



# Archbishop Holgate's School

A Church of England Academy

## **BEHAVIOUR POLICY**

*This policy explains that the aims of the policy, our behaviour policy and how it is implemented (including the four different levels) and roles and responsibilities within the school to ensure excellent behaviour.*

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Member of staff responsible: Fn – Deputy Head Pastoral Care

Governors sub-committee responsible: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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| Contents   |   |
| Vision and Values of Archbishop Holgate’s School.....            | 3 |
| Principles.....  | 4 |
| General aims .....   | 4 |
| Introduction.....  | 4 |
| Implementation.....  | 5 |
| Roles and responsibilities .....                                 | 5 |
| Overview of how behaviour is managed on a day by day basis ..... | 5 |
| Minor Incidents - Stage 1: Prevention .....                      | 6 |
| Minor Incidents - Stage 2: Reinforcement .....                   | 8 |
| Minor Incidents - Stage 3: Support.....                          | 8 |
| Major Incidents - Stage 4 .....                                  | 9 |
| Repeat offenders .....   | 9 |

## ***Vision and Values of Archbishop Holgate's School***

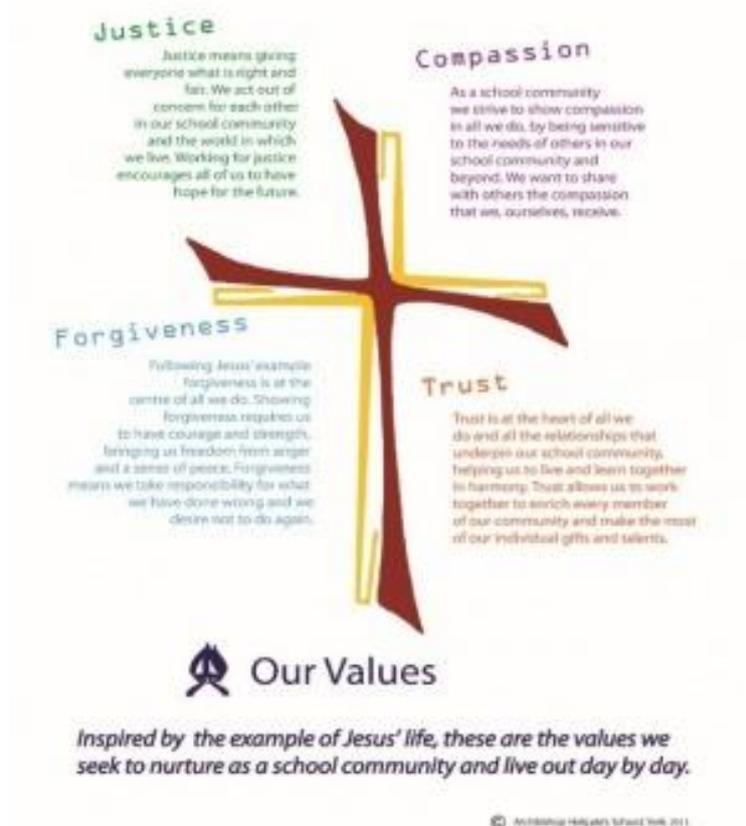
As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

**“A threefold cord is not easily broken.” Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of ***Justice, Compassion, Forgiveness*** and ***Trust*** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

## ***Principles***

Archbishop Holgate's is committed to developing to the full the potential of each member of the Academy community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

We believe that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

We also believe that positive personal relationships based on courtesy, co-operation and mutual respect are essential both to the smooth running of the school community and to the security, well-being and fulfilment of the individuals within it.

We believe that support for behaviour should be based on our school values of Justice, compassion, trust and forgiveness. In practice, this is summarised as clarity, consistency and a clean slate.

## ***General aims***

We aim to ensure that all students accept responsibility for high standards of behaviour, and that all students are aware of the expectations of courtesy, respect and co-operation towards others required by the school.

We seek to ensure that staff take responsibility for creating the conditions for the highest standards of behaviour, courtesy, co-operation and respect, and deal firmly with any breaches.

We seek also to ensure that all parents support the School in these aims and support their children in meeting the expectations that flow from them.

