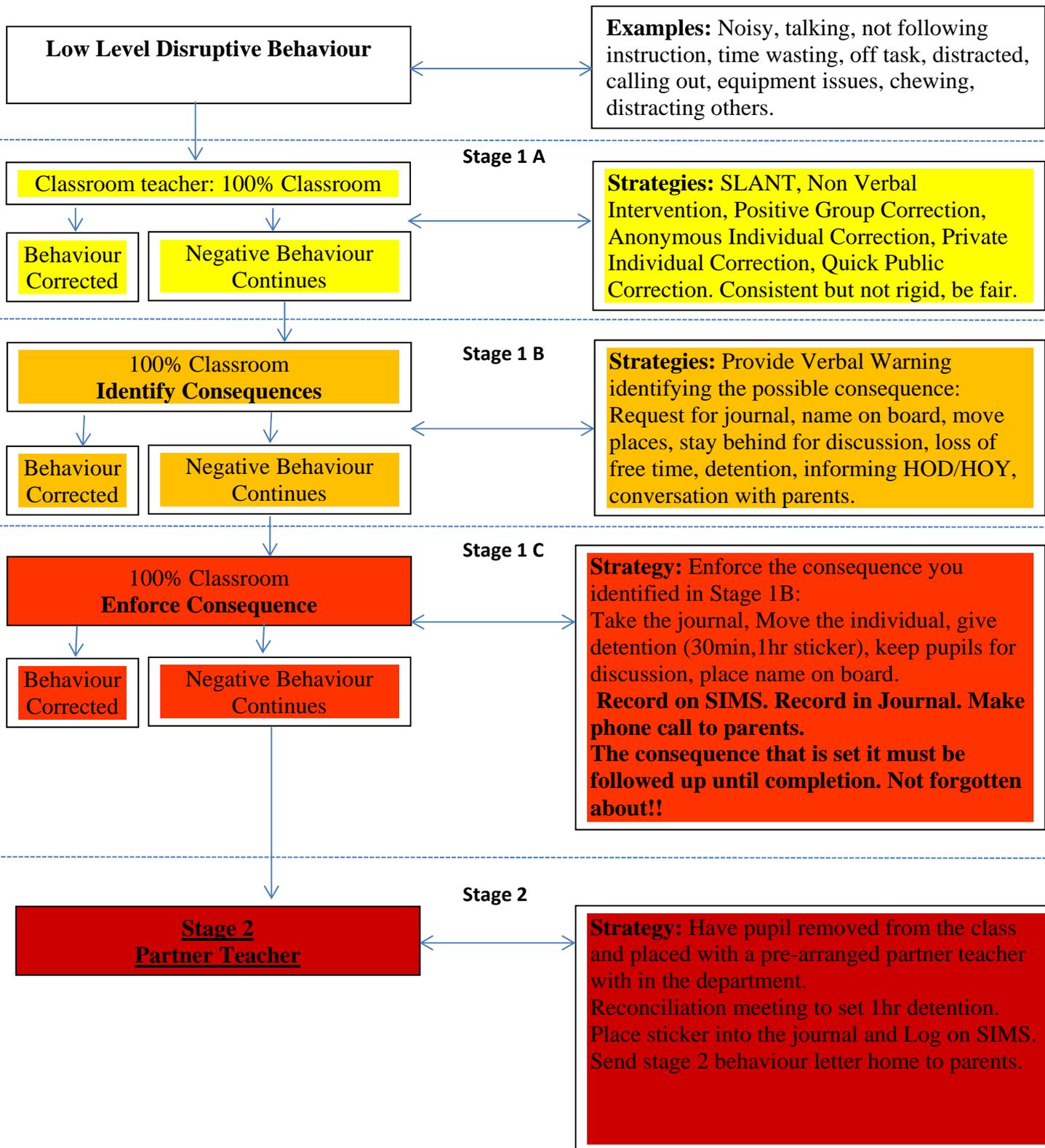Name: Form: Class teacher: Reason:

