



CHRISTLETON HIGH SCHOOL

BEHAVIOUR POLICY

1. RATIONALE

The ethos of a school is created by the people who work in it. At Christleton High School we believe that positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment, in which all members of the school community can thrive and feel respected, safe and secure.

We believe our students will achieve their full potential in a happy, secure, stimulating and orderly school environment, therefore we encourage a learning environment where self-discipline is promoted with tolerance and respect shown to others at all times.

We also believe that learning is maximised in a school environment where everyone feels valued, safe and free from all forms of anti-social behaviour.

We aim to:

- Create a culture that makes everyone in the school community feel secure, valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved in the school community
- Promote self-discipline and proper regard for authority among students
- Prevent all forms of bullying among students by encouraging inclusion, tolerance and respect for others

In setting this policy, the school will have a clear set of rewards and sanctions to promote good behaviour. These should be made easily available to students, staff

and parents, to ensure that expectations, and the consequences of not meeting them, are known and clearly understood by all parties.

2. PRINCIPLES

Christleton High School has set out these principles which were drawn up with reference to, and are consistent with, the core values and ethos of Christleton High School and the standing of School within the wider community.

We seek to create an inclusive and caring learning environment by:

- ✓ Promoting desired behaviour and discipline.
- ✓ Promoting self-esteem, self-discipline, proper respect for authority and positive relationships based on mutual respect.
- ✓ Ensuring equality and fairness of treatment for all.
- ✓ Encouraging consistency of response to both positive and negative behaviour.
- ✓ Promoting early intervention.
- ✓ Providing a safe environment, free from disruption, violence and bullying.
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach, which involves them in the implementation of the school's policy and associated procedures.
- ✓ Promoting a culture of praise and encouragement in which all students can achieve.
- ✓ Supporting students whose behaviour may deteriorate through personal events beyond their control.
- ✓ Rewarding good behaviour and applying sanctions consistently for inappropriate behaviour.
- ✓ Working in partnership and listening to the concerns of students and parents.

3. RESPONSIBILITIES and PARTNERSHIPS

At Christleton High School, in line with the School's values, we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For the policy to be implemented comprehensively, there are specific roles and responsibilities.

3.1 The Headteacher, staff and Governing body will:

- ✓ Make clear the school's statutory power to discipline students.
- ✓ Expect the co-operation of students and their parents, in maintaining an orderly climate for learning.
- ✓ Ensure the whole school community is consulted about the principles of the school behaviour policy.
- ✓ Establish and clearly communicate measures to ensure good order, respect and discipline.
- ✓ Ensure that the school's Behaviour Policy does not discriminate against any student on grounds of race, religion or belief, sex, gender reassignment, pregnancy and maternity, disability or sexual orientation.
- ✓ Ensure that students who are identified as requiring additional needs are fully supported under the direction of the SENCO.
- ✓ Ensure that staff are clear about the extent of their disciplinary authority and receive the necessary professional development on behaviour strategies.
- ✓ Establish an ethos in which positive and negative consequences are recognised, understood and accepted by learners, and used routinely and effectively by staff.
- ✓ Promote a climate in which all students can be healthy, stay safe and make a positive contribution.
- ✓ Have effective early intervention strategies for use with vulnerable students and those susceptible to exclusion from school.
- ✓ Facilitate smooth and effective key stage transition.
- ✓ Expect teachers to plan effectively to ensure maximum engagement in and enjoyment of their learning experiences.
- ✓ Support, praise and reward students' good behaviour.
- ✓ Apply sanctions fairly, consistently, proportionately and reasonably, taking account of the needs of vulnerable students and offering support, as appropriate.
- ✓ Take all reasonable measures to protect the safety and well-being of staff and students, including all forms of bullying.
- ✓ Ensure that staff model good behaviour and emotional skills.

- ✓ Keep parents informed of their child's behaviour – good as well as bad – and use appropriate methods of engaging them and supporting them in their parental responsibilities.
- ✓ Arrange reintegration interviews for parents at the end of a fixed-term exclusion and make alternative provision from day 6 for fixed-term exclusions.

3.2 Parents will:

- ✓ Abide by the school's Behaviour Policy and the disciplinary authority of school staff.
- ✓ Ensure that their child follows instructions by school staff and adheres to school rules.
- ✓ Send their child to school each day punctually, suitably clothed and equipped to learn.
- ✓ Work with the school to support their child's positive behaviour.
- ✓ Attend meetings with school staff, if requested, to discuss their child's behaviour.
- ✓ Ensure their child is not found in a public place during school hours in the first five days of an exclusion and attend a reintegration interview with the school at the end of a fixed period exclusion.

3.3 Students will, AT ALL TIMES:

- ✓ Follow instructions by school staff, abide by school rules and accept sanctions in an appropriate way.
- ✓ Co-operate with and abide by any arrangements put in place to support their behaviour
- ✓ Act as positive ambassadors for the school when in the wider community.
- ✓ Show respect to fellow students, staff, school property and environment.

4. STRUCTURES and MECHANISMS

- Teachers will adhere to the defined structure of behaviour consequences as outlined in this policy and wider document. This system enables department heads, key stage coordinators and teachers to maintain consistency and offers support when referring serious incidents to the Head of Year.
- Within their own teaching groups, teachers have a responsibility for behaviour and discipline. Teachers should operate within the guidelines set out in this

behaviour policy and are ultimately accountable to the Headteacher and governing body.

- If a student misbehaves outside of the classroom then the incident will be dealt with by the duty staff in conjunction with the relevant Form tutor and HOY.
- There is a range of rewards and sanctions that will be applied fairly and consistently as detailed in this policy.
- The school has a clear detention system which encourages teachers to have a dialogue with students and parents/carers to avoid further escalation. There is a pastoral pathway and an academic pathway. Failure to attend or unacceptable behaviour will lead to the level of detention being escalated and further parental engagement. Parents and carers will be informed of any detention that is held outside School hours at least 24hrs in advance.
- Internal isolation can be used if there has been a serious incident within school which needs further investigation, for a serious breach of the behaviour policy or may be imposed as a precursor for an external exclusion as determined by THE HEAD OF YEAR. Parents will be informed BY THE HEAD OF YEAR and students will complete subject related work for the day.
- Permanent exclusion is a very serious sanction, and is generally a last resort, if all else has failed but remains an option open to the school. A child can be permanently excluded because of, including but not limited to:
 - A serious breach of the Behaviour policy and associated policies
 - Persistent breaches of the Behaviour policy and associated policies
 - The harming of the educational chances of the student or other students
 - The harming of the welfare of the student or other students
 - Behaviour out of the school premises that is likely to damage the reputation of the school, harm the educational chances of other students or the welfare of other students

4.2 A child may be permanently excluded because of a first offence if the offence is very serious, including but not limited to:

- Serious actual or threatened violence against student or a member of staff
- Bringing and consuming on to the School site and/or Supplying illegal drugs / substances
- Carrying an offensive weapon such as a knife
- Sexual misconduct
- Vandalism
- Arson

- Students enrolled in Christleton Sixth Form are an integral part of our School community and therefore must adhere to the Sixth Form expectations.

In setting these principles, we are committed to ensuring a positive outcome for all our students, staff members and for the wider community.

Approved by the Governing Body on 03 December 2020

