

<b>Status</b>	Draft	<b>Approval</b>	Full Governing Body
<b>Maintenance</b>	Full Governing Body	<b>Role(s) responsible</b>	Head Teacher
<b>Date Effective</b>	March 2021	<b>Date of last review</b>	March 2021
<b>Date of next review</b>	March 2022	<b>Date withdrawn</b>	Not withdrawn.
<b>Lead Professional</b>	K Fox, AHT	<b>Location of policy</b>	<a href="http://www.coltonhills.co.uk">www.coltonhills.co.uk</a>

# **Behaviour policy and statement of behaviour principles**

**Colton Hills Community School**

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## 1. Statement of Intent

At Colton Hills School we aim to provide a welcoming and secure environment for everybody where they can be happy, grow in confidence, have the courage to try new things and ultimately achieve success. We believe that if we provide these opportunities, everyone can thrive and fulfil their potential and our pupils will leave as happy, well-rounded young adults with purpose and drive, resilient to life's challenges, open-minded and knowledgeable about the world around them.

Through applying our Behaviour for Learning policy we hope to instill our shared school values: "Confidence, Happiness, Courage and Success." For everyone to be successful and to maximise learning we expect the highest standards of behaviour from all pupils. Behaviour must be exemplary across all elements of school life, all members of the community should show mutual respect and self-discipline and we should never accept anything less. All pupils have the right to learn without distraction and the responsibility to support the learning of others.

The school and governors affirm that four clear goals define the basis for the behaviour of our school community. We believe in:

1. Educating the whole person, equipping our young people to play an active and leading role in society, and that our world origin should be no obstacle to opportunities.
2. Developing pupils to be ambitious, hardworking and successful and change their family's destiny by being the first to attend a university or having a life-changing career by obtaining the best possible outcomes.
3. Encouraging pupils to have an intellectual interest and curiosity in their studies and extracurricular activities. We want them to be excited by their studies and to become lifelong learners and achieve the best outcomes possible.
4. Encouraging all pupils to aspire to the highest standards of behaviour and to have high principles and values to become a model citizen.

This policy applies to all members of the community at Colton Hills School in any context when they are representing or linked with the school. This policy should be read alongside the Home School Agreement, linked policies and appendices listed at the end of this policy.

## 2. Aims of the Policy

This policy aims to:

- **Promote a culture of positive behaviour for learning.**
- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave.**
- Summarise the **roles and responsibilities** of different people in the school community (pupils, parents and staff) in establishing and maintaining excellent standards of behaviour.
- Outline our system of **rewards and sanctions.**

## 3. Positive behaviour for learning culture

Our school ethos is built on promoting a **positive learning climate to maximise learning** in order for pupils to be as successful as they can be. Relationships are a crucial aspect within our school and all members of the school have a responsibility to develop and sustain a positive relationship. To support this, we use positive strategies to influence behaviour for learning and restorative practice to build, repair and maintain relationships.

Positive strategies to influence behaviour for learning are embedded in our 'Colton Hills Classroom Routines' and the 'Colton Hills Way of Teaching' which are outline in the 'Teaching and Learning Policy'.

To encourage positive behaviour for learning, staff will take every opportunity to praise pupils contributions in all areas of school life and we aspire to reward pupils' work and behaviour on a ratio of 5:1 (positive to negative).

## 4. Recognition for High Standards of Behaviour

The successful management of behaviour and rewards is central to our school ethos to provide an environment within which pupils and adults can develop good relationships, showing care, respect and consideration for each other within the school and the community. Our Rewards Policy encourages and rewards pupils who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential. Every day we strive to find opportunities to celebrate pupil success and 'catch pupils being good', this is essential to promote our positive behaviour for learning ethos. This ethos captures those pupils who are able to show the school's values (C.H.C.S) and exemplary behaviour in and around the classroom (NEWHOPE).

The Classroom Standards and Expectations are: NEW HOPE

- Nice to others
- Enjoy your lessons
- Wear correct uniform
- Homework completed to a high
- On task in lessons and do not distract others
- Punctual to all lessons and tutor time
- Equipped correctly for all lessons everyday

We aim to celebrate those who do the small things right all the time (NEWHOPE), those who have improved and those who go above and beyond. We celebrate these successes no matter how small or big, through our praise and rewards system to show that being 'good' maximizes learning opportunities and this leads to 'success'.