## ***Introduction***

Archbishop Holgate's School seeks to provide an ordered and secure environment, based on good behaviour, and underpinned by courtesy, co-operation and mutual respect. Expectations of students are set out in the Code of Conduct, which all staff and students are made aware of. Expectations of staff are set out in the Staff Handbook which is updated annually. Where there is non-compliance with reasonable expectations, sanctions are used where necessary. Key to the School's approach, however, is seeking to build on our Christian values of Justice, Compassion, Trust and Forgiveness by emphasising courtesy, co-operation and respect, and encouraging and rewarding good work and behaviour.

For effective teaching and learning to take place, the School sees good behaviour in all aspects of School life as fundamental. It seeks to create a positive, ordered learning environment by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect;
- seeking fair treatment for all;
- encouraging justice through consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive partnership with parents and carers to develop in the implementation of the School's policy and procedures.

## ***Implementation***

### ***Roles and responsibilities***

The Head is responsible for policy and procedures. Implementation and day-to-day management is a key responsibility of all staff. Mutual support amongst all staff in the implementation of the policy is essential. Support for staff faced with challenging behaviour is a particular responsibility of Subject Leaders, Heads of Year, the Inclusion Centre, Head of Pastoral Care and Headteacher.

Everybody who is part of the School community – students, parents, teaching staff, support staff and volunteers – are responsible for implementing School policy and procedures consistently and fairly so as to set high standards of behaviour, support students in reaching the School's expectations, and create a high quality learning environment.

The School seeks to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. The School also seeks to ensure that the concerns of students are listened to and appropriately addressed. Staff have a key role in advising the Head and the Head of Pastoral Care on the effectiveness of the policy and procedures.

Parents and carers are encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and have opportunities to raise with the School any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made fully aware of the School policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### ***Overview of how behaviour is managed on a day by day basis***

We aim to provide the best possible education and opportunities for each student at Archbishop Holgate's School.

We aim to foster the development of the whole person, in a disciplined and ordered working environment which is secure and caring, and within which each student can aim for excellence.

- We seek to create a positive, happy atmosphere, in which students are able to take pride in their achievements, and in which students and staff work together with mutual respect, courtesy and consideration for others.
- We believe in a curriculum which engenders a love of learning and the excitement of discovery, and which, while being broad enough to meet and respond to individual need, develops the academic potential of each student to the full.
- We seek to develop and maintain a close partnership between students, parents and staff, and positive working relationships with our partners in education, the world of work and the wider community.

In keeping with the good intent of our founder and the values of our Christian foundation, we aim to create a school community in which students are known and cared for as individuals, and within which they can fulfil their potential as they grow towards adulthood and prepare for its opportunities and responsibilities. We seek high standards in all aspects of school life.

How do we achieve this?

- We are explicit about the standards and expectations of all staff and students. These are explained in the 'School Agreement'

- We are consistent in how all aspects of the school is run (including form times, lessons and break-times), so students must make a conscience choice to not meet the high standards expected of all members of the school community.
- Students understand that the school is working for their benefit and others and that any conduct that stops others from achieving or brings the name of the school into disrepute will not be tolerated
- Students are clear how their efforts (including the simple compliance of the 'School Agreement' and working beyond expectations) will be recognised and rewarded
- Students are clear about the consequences, when they fail to follow the schools 'School Agreement' and fail to live up to the high standards expected of all members of the school community.

All staff work and live the schools values of compassion, justice, trust and forgiveness into being every-day.

We:

- model the behaviours and values that we want to see;
- know our students, we work hard to understand what motivates and inspires each student;
- praise positives passionately;
- support those students who are causing us the school the most difficulties because when they least deserve it, that is when they really need it;
- plan for the needs of all our learners, for every eventuality. Ensuring that the work set is appropriate and differentiated for learning and behaviour;
- take time to develop relationships that are based on trust, respect and fairness;
- remain in control at all times, being clear and calm at all times;
- praise in public and reproach in private;
- are clear in our communication, identifying what students should be doing and the consequences of not doing so. We are clear, consistent and fair;
- recognise that everyone is human and make mistakes, but we rebuild our relationships when things go wrong, ensuring all students always receive a clean slate.

