



Chapel-en-le-Frith
High School

Behaviour Policy

Approved by Governors Learning & Pastoral Committee: November 21 Minute 12

Approved by Full Governors: January 22 Minute 6 (e)

Core Purpose

This policy will enable the school to maintain an environment conducive to learning, one which safeguards students and protects their rights to be educated. We aim to create an inclusive, safe community that values every individual and inspires them to achieve their full potential.

This policy will apply at all times when students are the responsibility of school staff and when they are out of school as the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g. to and from school, on educational visits, sporting events, etc.

Schools have a statutory power, allowing them to regulate the behaviour of students when off school premises and not supervised by school staff.

Aims

Our core aim is to promote positive behaviour throughout the school, both within and outside of the classroom. We will do this by:

- promoting self-discipline and respect for others
- modelling good behaviour
- promoting high self-esteem
- ensuring fairness of treatment for all to ensure the welfare of all
- ensuring a consistency of response to all behaviours
- providing a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
- encouraging a positive partnership with parents

All staff receive regular training to ensure that they follow the behaviour policy and guidelines with a professional and consistent approach.

Rationale

Students feel safe and secure in a school where all staff are following the same guidelines and giving them a consistent message. Sometimes we will face challenging behaviour and by remaining calm, following an emotion coaching response, will help to diffuse a situation quickly and avoid escalation into a more serious incident.

Review Period

This policy will be reviewed on a biannual basis.

Key principles

- ✓ All staff have a legal right to manage the behaviour of students.

- ✓ This will be done politely but assertively, without room for negotiation.
- ✓ For some students misbehaving fulfils a need for attention or is a diversionary tactic to avoid challenge. Interventions therefore, should be very short and low key
- ✓ The focus will remain on students who are complying, by the use of praise more than sanction.
- ✓ Consistent approach in order to have a clear and fair system for students and to remain supportive to colleagues

Expectations of students

The school's behaviour policy is clear about our expectations. We have two very clear school rules:

We expect all members of our school community to:

- *Act in a way that helps others to learn successfully.*
- *Behave in a way that allows everyone to be safe and happy.*

These rules are displayed in all of the schools teaching rooms and all students have discussed it and its meaning. Students who do not comply with the code of conduct understand that they can expect sanctions to be applied.

The school aims to be highly inclusive. In this environment, it is inevitable that some students will need intensive support to comply with behaviour expectations and that support is available in school. However, the governing body is clear that they will not tolerate behaviour in school that places other people at risk, that causes physical or psychological harm to others through bullying, or that reduces other student's chances of educational success through disruption to lessons.

Framework

We have interpreted the behaviour policy for students using the acronym REAL, we expect students to:

Have REAL values

- **Respect** the school community and everyone who is part of that community
- **Engage** in lessons and in the wider opportunities offered to them
- **Aspire** to make good progress in all lessons and have high aspirations post 16
- **Learn** and be positive about their studies, taking an active part in learning.

The Legal Framework

This policy has been written within the appropriate legal framework, namely:

- Since 1 September 1998, all maintained schools must have a written policy for discipline agreed by the Governors, together with procedures for implementing it (School Standards and Framework Act 1997)

- Schools are required to cooperate in local strategies with other agencies to prevent youth offending (Crime and Disorder Act 1998)
- Schools have a clear authority to detain children at the end of a session provided parents are given 24 hours written notice (Education Act 1997)
- Schools have clear responsibilities under The Human Rights Act 1998 to respect the rights of individuals to education, a fair hearing, to freedom of thought, conscience and religion, privacy and family life, property, freedom of expression. Schools also have a responsibility under this Act to prohibit discrimination on the grounds of sex, race, disability or other status
- In the case of a serious breakdown of discipline the Headteacher has the power to exclude a student from school for a fixed period or permanently. The DfE provides guidance which is updated regularly (latest update September 2017). This statutory guidance also draws attention to those students that are at particular risk of exclusion, such as those with special educational needs, looked after children, students with disabilities and those from specific communities. It highlights the special action that schools should take to support them
- Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following: committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student). Causing personal injury to, or damage to the property of, any person (including the student himself/herself) or prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise

The following DfE guidance will be used in conjunction with applying the policy:

- **Use of Reasonable Force** – advice for head teachers, staff and governing bodies (July 2013)
- **Screening, Searching and Confiscation** – advice for head teachers, staff and governing bodies (January 2018)
- **Exclusion from academies, maintained schools and pupil referral units in England** (September 2017)

The school will ensure that there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment (Equality Act 2010 : protected characteristics).