Day					
Date					
Comment					
Staff sig					

HOD signature_____   Parent / carer signature_____

All Saints Catholic College

Behaviour: A Staged Approach
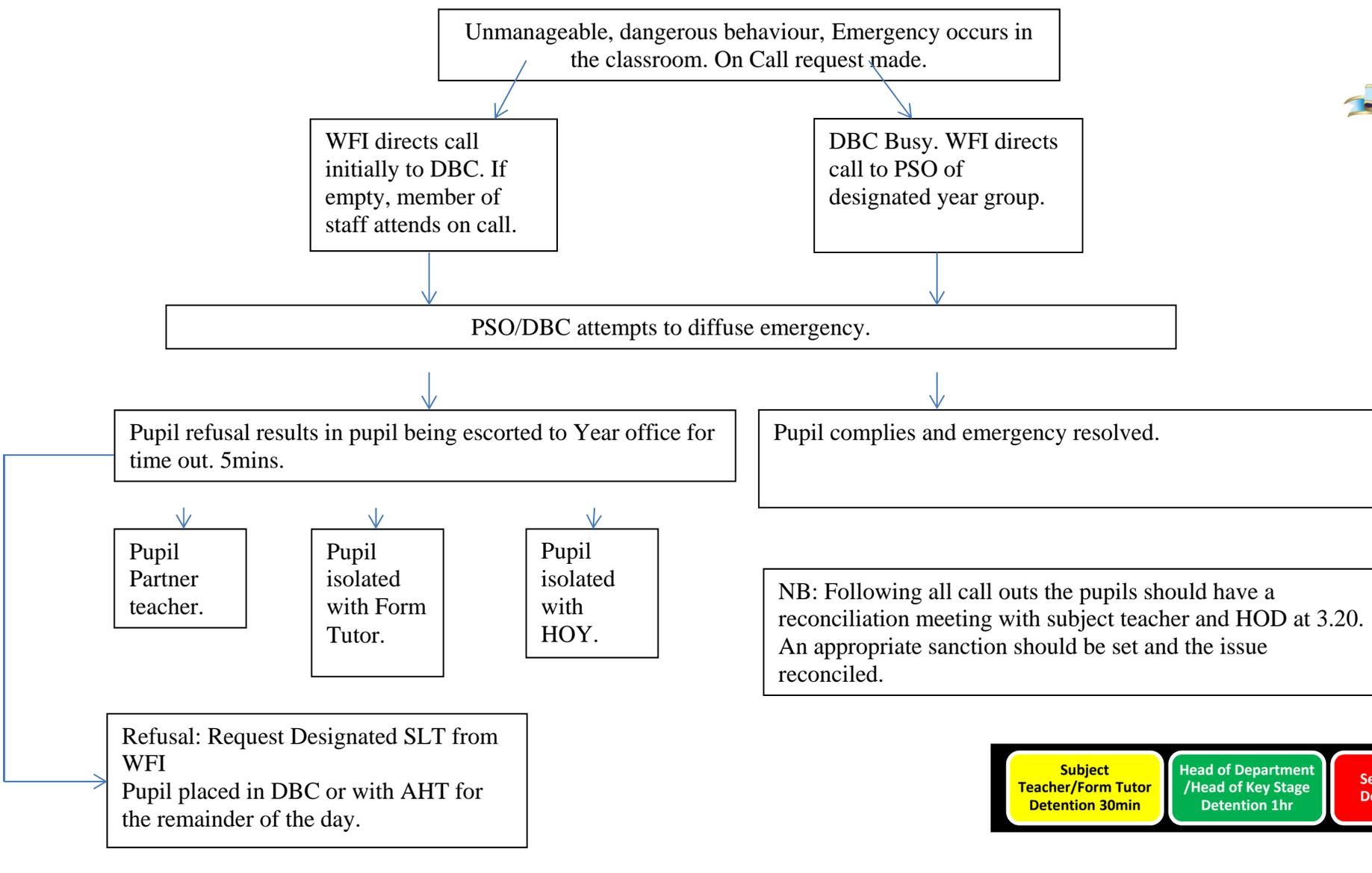
Minimise the opportunities for low level disruption

Well planned differentiated lesson.   Seating plan applied and adhered to.
Meet and greet the pupils.   Use positive language in the lesson and avoid escalating situations.
Fresh start every lesson   Journals out and on desk.   Reward and praise frequently.