However, some students will need extra support and systems beyond creating a positive climate for learning and this is where this behaviour policy is designed to provide both support to the students but also to our staff.

### ***Minor Incidents - Stage 1: Prevention***

We prevent poor behaviour by being consistent and establishing a calm, focused, productive working atmosphere with proactive behaviour management. We ensure that we:

1. Set high expectations in all aspects of our own and students conduct.
2. Create a positive climate for learning by using our rewards system as explained below:

#### **Rewards and recognition: creating a positive climate for learning**

At Archbishop Holgate's School, we aim to create a positive and motivated atmosphere, within which students can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, students will work harder and take more pride in themselves and their community.

In order to promote this aim and to create a positive school community the whole school rewards policy is in place to achieve the following purpose and principles.

#### **Purpose**

- To promote a positive ethos through a culture of praise.
- To motivate and encourage students.
- To develop self-confidence, self-esteem and leads to further personal development.
- To recognise students' effort and achievement.
- To recognise and reward students' contribution and commitment to the school.

- To develop and foster positive working relationships between students, staff and parents

#### Principles

- Equitable and inclusive
- Fair and consistently applied
- Easy to use and understood by all

It is important that good work, effort and behaviour are recognised and rewarded whenever possible. The vast majority of our students are well behaved and try to reach the levels of which they are capable. It follows from this that the number of students receiving recognition and reward should always be far greater than the number receiving sanctions.

Almost all students respond to regular praise and encouragement. They like to know they are doing well. Praise, encouragement and reward can take many forms – Specific, targeted verbal praise – "Well done for..." "Excellent! You'd really done x well" whenever good work, good effort or good behaviour is displayed. Use verbal praise as a constant feature of lesson to promote a positive climate for learning.

With some students, praise can be used to motivate and engage when they meet expectations.

Verbal praise is also used outside the classroom to build relationships and reinforce positive behaviour such as holding doors and other courteous behaviour.

#### Positive communication with parents

Written praise – positive approval and recognition through a written note or comment in exercise books etc. Use written praise as often as possible in line with whole school and department marking policies.

Positive comments in Homework Diaries – for all students, particularly upper school students.

Staff should also strengthen the climate for learning by frequently phoning home and reinforcing positive praise with parents.

Electronic Merits - The school has a comprehensive electronic system for rewards/merits based around the school values. Please refer to the 'School Agreement' and the rewards policy for further guidance.

Display – make full use of display boards in classrooms and corridors to display good work. Younger students and older students alike take a pride in seeing their work on display, and this acts as an incentive to produce work of a high standard.

Work of an exceptional standard should be nominated for the weekly Gold Award. Please refer to the 'School Agreement' and the rewards policy for further guidance.

Showing of work – bring particularly good pieces of work to the attention of the Subject Leader / Head of Department / Form Tutor / Head of Year / senior staff / Headteacher to give appropriate praise.

Subject postcards and certificates – individual faculties are encouraged to provide their own rewards – e.g. postcards sent home; certificates presented in Assembly.

Letters of Commendation and Special Commendations – these follow Year Reviews to parents of students who are doing particularly well.

Prizes – awarded at Presentation events as a public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

### **Minor Incidents - Stage 2: Reinforcement**

This stage is all about ensuring the student respect staff and follows their instructions. This is not about sanctions

This is includes:

#### **Remind**

All teenagers can be expected to be involved in occasional poor behaviour at some point. Deal positively, firmly, forgive and move on. Some pupils e.g. SEN may need more than one reminder – use your professional judgement.

#### **Warn**

The behaviour is repeated therefore a warning is given. Again, deal positively, firmly, forgive and move on. Once a warning has been issued it is important that it is carried out and the student is moved to the next stage if the behaviour is repeated. We might use agreed consequences, for example:

- Set routine task – e.g. tidying room at end of lesson.
- Move offending student within your room
- Set additional work
- Break detention – for individuals.
- Private detention – for individuals.

### **Minor Incidents - Stage 3: Support**

At this stage staff might need some support in dealing with a student. Staff might send to a support classroom, with work. We will record the incident with a note in their planner and on SIMS.