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Where force can be used authorised staff may only exercise the statutory power to use force where:

- they and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises; or
- they are off school premises but are in lawful control or charge of the student (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property.

Employers providing work experience placements for school students only have common law rights to use force.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older student, a large student, more than one student or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other students who might be at risk and summon assistance from other authorised staff.

‘Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules and who fail to follow reasonable instruction’ (Section 91 of the Education and Inspections Act 2006).

‘The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students’.

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special

educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Staff will consider whether the behaviour in question gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the schools' safeguarding policy and report this to the Designated Safeguarding Lead. They will also consider whether continuing disruptive behaviour might be the result of an undiagnosed educational or other need. At this point, the member of staff will speak to the student's pastoral leader and consider whether a referral to the school's SENCO is needed or whether a multi-agency assessment is necessary.

Students that are found to have made malicious allegations against staff would have deemed to have breached school behaviour policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits.

Teachers can also discipline students for misbehaviour outside school.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teachers have the specific legal power to impose detention outside school hours.

The times outside normal school hours when detention without parental consent may be given are evenings (as previously), plus weekends and INSET days.

Parental consent is not required for detentions, although staff will continue to try and give at least 24 hours' notice for all detentions issued after school. The school is not responsible for students travelling home if they miss the school bus due to an after school detention.

As with any disciplinary sanction, a member of staff must act reasonably when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- the detention is likely to put the student at risk.
- has known caring responsibilities which mean that the detention is unreasonable.
- suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Reasonable Adjustment

Chapel-en-le-Frith High School is a diverse and inclusive school. This policy relates to all students at Chapel-en-le-Frith High School including disadvantaged, disabled, students with SEND, or an EHCP. In line with the equality statement on the school's website and the Equality Act 2010, in the case of breaches of the behaviour policy, the Headteacher, in consultation with key members of staff, will consider reasonable adjustments on a case by case basis for breaches of this policy by students presenting as having additional learning needs. However, the Headteacher's decision will be final in these matters.

When dealing with any incident the school will seek to ensure that it is investigated thoroughly by an appropriate member of staff and that sanctions are applied fairly. It is acknowledged that similar offences may require different sanctions depending on the severity of the offence, the circumstances in which it occurred and the age, circumstances and needs of the student.

The school will take into account the particular needs of more vulnerable students, those with SEN, disability and/or different race, religion, gender identity, sexual orientation, or culture.

We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students

- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance through transition with our feeder primary schools
- not discriminate against students with regard to sexual orientation and gender reassignment
- plan proactively how our disciplinary framework should be applied for each of these identified students
- make sure that every vulnerable student has a key worker in school who knows them well, has good links with home and can act as a reference point for staff when they are unsure how to apply the behaviour policy.
- ensure that staff are briefed regularly through the pastoral bulletin on updates to behaviour profiles for identified students
- work together to develop behaviour flow charts for students who are struggling to behave in a positive way to ensure that other students' learning is not disrupted.

Banned Items

In addition to the codes of conduct above students are banned from bringing the following items into school as posing a risk to the safety of students, staff and property:

- Weapons including knives, guns and everyday items carried with intent to be used as a weapon.
- Alcohol
- Energy Drinks
- Illegal drugs and "legal highs".
- Smoking materials, lighters and matches
- Vapes and/or vaping materials
- Laser devices.
- Fireworks, bangers, caps etc.
- Dangerous and flammable chemicals.
- Pornographic material, including on mobile devices.

