



Behaviour Policy

Signed by
Chair of Governors

Agreed by the Governing Body on 1st July 2019



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HOLMES CHAPEL COMPREHENSIVE SCHOOL

BEHAVIOUR POLICY

National Legislation

The Education Act 2011 places on all schools the duty to state and pursue policies designed to promote good behaviour and discipline.

Ofsted is required to examine and report on the behaviour and attitudes of students, as well as the way schools plan for and manage behaviour in a way that ensures the safety of students and maximises their academic and personal development.

Rationale

Our core purpose is to enable all students to learn and to achieve and our behaviour policy is designed to facilitate this.

Students develop into responsible learners through living in an environment in which the rights, responsibilities and dignity of each individual are recognised and actively promoted. These are set out in the Statement of Rights and Responsibilities. School policies define the entitlement of all students to be able to access the curriculum and their inclusion within the school community. For these reasons, our Behaviour Policy needs to relate to other policies dealing with issues of equal opportunity and inclusion such as special educational needs, race and ethnicity, gender, class and with issues of bullying.

Purpose

- To maintain and improve the atmosphere and context for learning and remove barriers to learning.
- To set clear and consistent boundaries so that students know what the limits are and the consequences if they breach them.
- To promote self-discipline, respect for others and proper regard for authority.
- To support and further develop the philosophy of the school.
- To comply with national legislation.

Our policy is underpinned by the concept of rights bringing with them responsibilities.

The School is committed to preparing learners for a changing world. In order to achieve this, all members of our community and all visitors are expected to demonstrate RESPECT in their relationships with each other and in their conduct around school. (appendix 2).

Rights and Responsibilities

Right	Responsibility
To be treated with respect	To treat others with respect
To have our voice, opinions and views heard and listened to	To listen with respect to others
To feel safe and secure	To protect and not threaten the safety and security of others
To have our belongings treated with respect	To show respect for other people's belongings
To be told about all the choices that are available to us	To consider all the alternatives before deciding what action or activities to undertake
To have our needs recognised and catered for	To give others whatever help/support you can
To have a healthy and pleasant environment to work and play in	To help to foster a healthy and pleasant environment

Behaviour Management

Teachers

- Apply the Behaviour Management Systems so that effective learning can take place.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Be an active member of a duty team for one day each week and to carry out the defined supervisory duties before school, at break and after school.
- Maintain good order among students and safeguard their health and safety.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

Student Services/Tutors

- Provide a supportive and safe environment in which all students can thrive.
- Develop a positive group ethos.
- Encourage development of the individual and an understanding and respect for diversity.
- Update staff on any issues relating to the students via relevant Head of House.
- Identify and mentor students with specific problems.
- Develop positive home/school relationships through prompt response to concerns and issues either in person or via student services.

- Analyse attendance data each half term and put relevant support strategies in place.
- Together with Tutors Monitor the Behaviour Monitoring System and put the relevant support procedures in place; analyse the information; lead the discussion on students at the team meeting; implement the actions required closely with Tutors, Heads of Faculties and Assistant Head/Deputy Head.
- Interview students as required and set appropriate targets/provide Individual Learning Plans (Learning Intervention Team) and Individual Behaviour Plans to help their progress.
- Monitor and mentor students on report.
- Liaise with SENDCO in developing appropriate targets for Individual Behaviour Plans and other support plans.
- Meet with Assistant Head / Deputy Head regularly to discuss high level behaviour cases.

Senior Leadership Links for Behaviour and Wellbeing (AHT/DHT)

- Demonstrate and articulate high expectations and set stretching targets for Student Services.
- Develop and implement strategies which secure high standards of behaviour (and attendance).
- Ensure effective planning, allocation and support and evaluation of work undertaken by Student Services ensuring clear delegation and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Create, maintain and seek to further improve a pastoral support structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.

Non-Teaching Staff Responsibilities

- Act as a role model for appropriate and acceptable behaviour in school.
- Maintain and support the school's values and ethos.

Parent Responsibilities

- To support the school's Code of Conduct and Respect Charter.
- To inform your child's Group Tutor/Head of House of any situation/medical condition that may affect a student's behaviour and wellbeing.
- To work in partnership with the school and external support agencies to resolve behaviour issues and implement intervention strategies.