### 4.1 Verbal and non-verbal praise

Every lesson pupil's will receive verbal and non-verbal praise from staff, which is renown to be the simplest but most effective reward for our pupils. Routinely in lessons, staff will praise pupils for their consistent high levels of effort or achieving or exceeding expected progress.

In order for praise to be the most effective it needs to be:

- Personalised, using the pupil's name
- Link to the specific action
- Consistently used in all lessons as part of our teaching
- Sincere and genuinely expressed with appropriate language and tone
- Private and discreet when required.

### 4.2 Achievement points

Achievement points are awarded to pupils regularly for demonstrating the school values and classroom expectations through class charts. Tutors and Heads of House monitor these and collate the number achieved by individual pupils, tutor groups and their house. These are displayed every week in tutor time, on the TV monitors around school. At the end of each half term we also share the results in our Newsletter.

These can be monitored by pupils and parents through the class charts app, which is available to download from the [Apple App Store](#) and [Google Play](#).

#### 4.2.1 Academic rewards

Pupils are encouraged to try their best in lessons in order to achieve success. Pupils are rewarded achievement points and a number of other rewards by their teachers to encourage effective learning in their subjects. Teachers are required to awarded a minimum of

Academic achievement points are rewarded for:

- Being on task – following instructions and completing work
- Class contribution – answering questions, contribution to group work
- Good work – excellent classwork produced
- Excellent homework – handed in on time and to a high standard.
- Academic progress – achieving outstanding test results (only open in assessment periods)

Pupils may also receive the rewards stated below if they have excelled in the subject/lesson;

- Positive phone calls home
- Good news card
- Pupil of the week
- Pupil's work displayed as outstanding practice on display boards, in the school newsletter or via social media.
- Sharing outstanding work with the Curriculum Leader, Senior Leadership Team or Headteacher.

#### 4.2.2. Pastoral Rewards

Pupils are encouraged to thrive for 'excellence' in all areas of school life in order to become model citizens and develop the desired character traits to be successful. Tutors and Heads of House will award achievement points for pupils who have shown commitment to consistently meet our daily expectations (NEWHOPE) and those who have gone above and beyond their academic studies.

- 100% attendance for a week – pupils are also entered into a weekly prize raffle
- 100% punctuality – no late marks issued in a week - – pupils are also entered into a weekly prize raffle
- Wearing correct uniform all week
- Being fully equipped
- Pupils showing exemplary behaviour (no sanctions received all week) (Success value)
- Attending extracurricular (Courage value)
- Representing your house in an interhouse competitions – (Courage value)
- Winning an interhouse competition (Success Value)
- Representing the school (Confidence value)

Rewarded Half termly:

- 100% attendance (awarded by tutor)
- 100% punctuality (awarded by tutor)
- Significant improvement in attendance (awarded by Head of House)
- Significant improvement in punctuality (awarded by Head of House)

#### 4.3. Whole school opportunities for praise

##### 4.3.1 Pupil of the week

- **Subject pupil of the week** – for excellent work. These are displayed on subject boards in school and shared via our weekly bulletin.
- **House pupil of the week** – for showing the school values. These are displayed in the school bulletin, during tutor time and on TV monitors around and shared via our weekly bulletin.
- **Success Leader pupil of the week** - for academic progress across a range of subjects. These are displayed in the school bulletin, during tutor time and on TV monitors around school and shared via our weekly bulletin.

##### 4.3.2 Outstanding pupil awards

- **Outstanding pupil certificate** - pupils will receive a certificate based on the number of achievements they have achieved; bronze (500 points), silver (1200 points), gold (2000 points) or platinum (3000 points) certificate. These are rewarded at each half term in the pastoral celebration assemblies.
- **Outstanding pupil badge** - If a pupil is nominated by 3 members for staff throughout the year for showing exemplary conduct, leadership, teamwork, community spirit and going above or pupils have achieved their platinum achievement points certificate. These are rewarded at half term pastoral celebration assemblies, displayed on a honors board
- **Outstanding pupil activity reward** – pupils must meet a range of criteria to be selected to attend the activity day. There is an activity day each term and the criteria is reset in order to give every pupil the chance to achieve the criteria. The criteria is: less than 10 behaviour points, over 96% attendance, less than 3 lates, more than 100 achievement points. Due to COVID these will take an alternative format and the criteria may change

## 4.4 House Colours

Pupils will receive house colours for recognition in going above and beyond in their academic studies. This is tracked through their success planner, so that pupil's and tutors can track their personal development and set goals. A range of activities have been developed to support the pupil's wider development. 'Interhouse competitions', 'Extra credit activities' and 'Extra curricular activities' have been created by the House Leader and Curriculum leaders to inspire, motivate and captivate future designers, explorers, inventors and much more. Activities and competitions are scheduled throughout the year to create opportunities for pupils to develop a thirst for learning beyond the classroom experience.