Staff might need a student removing so will email 'The Inclusion Centre' for support.

If the Member of staff needs support this will be provided by the Head of Year, who will work with the student and member of staff in addressing the issue.

Where poor behaviour is identified, a student will be reminded of our expectations.

A range of sanctions will be used:

- reminder of expectations
- repeating work
- extra work
- completing an appropriate task
- interruption of privileges at break or lunchtime
- detention after school with a member of staff
- referral to Head of Department
- referral to Head of Year or Head of Pastoral Care
- school detention
- being placed on report
- school community service
- formal consultation with parents
- restriction of movement
- working in isolation
- monitoring diary
- signing of a "good behaviour" contract

In rare, more extreme cases, the following sanctions may be used:

- withdrawal from lesson/lessons
- internal exclusion/seclusion

- fixed term exclusion (please see our exclusions policy)
- permanent exclusion (please see our exclusions policy)

### **Major Incidents - Stage 4**

Some incidents will require further support from the pastoral team. At this stage staff may need to seek support from the students Head of Year or a member of the pastoral team. These incidents could include:

- A serious one-off incident.
- Continued disruption and refusal to go to the HOD/Classroom support.
- It is an issue that you do not feel comfortable dealing with.

In rare, more extreme cases, the following sanctions may be used:

- withdrawal from lesson/lessons
- internal exclusion/seclusion
- fixed term exclusion (please see our exclusions policy)
- permanent exclusion (please see our exclusions policy)
- Managed Move.

If the issue needs solving immediately ask for support from The Inclusion Centre.

If the issue can be resolved within the next 24 hours (i.e. you do not need immediate support), an ORANGE incident form will be completed and the Head of Year will resolve the issue by gathering all evidence, with the aim of ensuring that justice is delivered, the student learns from their mistake and a clean slate can be established by a re-integration meeting. The Head of Year will work to ensure the students learns and receives the necessary support required.

Sometimes we will need to confiscation of inappropriate items:

Archbishop Holgate's School, in line with DfE guidance, may search a student and then confiscate, retain or dispose of the property of a student. This will include:

- any item banned by school rules e.g. mobile phones
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking equipment
- Fireworks
- Pornographic images
- Anything that is likely to be used to commit an offence, cause personal injury or
- damage to property

### **Repeat offenders**

Some students will repeatedly demonstrate the same poor behaviour, so we will:

Stage 1 – Reflect on our own practise

Stage 2 – Reinforcement

We will support the student by clearly explaining what they are doing wrong and what is expected of them. If required we will put into place intervention and support in at this stage, this might be in the form of a "Student Support Plan".

Stage 3 – Support

Form Tutors, Heads of Year and the Senior Pastoral team will monitor all departmental support plans. If a student is identified as requiring a coordinated response due to difficulties across the school, then a "Student Support Plan" will be created and implemented by the HOY. This Student Support Plan will be reviewed at maximum every 6 weeks.

#### Stage 3 – At risk

At this stage, the Student Support Plan will have not had the impact all parties would have wished for. At this stage the student and their parents/carers will be invited in to a formal meeting with the Deputy Head of Pastoral Care. A Student Support Plan will be developed with targets set for the student, parent/carers and school. This will indicate to the Local Authority and all parties involved, that the school is struggling to manage this student and that their position in the school is at risk. The Student Support Plan targets will be reviewed after a maximum of six weeks with the student and parent/carers.

#### Stage 4 – At SERIOUS risk

At this stage the student will be at serious risk of losing their place at the school. The Student Support Plan targets will be reviewed at more regular intervals and if progress is not made then a referral to the Behaviour and Attendance Panel (BAP) may be made. This may result in the student leaving the school to attend an alternative mainstream school or Danesgate, the Pupil Referral Unit (PRU).

If a student is excluded (or attendance is below 85%), then if they wish to move to a new school, they must go through Behaviour and Attendance Panel (BAP). If a student completes a managed move, then any future moves of school, must go through BAP. BAP allows for one managed move, before the support of or move to Danesgate.

A summary of the behaviour policy is illustrated below:

## Behaviour for Learning Policy

*Aim: An environment in which ALL pupils can maximise their potential*