Searches without your child's consent

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives, or anything that could cause harm
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- vaping paraphernalia
- pornographic images of any kind
- fireworks / bangers / fire crackers

- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

There are two sets of legal provisions which enable school staff to confiscate items from students:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and
- 2) Power to search without consent for "prohibited items" including: threat of violence, cause personal injury or damage to property, as an item which may be searched for on grounds of legality.

The legislation sets out what must be done with prohibited items found as a result of a search:

Weapons, drugs and knives and extreme or child pornography will always be handed over to the police.

Where items on this list are found in the possession of students the school will consider the most serious of sanctions up to and including permanent exclusion.

Damage to property and theft from school property

Damage to school property or theft of property, including that belonging to staff, students and visitors will be considered a breach of the school's behaviour policy and appropriate sanctions applied.

The school will involve the police as appropriate.

The school may attempt to recover the costs of damage from parents.

Peer and Peer Abuse : Harmful Sexual Behaviours

Please see the addendum to this policy for how school will respond to these incidents.

Bullying

As a school we do not tolerate bullying. Bullying is any action that deliberately makes someone else unhappy. It can be physical or verbal; it can take place in school, out of school or on-line. It can include spreading rumours or ignoring or isolating someone.

(For online bullying and cyberbullying please see our separate Anti-Bullying and Online Safety Policies)

Mobile phones

Mobile phones are allowed in school providing that they are switched off **before** students

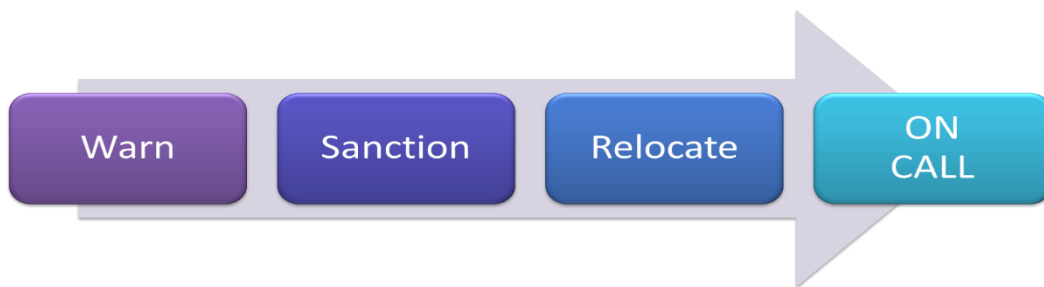
enter the building and remain switched off until they leave the school building. Phones must be out of sight all day in bags. If a student brings their phone into school, they do so at their own risk. If they are lost, damaged, or stolen we cannot pay for them.

Our Information for Parents booklet outlines our expectations and school routines (available on the school's website)

http://www.chapelhigh.org.uk/internet_assets/documents/parents/information%20for%20parents%20book%202020%20new.pdf

Classroom Behaviour

All staff promote 'REAL' within the classroom and around school. **RESPECT** **ENGAGE** **ASPIRE** **LEARN**



Warn

Give a warning, referring to **REAL** values and log using the Go4Schools '**warn**' tick box.

Use the language "How does this behaviour (show respect, allow you / others to engage, help you to aspire, allow you / others to learn etc.)"

Warn the student **clearly** of the consequences of continuing the behaviour e.g. "a repeat will mean that you are choosing to put yourself in a position where I will have to issue a sanction".

Sanction

If the behaviour continues then issue a sanction of a **lunchtime, break or after-school detention** and log using the Go4Schools '**sanction**' tick box.

Use the language: " You have chosen to continue, therefore I am sanctioning you with a lunch detention" and log this.

Warn the student of the consequence of continuing the behaviour e.g. "a further instance of will mean that you will be relocated to another classroom".

Relocate

If there is a further breach of **REAL** values **relocate the student to another classroom** according to the department's relocation timetable.

In the instance of more than one student requiring relocating to another classroom please **ON CALL** but state that it is for a **relocation** of more than one student.

Log on Go4Schools using the '**relocate**' tick box.