House colours badges are rewarded when a pupil has achieved the following number of development points in their success tracker as explained below. The aim for pupils is to receive their full colours by the time they reach year 11. Pupils are rewarded a badge and certificate in the pastoral celebration assemblies.

House colours criteria:

- 5 = 1<sup>st</sup> Star
- 15 = 2<sup>nd</sup> Star
- 35 = 3<sup>rd</sup> Star
- 60 = Bronze Cup
- 90 = Silver Cup
- 100 = Gold Cup

## 4.5 Pastoral celebration assemblies (half termly)

- **Tutee of the term** – Tutor hero and most improved for showing school values. These are displayed in the school bulletin, during tutor time and on TV monitors around school. Pupils will also receive a certificate and prize.
- **House pupil of the term** – for showing school values. These are displayed in the school bulletin, during tutor time and on TV monitors around school. Pupils will also receive a certificate and prize.
- **Top tutor group** – Top tutor groups per house are recognized for the best; attendance, punctuality and behaviour (achievement points) and receive a reward.
- **Top House** – House points are collated for the half term for achievement points, attendance, punctuality and interhouse competitions to see which house is winning.

## 4.6 Academic assemblies (termly after an assessment for each year group)

- Academic progress
  - Top 50 pupils are highlighted for their academic progress
  - Top 10 pupils receive a certificate and reward
  - Top pupil is invited to have lunch with the Headteacher.
- Attainment
  - Top 10 pupils are highlighted for their attainment

## 4.7 Colton Hills Celebration assembly

At the end of the academic year in July, pupils are nominated by their members of staff for a range of rewards. The Colton Hills celebration assembly then takes place in the Autumn term the following year. Parents and pupils are invited to attend to receive their reward. Rewards include;

- Subject prizes – 1 male and 1 female for each year in every subject. Pupils are nominated by their teachers for showing real commitment and passion for the subject during the course of the year. Pupils receive a certificate and a small prize.
- 100% attendance – Certificate and a badge depending on the number of years the pupil has achieved 100% attendance. Certificate only (1 year), certificate and a bronze badge (2 years), certificate and a silver badge (3 years) certificate and a gold badge (4 years).
- Army Cadet Awards – certificates are awards for pupils achieving the highest personal standards, commitment, leadership and teamwork within the School's Combined Cadet Force.
- House Leader awards – One male and one female for each year and an overall winner is selected. Pupils are selected by their House Leaders to receive a reward as they have demonstrated the school values to a high standard through the course of the year. Pupils receive a certificate and a prize. The overall winner will also receive an additional prize and trophy.
- Headteacher's award – This pupil is selected by the headteacher for being a role model in all areas of school life. One male and one female is selected and they will receive a certificate, badge, trophy and a prize.

## 5. Sanctions and consequences for non-compliance

Teachers who work hard to prepare their lessons have the right to deliver them successfully. Behaviour for Learning is key to success and disruptive behaviour will not be tolerated, as it effects the learning of others. If pupils misbehave and do not follow the pupil code of conduct and classroom expectations pupils will be sanctioned according to the 'Behaviour pathway' as explained below.

Equally, pupils have the right to be provided with structure and consistency, which enables them to reflect on and understand the impact of poor behaviour so that they are able to make the correct choices. All corrections of a pupil's behaviour should be clear, fair and focused on restoring learning.

As a restorative school, we emphasise the importance of relationships for supporting emotional wellbeing, resolving conflict and preventing harm. The 'Behaviour pathway' focusses on a restorative conversations taking place during a detention at all stages. This provides opportunities for pupils to talk with staff and for them to reflect on their poor behaviour and the consequences of such negative behaviour using restorative conversation principles outline below.

We will communicate to parents when their son/daughter's behaviour is not as expected and has led them to receiving a sanction via the class charts and/or a call home, so that you are able to discuss with your son/daughter to prevent this happening again.

