



Policy Name: Behaviour Policy

*General Statement All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk*

*These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment.*

*St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

*The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.*

### **Policy Statement**

The school rejects the use of corporal punishment.

Every teacher is expected to align with KCSIE and the Teaching Standards, as these legally form the basis of all performance that is expected by teachers in line with the Department of Education and official legislation that surrounds teaching. If a teacher is deemed to fall short of these expectations, they will be held accountable for these failings through the official procedures of the school.

Every person who is in a teaching position within the United Kingdom, whatever their qualification is legally expected to adhere to the Teaching Standards. (Appendix A).

We fully embrace KCSIE and the Teaching Standards, and as part of this, we expect all teachers at all times to display a professional approach, as outlined in the Teaching Standards, as it is their responsibility to ensure the safety of the children, by managing their behaviour in a professional manner.

In this policy we have outlined several suggestive techniques to help de-escalate any given situation, along with our Behaviour Ladder, which must be followed, in the case that the de-escalation techniques are not appropriate.

Remember, at all times that you are the teacher and pupils will only learn from example. You are expected to display at all times total professionalism and to always put all the pupils safety first.

'Our aim is to create a caring, supportive, and orderly environment where learning can flourish and be enjoyed by all'

Our behaviour policy attempts to focus on reinforcing positive behaviour, rather than putting the emphasis on punishment. The aim is to encourage and reward students who work hard, are consistent handing work in and have full attendance.

Our Behaviour Policy may be applied to incidents involving members of our school community outside of school times, which includes holidays and weekends where the school deems it appropriate to act.

#### Links to Other Policies

Further information regarding the standards of behaviour expected at St Crispin's can be found within the following policies:

- Achieving Positive Behaviour
- Attendance Policy
- Drugs Policy
- Valuing Diversity and Promoting Equality
- Safeguarding Policy

#### **General Teacher Expectations and the Use of De-Escalation Techniques.**

We encourage staff to create a calm and focussed learning environment by highlighting the positive and through fair and consistent application of the Behaviour Policy. Regular reminders of the Golden Rules remind pupils of the expected behaviour in and around school. When dealing with negative instances of behaviour staff are expected to:

- Use a 'description of reality' to raise behaviour awareness and invite co-operation
- Give brief behavioural direction where necessary
- Continue to speak in a respectful manner
- Ensure tone communicates confidence, conviction and expectation
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When dealing with negative behaviour the below can be deployed as de-escalation techniques.

- Use assertion rather than verbal aggression.
- Focusing on the behaviour or issue at that point, rather than reactive behaviour simply directed at the student.
- De-escalating the natural tension using a calmer, slower voice after having made our point briefly, and clearly allowing appropriate cool-off time.
- Engaging in repairing and rebuilding with the student at a later stage that day (if possible).

All staff are to enforce minimum, sensible discipline and aim to be consistent by:

- Ensuring that pupils are correctly dressed at the start and end of each lesson.
- Ensuring classes start and finish promptly
- Ensuring the classroom is left clean and tidy after each lesson, with windows closed after the last lesson of the day.
- Ensuring a calm lesson, where the students are engaged and all complete the basic standards of work set.
- Showing a full knowledge of the Behaviour Policy, communicating this to pupils and applying it consistently.
- If any part of the Behaviour Policy is implemented an Incident Slip must be produced before the end of the day to allow the Head Master to be able to discuss this with the pupil's parents.

- Reporting to the Head or any member of the SLT immediately if a serious incident occurs. Examples of a Serious Incident are, violent behaviour, breach of Protected Characteristics, behaviour that is outside any expected normal behaviour pattern, assault of any kind, any sexual comment or behaviour displayed towards other pupils or raised in class that is not part of the lesson. (This list is not definitive, but forms examples of what the School would consider a Serious Incident).
- Being particularly observant when off the premises for any behaviour considered prejudicial to the good name of the school - report cases of smoking and drinking of alcohol to the office.
- A teacher may not leave the classroom for any reason and leave any pupil unattended.
- All staff are expected to give students every reasonable opportunity to get on task before implementing the behaviour ladder.

**For a Teacher to fail to display the above minimum, sensible discipline as outlined, will be subject to investigation and Disciplinary action.**

### **General Pupil Expectations.**

Each classroom displays the 'Golden Rules', these apply to all members of the school community; staff and students.

All pupils are expected to meet the basic requirements which are outlined below and can receive a Credit for their house for meeting the required standards.

- Arrive on time.
- Listen when asked.
- Get on task quickly and without fuss.
- Complete the work they are set to do.
- Show determination in their work and respect for others around them.
- Work well in a group or individually.
- Try to answer questions and get involved with lesson.
- Adhere to the Golden Rules.