ON CALL

If a student refuses to relocate to another classroom, or walks away from the lesson, please ring **289** and ask for an **ON CALL**

For any serious, 'one-off' breaches of classroom rules, please ring **289** and ask for an **ON CALL**

Classroom Sanctions

We aim to reward much more than we use sanctions, as a way of recognising and reinforcing the good behaviours that we expect. However, when students do break our classroom rules, our consequences work on a graduated system.

Please see Appendix A : ‘Behaviour Flowchart’

Warn - a verbal warning is given. This is a warning for students to modify their behaviour. It is given for actions such as inappropriate talking, interrupting a teacher or moving out of their seat without permission. This will show on Go4Schools and issue one behaviour point.

Sanction - is given when a student continues with their inappropriate behaviour despite receiving a clear warning. This results in an after school detention being issued with the teacher informing parents, usually via email, of the behaviour that has led to the detention. This will show on Go4Schools and issue one behaviour point.

Relocate - if the inappropriate behaviour outlined above still continues this will trigger a relocation to another classroom in order to safeguard the education of other students.

On Call – if the student refuses to relocate to another classroom then the student will be ‘on-called’ and a member of the pastoral team, or a senior member of staff will remove the student from the lesson. This will be recorded on Go4Schools, a behaviour point will be issued, and a letter will be sent home.

Any ‘one-off’ incident that is deemed to be offensive, dangerous, or highly inappropriate will also trigger an on-call.

Key principles

- Once warnings, sanctions, relocations or on call have been issued they cannot be withdrawn and they cannot be ‘cancelled out’ by rewards. Students need to understand that at that point the damage is done, learning has been disrupted and that they need to accept the consequences.
- It is for the classroom teacher to act to prevent disruptive behaviour from affecting learning. Teachers will not allow one or two difficult students to ‘take control’ and dictate the flow of the lesson. They will work quickly, professionally and assertively through the processes above and then move the students out of the classroom. It is essential that students realise that they can either stay in the room and engage with learning or they will be removed.
- We do not ‘send students out’. A student may be asked to step outside whilst a member of staff speaks to them, but they will not be left outside.

Sanctions

Students are expected to be physically and emotionally prepared to work when they arrive at the beginning of the school day. Form tutors are the first point of contact of the day, and they will monitor the uniform, punctuality, attendance, behaviour and effort of their students, challenging those who don’t meet the expected standards.

Form tutors, Pastoral Leaders, Behaviour for Learning Manager and Senior members of staff will monitor the number of behaviour points students accrue on a weekly basis and will aim to address areas causing concern quickly through intervention and support.

We recognise that behaviour can signal an unmet need, that children make mistakes and that behaviour can be improved and corrected. A variety of support is available in school to enable a student who has not met the school's expectations to improve behaviour so that it becomes consistent with the standards expected in school.

These methods of support can include:

- Restorative Justice
- One to one Positive Support sessions
- Observations in lessons by the Behaviour for Learning Manager to identify triggers
- Emotional Literacy Support (ELSA)
- Reflection and reframing with the Behaviour for Learning Manager and the member of staff
- Parental involvement
- Being placed on report
- Input from the Pastoral Leaders – for example to provide mentoring, a modified curriculum, or a specialised course, such as anger management
- Input from Special Education Needs department, and / or associated agencies, such as CAMHS or Educational Psychologist
- Involvement of external agencies such as Early Help, Police / Youth Offending team / Behaviour Support Services

General behaviour sanctions

- Verbal warning.
- Issue a detention: lunchtime or after school.
- Loss of privileges e.g. removal from school team
- Telephone call home.
- Meeting with parents
- Internal exclusion
- Community service (to “repay” damage caused).
- Restorative justice.

Sanctions for failure to attend detention – issued by the pastoral team.

Students who fail to attend a detention without good reason will be placed in Internal Exclusion

Sanctions for repeated misbehaviour – issued by the Assistant Headteacher.

- School behaviour report (put in place by a pastoral leader for more widespread problems).
- Informal counselling around behaviour.
- More formal behaviour management programmes delivered by the school or externally.
- Work with the school's learning centre.