At any time, you are welcome to call your son/daughter's TUTOR to discuss their behaviour and to monitor how well they are doing.

**If the pupils misbehave and do not follow the pupil code of conduct the Behaviour Pathway is used by the staff.**

## 6. Definitions of Misbehaviour

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform, appearance or equipment (see separate Uniform, appearance and equipment policy)
- Truancy

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (this is not an exhaustive list and the headteacher will make the final decision). These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn, stay on task and do not distract others
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (For detailed guidance please refer to the Uniform Appearance and Equipment Policy)
- Be equipped for lessons (For detailed guidance please refer to the Uniform Appearance and Equipment Policy)
- Hand homework in on time and to a good standard
- Attend all lessons and be punctual
- Mobiles phones are not permitted in the building and should be placed in bags out of sight once pupils walk through the gate until they leave the premise at the end of the day.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 8. Definitions of Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying, racism and discriminatory behaviour will not be tolerated.

Bullying is, therefore:

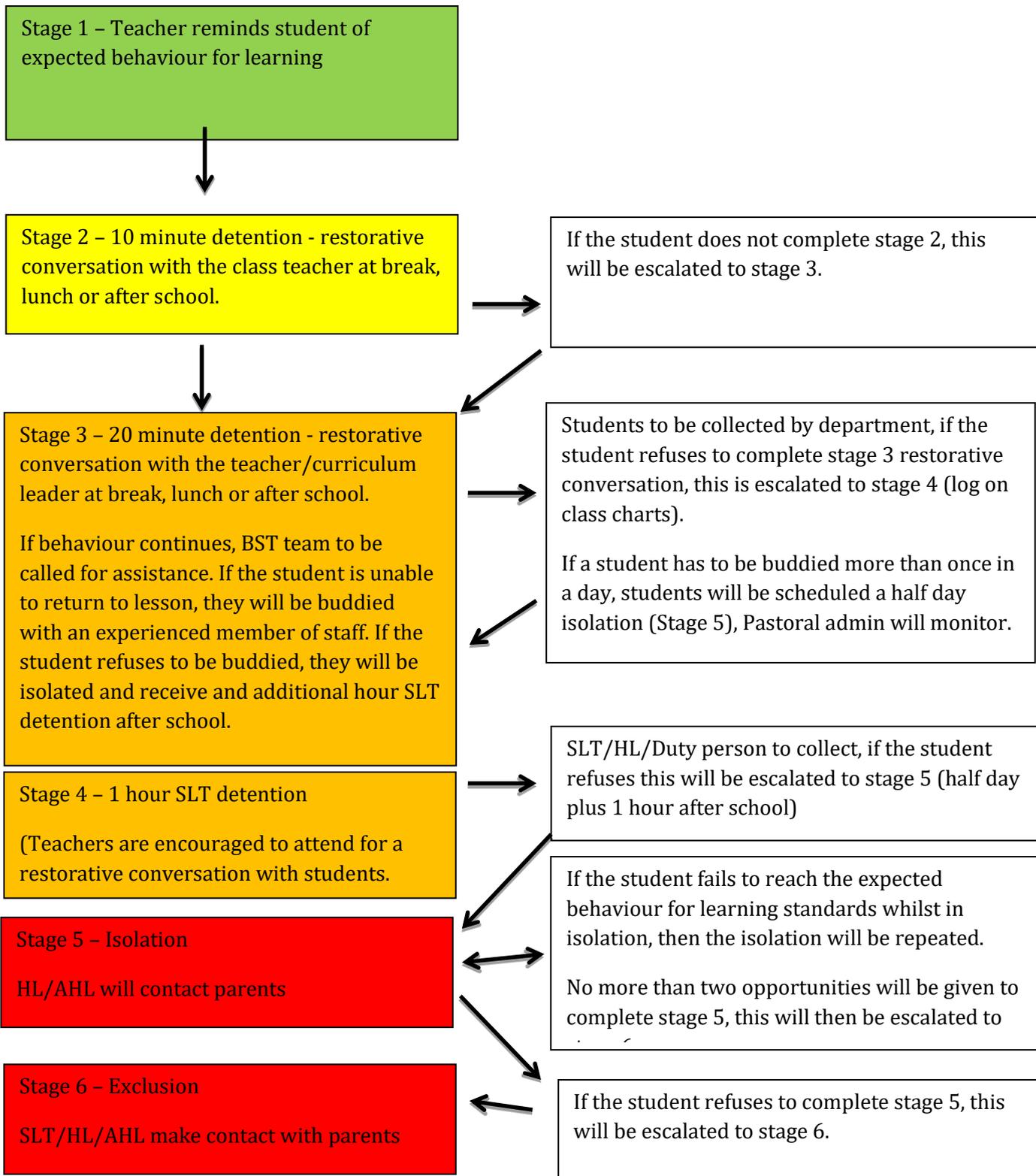
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, remarks about someone's sexuality.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