Low Level Disruptive Behaviour ⟷ **Examples:** Noisy, talking, not following instruction, time wasting, off task, distracted, calling out, equipment issues, chewing, distracting others.

Stage 1 A

Classroom teacher: 100% Classroom

Behaviour Corrected | Negative Behaviour Continues ⟷ **Strategies:** SLANT, Non Verbal Intervention, Positive Group Correction, Anonymous Individual Correction, Private Individual Correction, Quick Public Correction. Consistent but not rigid, be fair.

Stage 1 B

100% Classroom
Identify Consequences

Behaviour Corrected | Negative Behaviour Continues ⟷ **Strategies:** Provide Verbal Warning identifying the possible consequence: Request for journal, name on board, move places, stay behind for discussion, loss of free time, detention, informing HOD/HOY, conversation with parents.

Stage 1 C

100% Classroom
Enforce Consequence

Behaviour Corrected | Negative Behaviour Continues ⟷ **Strategy:** Enforce the consequence you identified in Stage 1B:
Take the journal, Move the individual, give detention (30min,1hr sticker), keep pupils for discussion, place name on board.
Record on SIMS. Record in Journal. Make phone call to parents.
The consequence that is set it must be followed up until completion. Not forgotten about!!

Stage 2

**Stage 2
Partner Teacher** ⟷ **Strategy:** Have pupil removed from the class and placed with a pre-arranged partner teacher with in the department.
Reconciliation meeting to set 1hr detention.
Place sticker into the journal and Log on SIMS.
Send stage 2 behaviour letter home to parents.

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All Saints Catholic College

On Call Procedure 2015/16

Unmanageable, dangerous behaviour, Emergency occurs in the classroom. On Call request made.

WFI directs call initially to DBC. If empty, member of staff attends on call.

DBC Busy. WFI directs call to PSO of designated year group.

PSO/DBC attempts to diffuse emergency.

Pupil refusal results in pupil being escorted to Year office for time out. 5mins.

Pupil complies and emergency resolved.

Pupil Partner teacher.

Pupil isolated with Form Tutor.

Pupil isolated with HOY.

NB: Following all call outs the pupils should have a reconciliation meeting with subject teacher and HOD at 3.20. An appropriate sanction should be set and the issue reconciled.

Refusal: Request Designated SLT from WFI
Pupil placed in DBC or with AHT for the remainder of the day.

Subject Teacher/Form Tutor Detention 30min

Head of Department /Head of Key Stage Detention 1hr

Senior Teacher Detention 2hrs
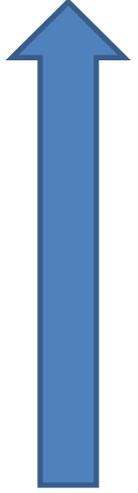
Behaviour Expectations

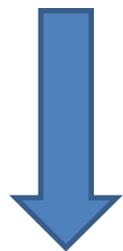## Rewards

1. On Time to Class.   On Task.
Concentrating.
 Working Hard.   Asking Relevant Questions.
SLANTing.   Full Equipment.   Being Polite.
Outstanding Attitude.   Completing Extension Tasks.
Outstanding Effort.   Showing Respect.

2. Following Seating Plan.   Being Cooperative.
Supporting the Teacher.   Starting Work Quickly.
Completing All Tasks.   Focused.   Not Chatting.

3. Turning Around.   Looking For distractions.

Out of Seat   Not SLANTing

Occasionally forgetting Home Work
Chatting.   Shouting Out.   Off Task.
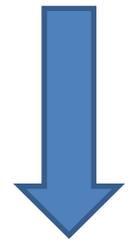
4. Late to Class.   Off Task.   Not Following Instruction
Distracting.   No Equipment.   Disrespectful.
Arguing.   Uncooperative.   Bad Language.
Walking Out.   Refusal to Follow Instructions.

Consequences