Student Responsibilities

- Follow the school's code of conduct and Respect Charter
- Ensure behavioural issues are discussed at Student Councils.

Further information can be found on our website.

APPENDIX 1

CODE OF CONDUCT

The School encourages the development of a working and social environment in which academic and personal progress is made, learning is encouraged and achievement rewarded. The School expects all students to show high standards of acceptable behaviour on or near the school site, on the way to and from school and on any school visit and trip.

Acceptable behaviour involves:

- **For others:**
equal respect for **all** members of the school; politeness, sympathy, tolerance, consideration, courtesy, responsibility and the use of language which is respectful and non-hurtful;
- **For oneself:**
self-esteem, self-respect; punctuality; tidiness in work and uniform, truthfulness;
- **For property:**
tidiness; respect and care for the school environment, honesty.
- **Unacceptable behaviour** includes:
bullying, aggression, rudeness, abusive behaviour (physically or psychologically); lateness, chewing gum, spitting, smoking; bad language; mocking, sarcastic or impolite ways of talking; lying; stealing.

THE CODE OF CONDUCT

All members of the school community will show

Courtesy, Consideration and Care to all others at all times.

Courtesy, Consideration and Care mean that you treat other people as you would expect them to treat you.

Examples

- a. Be punctual for registration and lessons.
- b. Move around the school quietly, being ready to help by opening doors, standing back to let people pass and helping to carry things.
- c. Walk when in the buildings, passageways, the courtyard and near the Sports Hall entrance.
- d. Keep to the left, especially on narrow pathways, in corridors and on the stairs.
- e. Do not eat in lessons and do not bring chewing gum to school.
- f. Walk your bicycle between the lay-by and the cycle park.
- g. Line up quietly when waiting outside a room, out of the way of others passing your queue.
- h. Be honest in all of your communications with students and staff.
- i. Tell a teacher of any serious unacceptable behaviour you know of - whether it is towards you, another member of our school community, the school buildings or school property.

**Courtesy, Consideration and Care mean that you
allow everyone in the school to work effectively
and efficiently – students to learn and teachers to teach.**

Examples

1. In Class

- a. Arrive punctually.
- b. Once in the room settle down to work quickly and quietly; (for Science Labs and other rooms with specialist equipment you may enter only when permitted by a member of staff).
- c. Bring the correct books and equipment to each lesson.
- d. Listen and follow instructions carefully, helping each other when appropriate and being quiet and sensible at all times, and silent whenever you are required to be.
- e. Leave the room in an orderly way.

2. In General

- a. Do not enter the building before the bell so that it may be made ready for you. (In bad weather, the staff duty team leader will tell you when you may go inside).
- b. At the end of the school day put your chair on the desk and make sure all of your possessions are removed from rooms and cloakrooms by 3.40 p.m. so that cleaning may be done. (If you are taking part in an after-school activity, take your bag/coat with you.)
- c. Do not take mud into the building on your shoes (eg caused by crossing muddy areas).

**Courtesy, Consideration and Care mean that you
look after the school buildings, its contents and grounds
so that it is a place of which we can all be proud.**

Examples

- a. Take care not to drop litter.
- b. Keep desks and walls clean and unmarked.
- c. Respect display materials and other people's work and property.
- d. Avoid damage to the gardens and grass verges by keeping to the paths.
- e. Look after your own property by labelling everything which you bring to school and by taking everything home with you after school.
- f. Wear your uniform correctly and smartly.
- g. Carry your bag so that it will not cause injury or damage.
- h. Do not leave your bag where it will cause a nuisance to other people – in particular, doorways and routeways must be kept clear.
- i. Eat your lunch only in the designated eating areas or in classrooms when permitted by a member of staff.
- j. The school cannot accept responsibility for the care of any of your possessions. (eg mobile devices, jewellery, devices, mobile phones)
- k. Take care of your vehicle, making sure that it is locked while left in the cycle park and that it is kept in a roadworthy condition.
- l. Do not steal or damage property belonging to other students, to the school (including the buildings), to the Restaurant or to the Leisure Centre.

APPENDIX 2

HCCS RESPECT Charter

What are our goals as a learning community?