### **Pupil Rewards**

- Credits and Merits to be given to pupils who show excellent work or behaviour.
- Optimum Certificates to be issued for pupils who display excellent work or demonstrate behaviour that is over and above their requirements or are to help the public or those in need, or display amazing talent in their chosen field.
- Head's Reward Trips and Enrichment Trips are part of our Curriculum to encourage students to work to the best of their ability. These are based upon Teacher and SLT recommendations to ensure that there is an even distribution of reward to allow all pupils to reach their potential, in which ever field this may be.
- The House system provides an incentive for such positive behaviour and hard work as each pupil can work collectively as well as individually to achieve reward through Inter house Competitions and Rewards.

Physical rewards are only to be used in a suitable matter, and not used to reward students who would not normally display the basic requirements. Rewards are to only be used to where a pupil exceeds the basic requirements as outlined above.

Teachers must not provide their 'own rewards' outside of the Behaviour Policy. Examples of 'own rewards' are, when a teacher creates a private competition between students to win some pens or rubbers or sweets that the teacher has provided without the permission of the School Directors. This undermines the School's reward system, the ability of a teacher to create a disciplined lesson (as the pupils will come to expect reward for good behaviour and not demonstrate this as a matter of course) and creates a poor attitude to work and behaviour, not just for schooling but for later life as well.

## **The Behaviour Ladder**

The behaviour ladder gives students a clear series of choices to enable them to halt disruptive behaviour. The behaviour levels allow students to choose to get back on task and avoid further consequences. This is a clear choice ladder and shows students where they are, the consequence of their actions and encourages students to change their behaviour before being issued with the consequences outlined below.

### **Sanctions:**

- **Standard: Quarter, Half or Full. For the Years 1 to 4 only a Quarter Standard to be issued which will consist of age appropriate work in either Math or English.**
- **Breaktime or Lunchtime Detention. (The Teacher who issues the Detention will be expected to stay with the pupil during this detention, in the pupil's own classroom. (They are not to be sent down to the ICT room).**
- **Any other consequences will be determined by the Head Master or School Directors.**

L1 - Verbal reminder about the school's expectations and outline what the expected behaviour is and the consequences of not complying. The Teacher will be expected to show de-escalation techniques to regain control of the lesson.

L2 - Verbal reminder about the school's expectations and outline what the expected behaviour is and the consequences of not complying. The Teacher will be expected to show de-escalation techniques to regain control of the lesson. The focus should be on the unacceptable action or behaviour, not on the student as a person.

L3 – Sanction applied.

L4 – Recommendation to the SLT for Heads Report via Incident Slip or meeting with the Head Master, where footage of the lesson will be viewed along with a full discussion of the Incident Slip.

Students may be moved instantly to a higher level on the behaviour ladder for serious breaches of the expected behaviour.

**At no point should any child be sent out of class unattended or a teacher to leave with a pupil, leaving the rest of the class unattended.**

At no point should any child feel 'picked on' victimised. Any discussion that a teacher may wish to have with a pupil should take place at the end of the lesson to ensure that the pupil does not feel that they are being publicly shamed, which is in direct contradiction with your Teaching Standards.

### **Incident Forms.**

All anti-social behaviour is to be recorded on an Incident Form. This includes stealing, bullying, teasing, disruption of lessons, rudeness to staff/pupils, consumption of alcohol or drugs, breaking of school/personal equipment, fighting, use of mobile phones, smoking, swearing, etc. This list is not definitive. This form is then forwarded to the Headmaster and tracked on our system. These need to be completed within one hour of the incident.

### **Use of Reasonable Force.**

We do not support the use of Reasonable Force within the School.

### **No Touching Rule.**

Within the School we support a No Touching Rule. At no point should there be any reason for either a Teacher or Pupil to place their hands on another person. The only exception to this would be by a qualified First Aider, while conducting First Aid.

### **Time Out**

Within the School we do not support Time Out as a Sanction. This is not to be used as this undermines and creates humiliation for the students, again in direct opposition to the Teaching Standards.

A timed Time Out may be used by the Foundation Classes. F, F1 and F2. Any higher year will engage in the Behaviour Ladder.

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## **Sanctions.**

### Quarter Standard.

To be issued by any member of staff.

To be used for Years 1 to 4. This is to be used in the same way as all other Standards with details of the incident outlined for the parents to be informed. The Standard should consist of age appropriate Math or English work. Students are not to be placed on time out or to use any other form of punishment not outlined in this policy.

### Half Standard.

To be issued by any member of staff.

To be used for general restless behaviour and non-compliance with teacher instruction or interference with other pupils or lesson disruption.

### Full Standard.

To be issued by any member of staff.

To be used for more serious incidents, where there are serious breaches of non-compliance.

### Break Time Detention.

To be issued by any member of staff.

The Teacher who issues the Detention will be expected to stay with the pupil during this detention, in the pupil's own classroom. (They are not to be sent down to the ICT room).

### Form Report

To be issued only by the Headmaster or School Directors.

'Whole Form' Teacher's Report Card. The whole class is on report in order to observe the whole classes behaviour over a range of subjects and to identify any area's which may cause stress or weak behaviour. Report cards are distributed from the office and staff should mark pupils who are not satisfactory NS. These report forms are to be handed into the Head before the Form Tutor leaves for the day, and collected again by the Form Tutor from the Headmaster the next morning.