- Changes to timetable or curriculum (either temporary or permanent).
- Meetings and reviews with parents.

In serious cases of persistent behavioural problems the following actions may be taken:

- The student's case will be raised at Peak 11 Pastoral Panel to seek solutions.
- Additional funding may be sought to support interventions from Peak 11.
- A managed move to another school may be requested if appropriate (under the Derbyshire managed move protocol).
- The school may seek alternative provision for the student.
- A multi-agency meeting (MEP) may be convened to discuss the case.
- Referral to Early Help (TAF Plan)

The school may choose to set up a Pastoral Support Plan (PSP) for a student who persistently breaches the school's behaviour policy. Such a plan is a formal reviewing and target setting process carried out over a 12 week period with a midpoint review. The school, parents, student and any external agencies involved are parties to the process. A PSP can be extended in exceptional circumstances.

Where a student on a PSP is not making good progress before the midpoint review school governors may be invited to meet with the student and parents at that review. This provides the family with a chance to challenge the provision the school is making if necessary and reinforces the seriousness of the process with the student.

In most case failure to meet PSP targets at the end of a PSP will result in permanent exclusion from school, a managed move to another school, or the school seeking alternative provision.

The school monitors the patterns of behaviour of individual students. Where persistent breaches of the behaviour policy occur measures will be put in place to support improvements in behaviour. The school's weekly pastoral meeting tracks behavioural issues with students and makes decisions on intervention. This information is communicated to staff through a weekly pastoral bulletin.

Sanctions for serious misbehaviour – authorised by the Headteacher.

The school works hard to avoid exclusion but for serious breaches of the behaviour policy, or repeated breaches of the behaviour policy sanctions can be expected to escalate and the following sanctions may be used:

- Fixed term exclusion.
- Managed Move
- Permanent exclusion.

The school will use permanent exclusion in line with paragraph 15 of the DfE guidance: **Exclusion from academies, maintained schools and pupil referral units in England** (February 2015)

15. A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach, or persistent breaches, of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

In cases of serious misbehaviour which may constitute breaches of the law, the school will liaise with the police as appropriate.

Roles and Responsibilities in managing behaviour

The role of the teacher

Teachers should:

- welcome and engage students at the door of the classroom
- have a clear seating plan that is non-negotiable with students
- understand the needs of all students in the class by reading profiles, pastoral bulletins and other relevant documentation
- log incidents on Go4Schools and use REAL language when speaking to students

Log all negative classroom behaviour using one of the three categories:

- **WARN**
- **SANCTION**
- **RELOCATE**

These buttons have a pre-set negative points value. Points are monitored and trigger escalating interventions. It is therefore vital that **everyone logs incidents in the classroom using Go4Schools.**

ON CALL is logged by the office or Pastoral Leaders and a letter is sent home.

Interventions

- If you relocate a student you must issue an after school detention.
- If you, as a classroom teacher, are having difficulties with the behaviour of a student then your first port of call for help should be your head of department.
- If a student is repeated causing problems in a lesson then you and the head of department should place the student on a departmental behaviour plan and this should be discussed with parents. A departmental behaviour plan can be initiated at any time but should always be initiated if a student has had to be relocated from your lesson on three occasions.
- Please ensure that you inform your head of department if you have relocated a student on **3 separate occasions.**

The two main components of this behaviour system are:

- **Logging on Go4Schools**
- **Informing the student's Form Tutor of all concerns**

The role of the head of department:

- Take a proactive and high profile role in maintaining standards across the department
- Ensure that the department has a relocation timetable and that all staff and rooms have copies. Some departments may choose to complete this as a corridor/area eg. ICT/music/drama/media using ICT3.
- Support staff in dealing with classroom behaviour and in liaising with parents when necessary
- Implement Department Behaviour Plans when necessary
- Liaise with Behaviour for Learning Manager to observe behaviour in lessons and develop strategies for both the student and member of staff to try
- Inform the form tutor and Pastoral Leader when a student is placed on a Department Behaviour Plan