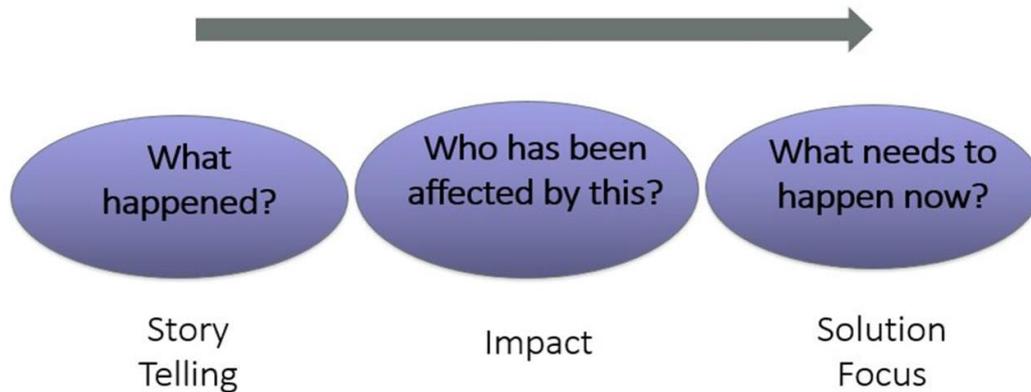
Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

**9. The Behaviour Pathway:** Please see appendix 2 for the new COVID behaviour pathway



Where knowledge shows the child has chosen stage 6 exclusion as a preference to stage 5 isolation, they will complete a stage 5 isolation following their exclusion and reintegration meeting.

# Restorative Conversation



## 10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 12. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We will put appropriate measures in place to manage the pupil's behaviour, usually in consultation with the Assistant Headteacher (AHT), Community & Inclusion Officer (CIO) and SENDCO to determine whether they have any underlying needs that are currently not being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If a pupil is excluded as part of our reintegration process, all pupils will be placed on a Behaviour Contract and will report to a nominated member of staff at a specified time every day with their report. A range of support measures will be considered and barrier to learning will be discussed.

## 13. School Uniform

We believe that school uniform plays a valuable role in contributing to our ethos, setting an appropriate tone and instilling pride. The uniform also plays an important role in:

- Supporting positive behaviour and discipline, encouraging identity with, and support for the school ethos

- Promoting a strong, cohesive, school identity that supports high standards and a sense of identity among pupils. If some children look very different to their peers, this can inhibit integration, equality and cohesion
- Ensuring pupils from all ethnic and socioeconomic backgrounds feel welcome and protecting children from social pressures to dress in a particular way.
- Nurturing cohesion and promoting good relations between different groups of pupils.
- Students who do not adhere to the uniform will be sanctioned. For detailed guidance please refer to the Uniform Appearance and Equipment Policy.

## **14. Roles and responsibilities**

### **14.1 The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **14.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1.). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **14.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

### **14.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **15. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **16. Monitoring arrangements**

This behaviour policy and written statement of behaviour principles (appendix 1) will be reviewed by the headteacher and full governing body every year.

## 17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Uniform, Appearance and equipment policy
- Anti-bullying policy
- Drugs and Substance Awareness Policy
- Weapons Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that our discipline is maintained. Any prohibited items found in pupils' possession will be confiscated and will not be returned to the pupil.

Under this authority we reserve the right to search and screen pupils according to the DfE guidance document (Refer to "Searching, screening and confiscation" DfE Document February 2014). (Refer also please to the Drugs and Substance Awareness Policy and Weapons Policy).

- Use of reasonable force in schools

School staff have a legal right to use reasonable force to control or restrain pupils who are a danger to themselves or others, or property. (For detailed guidance on the use of restraint please refer to our Restraint Policy)

- The Equality Act 2010

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding, supporting pupils with medical conditions and pupils with special educational needs and disabilities (SEND).

- Supporting pupils with medical conditions at school and special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life