As a learning community, Holmes Chapel Comprehensive strives to:

- support the development of the whole individual
- ensure equality of opportunity in learning
- provide personalised pathways and ways of learning
- inspire drive, commitment and passion in learners
- promote high standards, success and achievement
- embody responsibilities and secure entitlements for all learners
- develop respect, tolerance and courtesy in all learners
- help learners understand their place in the community

The importance of RESPECT

The School is committed to preparing learners for a changing world. In order to achieve this, all members of our community and all visitors are expected to demonstrate RESPECT in their relationships with each other and in their conduct around school.

What is RESPECT?

RESPECT refers to the basic practice of showing consideration and thoughtfulness for others. It is based on the principle that we are all equally valued members of the community. Everyone has the *right* to be treated with RESPECT and the *responsibility* to treat others with RESPECT.

Who needs to show RESPECT?

RESPECT applies to everyone who is within or who visits our school community. Everyone, without exception, is expected to show courtesy, consideration and care to others at all times.

RESPECT

...each other

...all adults

...your environment

...yourself

...the learning process

RESPECT is Everyone's RIGHT.

RESPECT is Everyone's RESPONSIBILITY.

APPENDIX 3

Staff Roles and Responsibilities Document

Staff at Holmes Chapel Comprehensive School should set the tone for student behaviour by:

- Being overt, clear and precise over expectations.
- Teaching appropriate and acceptable behaviour.
- Acting as a role model for appropriate and acceptable behaviour in school.
- Discouraging anti-social behaviour wherever it occurs.
- Defusing confrontations.
- Having high but realistic expectations.
- Avoiding negative self-fulfilling prophecies.
- Making criticism constructive.

Headteacher and Governors should take responsibility for behaviour by:

- The Headteacher and Leadership Team will support staff in managing behaviour, implementing the 'Behaviour Policy' and the use of rewards and sanctions.
- The Headteacher is responsible for taking the decision to exclude any student should it become necessary. (Please see our Exclusions Policy).
- The Headteacher and Governing Body will support staff on occasions where the use of 'reasonable force' is the only option available.
- The Headteacher will deal with any allegations against staff and they will be dealt with in a fair and consistent way.
- Malicious allegations against any member of staff or student that are proven to be unfounded will result in a serious sanction for the complainant.
- Governors will monitor the implementation of the 'Behaviour Policy'.

Staff at Holmes Chapel Comprehensive School should take responsibility for classroom behaviour by:

- Practising strategies for preventing poor behaviour and encouraging good behaviour, by using the behaviour monitoring and tracking system.
- Anticipating problems and adjusting demands.
- Stopping unacceptable behaviour before it escalates; spotting incidents in the making.
- De-escalating unacceptable and challenging behaviour.
- Avoiding 'boxing students into a corner' where staff and students lose face.
- Staying calm and 'taking the heat' out of situations.
- Monitoring and intervening in unacceptable behaviour.
- Avoiding bargaining, arguing with students and being pressured by them.
- Applying professional judgement and responding to misbehaviour.
- Keeping Group Tutors, Heads of House, Learning Intervention Managers and Heads of Faculties informed.

Teachers at Holmes Chapel Comprehensive School should be consistent, fair and apply whole school practice by:

- Always working within the framework of whole school rules and policies to ensure appropriate differentiation of application with respect to different students and situations.
- Being consistent with individual students and fair with all students.
- Being supportive of colleagues.
- Carrying out specific strategies for named students as requested by Head of House.
- Not punishing whole groups if some individuals do not deserve it.
- Taking action with regard to non-negotiable behaviour for students (see below) and keeping Head of House/Head of Faculty informed.

Staff at Holmes Chapel Comprehensive School should be aware that the following (but not limited to) are not acceptable and will always lead to fair and appropriate actions and sanctions.

- Bullying
- Chewing gum
- Deliverately hurtful comments
- Drinking alcohol
- Hate comments
- Homophobic comments
- Inappropriate use of mobile devices
- Inappropriate use of social media
- Incorrect uniform
- Intimidation
- Misusing legal substances
- Physical violence
- Racist comments
- Sexist and sexually inappropriate comments
- Smoking and/or e-cigs on or just outside school premises
- Spitting
- Swearing
- Taking illegal substances
- Truancy
- vandalism

Prepared by: Mr M Lowe (Deputy Headteacher)

Approved by the Governing Body:

Signature: *Christina M. Burgess.*

Name: Mrs Christina Burgess (Chair of Governors)

Date: 1st July 2019

To be reviewed in 3 years

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