The role of the tutor:

- Take a proactive and high profile role in maintaining standards across the tutor group
- Remind students on a regular basis of the school's expectations and REAL values
- Monitor tutees' behaviour points and discuss what is going wrong
- Read the pastoral bulletin and place any student highlighted onto tutor report (blue)
- Monitor tutor reports and liaise with the Pastoral Leader re: report progress
- Liaise with and support teaching colleagues in managing behaviour of tutees

The role of the Pastoral Leaders:

- Take a proactive and high profile role in maintaining standards across their house
- Liaise with Behaviour for Learning Manager in developing strategies to improve behaviour and writing **behaviour profiles** for students
- Liaise with tutor/head of department/teacher regarding the behaviour of students
- Ensure that students who are causing concern are raised at the weekly behaviour meeting to discuss effective interventions
- Liaise with parents, inviting them into school when necessary
- Monitor the behaviour of all students on Pastoral Leader report (amber)
- Take an active role in supporting SLG in establishing Pastoral Support Programmes for identified students
- Respond promptly to ON CALL and proactively patrol building when on rota

The role of the Behaviour for Learning Manager

- work one to one with identified students to develop and monitor agreed strategies
- monitor the behaviour of all students on Behaviour Manager report (lilac)
- Liaise with parents and invite them into school when necessary
- Liaise with teachers, heads of department, senior leadership and SENCo to develop strategies and identify intervention

- Liaise with external agencies to look at support that can be offered externally
- To write behaviour profiles for students identifying strategies for both students and staff to use
- Feedback at meetings and provide reports for statutory assessments such as EHCP's

The role of the Senior Leadership Group:

- Take a proactive and high profile role in maintaining standards across their House
- Monitor the behaviour of students on SLG report (red)
- Implement the escalation process for behaviour
- Invite parents into school where necessary
- Implement Pastoral Support Programmes and monitor their impact when necessary
- Respond promptly to ON CALL and proactively patrol building when on rota

The role of the Headteacher

The Headteacher is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the SLT and others

The role of the Governing Body

Will establish; in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The role of parents and carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

The role of students

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

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Rewards

All students are able to gain achievement points both as individuals and also for their Houses. These will be given for things that demonstrate a student's application of our REAL expectations such as a positive contribution in lessons, exceptional work that was deemed aspirational, demonstrating positive actions such as being kind and considerate to others, being a positive role model to other students, respectful behaviour around school, always wearing the correct uniform, having the correct equipment, taking part in House events, taking part in extra-curricular clubs or activities, or making other positive contributions to the school community

It is vitally important that students are rewarded when they do well. It is especially important that the "quiet majority", who get on and do what they are asked, are recognised and rewarded.

Rewards should be based on the policy and principles below:

Rewards in class can take many forms:

- Verbal, specific praise; "that was a great answer because...." "I really like the way you have..."
- Praise in marking, giving justification; "Excellent response, you've justified your opinions and used a wide range of adjectives, adverbs and intensifiers, well done."
- Praise postcard sent home
- Achievement points, awarded electronically on Go4Schools and contributing both to the student's personal achievement point total and therefore to the house points competition.
- A positive phone call home

Awarding achievement points – key points

- We have agreed that all teachers will try to award a minimum of two achievement points each lesson. There is no limit to the number that can be awarded, although overuse can devalue the award.
- Achievement points accumulate on each student's record and lead to rewards for the student. It also contributes to the overall total for each house and this feeds into the weekly house achievement competition:

1st place on achievement points = 4 house points

2nd place on achievement points = 3 house points

3rd place on achievement points = 2 house points

4th place on achievement points = 1 house point

Monitoring the impact of the Behaviour Policy

Chapel-en-le-Frith High School will monitor the distribution behavioural incidents, rewards and sanctions by gender, ethnicity and SEN in order to ensure that our behaviour policy is effective and we will evaluate the impact of this behaviour policy and act on the results of these evaluations. Reports of these data are considered by governors committee on a half termly basis. The school's governing body will inform the local education authority of the pattern and frequency of any racist incidents