### Individual Head Reports

To be issued only by the Headmaster or School Directors.

Individual Head's Report is for pupils who have displayed serious behaviour concerns or have created a serious incident and requires lesson by lesson observation by both the Headmaster and each Class Tutor. This is to encourage the pupil over a period of two weeks to improve their behaviour by choice and habit.

### Fixed Term Exclusion

To be issued only by the Headmaster or School Directors.

The school uses Fixed Term Exclusion as a sanction, however the decision to exclude is not taken lightly by the Head and this is used in the most extreme cases to allow the student to reflect on the very serious nature of the incident and the possible consequences of future poor behaviour. The school can exclude a student for up to 5 days where they will be required to work at home.

Exclusion is used to signal to a student, the wider school body and parents/carers that the type of behaviour shown will not be tolerated. As a school, we reserve the right to place students in alternative

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educational provision as an intervention strategy for managing behaviour. Such placements can be for short or long term and will be considered on a case by case basis.

### Permanent Exclusion

To be issued only by the Headmaster or School Directors.

The Director and Head teacher are always mindful of the Secretary of State's guidance regarding permanent exclusion from school. Permanent exclusion is only used as a last resort when all other options have been exhausted, however the Head will permanently exclude for one off incidents of extreme severity and serious breaches of our code or persistent breaches of the schools Behaviour

### Discipline on excursions

School rules apply on all excursions. Do not dismiss pupils' until you are satisfied that no damage has been done to the coach, if in doubt carry out an inspection of the coach before and after with the coach driver. In general food and drink should not be consumed on coaches; packed lunches for away matches are an exception.

### Conduct outside of school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Teachers may discipline pupils for misbehaviour:

- When the pupil is taking part in any school-organised or school-related activity.
- When the pupil is travelling to or from school.
- When the pupil is wearing school uniform or in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil or member of the public.
- That could adversely affect the reputation of the school.

### Searches and confiscation of inappropriate items.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. If any item is confiscated or disposed of, an Incident Form must be completed.

The Head master and Managing Director have the power to search without consent for "prohibited items" All searches must be conducted by a member of staff of the same sex as the pupil under suspicion, with a second member of staff, also of the same sex, present as a witness.

Prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

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- Pornographic images.

### **Stages of Sanctions.**

Stage One	No blame scenario – all pupils are invited in to discuss the problem/incident. <u>The Sanctions given in this case are usually Standards or Detention.</u>
Stage Two	Official Letter/Telephone call to parents informing them of inappropriate behaviour and Stage 2 of the Code of Practice. <u>This would normally consist of A pupil being placed on Form Report or Heads Report.</u>
Stage Three	Suspension for one to three days. Includes an opt in for Reduced Communication electronically or via social media.
Stage Four	Suspension for five days. Includes an opt in for Reduced Communication electronically or via social media.
Stage Five	May be asked to leave the school.

# Appendix

## Student Code of Conduct

### *All students are equal*

#### *Treat others how you want to be treated*

- Every student has the right to:
- Be listened to – remember to put your hand up when it is your turn to speak.
- Be kind to one another.
- Expect polite behaviour from others.
- Be accepted for who they are.
- Receive standards for a valid reason and give both students and staff a chance to justify reasons for standards.

#### *Students will always...*

- Follow the instructions of staff in school.
- Line up quietly and in single file when asked to do so.
- Walk around school quietly ensuring they do not disturb the learning of others.
- Respect other people and their property.
- Put rubbish in the bins provided and keep the site clean and pleasant.
- Wear full school uniform with pride, in school and when travelling to/from school.
- Speak politely to all members of the school community.
- Behave in a way that makes you safe and others safe too.

#### *When in lessons students will always...*

- Arrive on time to all lessons, tutor time and other activities.
- Be properly equipped for all lessons and have completed any Independent Study previously set.
- Stay on task and allow others to do so.
- Follow the 'Health & Safety' rules applicable to each area of the school.

#### *Students never...*

- Verbally or physically (attempted or otherwise) abuse any member of the school community.
- Bully or intimidate anyone in their community, including using technology.
- Have or use alcohol, drugs or other prohibited items of any sort in school, on the way to and from school or whilst in uniform.
- Have or bring a weapon, or anything that could be used as a weapon to the school site.

Students who are responsible for the inappropriate behaviour detailed above run the risk of a fixed term or permanent exclusion from our school.

St. Crispin's Golden Rules

- Treat others as you would be treated
- Forgive
- Share
- Listen
- Be honest
- Be kind and helpful
- Work hard to do your best to be your best self

This School Policy was adopted by St. Crispin's School Limited on:

04.01.13 To be updated:

Annually

Reviewed/Updated:

01/11/13

01/02/15

05/10/16

25/01/16

25/01/17

26/02/18

27/02/19

Signed on behalf of the Provider:



Mr. A. Atkin (Headmaster).