



# CHRIST'S COLLEGE FINCHLEY

## SPECIALIST MATHEMATICS AND SCIENCE ACADEMY

Whole School Policy

### CP01A

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### **Behaviour For Success**

At Christ's College Finchley (CCF) we believe positive behaviour and respect for learning are essential components of an effective teaching and learning environment. We value all pupils and understand the importance of meeting the needs of all children in the classroom and in the wider community.

At CCF we expect all members of the School to behave pleasantly and respectfully towards one another; to feel empowered to challenge anyone behaving in an anti-social manner and that unacceptable behaviour will always be dealt with.

The *Behaviour Policy* incorporates *Guidelines for Staff*, the *School Code of Conduct*, and *Rules for Classroom Behaviour* and *Rewards and Sanctions Policy*

The policy explains the systems which will be implemented to promote good behaviour and the actions to be taken if any student breaks the Schools rules.

### **Rights and Responsibilities**

At the core of this policy is an acknowledgement by all members of the School community that we share the following rights:-

1. Everyone is treated with respect and has the right to feel safe within the School environment
2. Teachers and Pupils have the right to teach and learn in an environment which is secure and encouraging.

### **Aims of the Policy**

1. To promote the Schools inclusive ethos and encourage respect for the needs and feelings of all members of the School community regardless of their ability or personal history.
2. To promote respect for themselves and others and have pride in their own achievement

3. To promote respect, support and safety for all students
4. To encourage students to take responsibility for their own actions and enable their development as proactive young citizens
5. To encourage students confidence and self esteem

### **In the Classroom**

We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. Therefore:

1. Staff should use the most appropriate methods of teaching, which draws on pupils experiences and values their contributions.
2. All adults in the room should know how to respond to sensitive pupils and those with special needs
3. All staff must understand the behaviour policy, the protocol of sanctions and dealing with misbehaviour and must plan for children who are likely to misbehave. Applying sanctions when necessary and appropriate.

### **Staff**

1. Staff must follow the School behaviour policy at all times and understand that the policy informs their day to day actions and must be applied fairly and consistently.
2. All staff are role models and must set good examples for students in behaviour, punctuality and attendance
3. Staff must ensure that systems are in place where pupils never miss out on receiving sanctions or rewards
4. It is the responsibility of staff to challenge every instance of poor behaviour in the classroom and within the school environment
5. Staff should avoid punishing a class for the behaviour of individuals and ensure that all pupils are able as far as possible to participate fully in all lessons.

### **Pupils**

Pupils must not prevent others from learning or teachers from teaching. It is the pupil's responsibility to contribute positively to the School's reputation. Therefore:

1. All pupils are required to wear full School uniform and attend School and their lessons regularly and punctually.
2. Pupils must work hard, show respect towards teachers and follow instructions first time, every time unless further explanation is required.

3. Pupils must understand that any rudeness or intimidation towards other pupils and teachers is strictly forbidden and will lead to severe sanctions being taken against the offending pupil.
4. Pupils must be organised and have the correct equipment for each lesson of the School day
5. Pupils should respect the ethos of the 5 R's learning principle and are encouraged as learners to be reasoning, resilient, resourceful, reflective and responsible.

### **Environment**

1. Pupils must take an active part in making sure that the school environment is safe and attractive and tidy at all times.
2. Pupils must move around the School in a sensible and considerate way
3. All pupils have the responsibility to take care of the displays around the School and keep walls and furniture clean and unmarked
4. Pupils are asked to report any damage and put all litter in the bins

### **Break time and Lunchtimes**

Break times and lunchtimes are an important part of the School day. They allow pupils a chance to socialise and have free time for leisure purposes. To make this experience a more enjoyable one pupils must:

1. Eat and Drink in the Dining Hall; no food is to be eaten outside of this area.
2. Queue patiently for their food and use a tray for all items
3. When they have finished eating, replace trays and leave the tables clean and tidy. Anybody found not adhering to this system will be asked to collect trays for 10 minutes.
4. Not run and play in the building during these times are strictly forbidden
5. Stay out of car parks during break times and lunchtimes

### **Parents**

Parents are fundamental to creating an ethos of positive behaviour and Christ's College understands the importance of parental support. It is essential to build upon parent/teacher cooperation and ensure that parents are consulted on all policies and practices. Therefore:

- All parents will be encouraged and expected to support and sign a home /school agreement when their child joins the School
- If School staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed at the earliest opportunity and will be invited to look, together with the School, for a solution.

- Christ's College will ensure that all documentation on pupils' behaviour and attendance will be available to parents and carers in a user friendly and accessible format
- Christ's College will provide opportunities for parents and carers to contribute to the Schools policy and strategies for promoting positive behaviour and attendance, through participation in regular audits and the advice of parent governors.

## Rewards Policy

Christ's College understand the importance of creating a positive School ethos and fundamental to that is the use of praise and rewards. The use of informal and formal rewards to recognise a pupil's achievement is more effective than criticising those who are doing the wrong thing. It is important that all staff contribute to this ethos and ensure that children receive rewards every time they have earned them.

Examples of rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance on a day to day basis include:

1. Regular praise and recognition in lessons
2. Written praise in the diaries e.g. commendations
3. Subject specific 'Achievement' awards.
4. Recognition of achievement in assemblies
5. Pupils work displayed on display boards outside the classrooms

Pupils who are continually rewarded or who do something exceptional may receive special awards:

1. The Jack Petchy award is where a pupil is nominated for making a significant contribution to the Schools Life or the wider community. The student receives a £200 cheque to be donated to a particular department of their choice. Winners have their photographs displayed on an achievement board and in addition are invited to an annual ceremony.
2. The Merit and Progress ceremony is where all students and parents of each year group are invited to attend a celebration evening in the summer term. Certificates are awarded to those students who have shown outstanding effort and attainment in a number of subject areas.
3. College Points are awarded for those pupils who consistently contribute positively to the School community, represent the School on a regular basis and achieve their targets.
4. Star Forms are awarded for outstanding work in Subject areas.

Christ College believe in **the CCF way** which has been agreed by the Teachers, School Council and Parents.

# Behaviour for Success: The CCF Way

<p>We are</p> <p><b>C</b>aring</p>	<p><b><u>Commendation for:</u></b></p> <ul style="list-style-type: none"> <li>• Helping others</li> <li>• Being polite/respectful</li> <li>• Looking after your school</li> </ul> <p><b><u>College Point for:</u></b></p> <ul style="list-style-type: none"> <li>• Community Service</li> <li>• Making a positive contribution to the School community</li> </ul>
<p>We are</p> <p><b>C</b>onscientious</p>	<p><b><u>Commendation for:</u></b></p> <ul style="list-style-type: none"> <li>• Working hard in lessons</li> <li>• Completing homework to a high standard</li> </ul> <p><b><u>Star Form for:</u></b></p> <ul style="list-style-type: none"> <li>• Outstanding work</li> <li>• Significant progress</li> <li>• Progress with Literacy/Numeracy</li> </ul> <p><b><u>College Point for :</u></b></p> <ul style="list-style-type: none"> <li>• 100% attendance</li> <li>• 100% punctuality</li> </ul>
<p>We are</p> <p><b>F</b>ulfilling our potential</p>	<p><b><u>Commendation for:</u></b></p> <ul style="list-style-type: none"> <li>• Meeting a target</li> <li>• Representing your School</li> </ul> <p><b><u>College Point for:</u></b></p> <ul style="list-style-type: none"> <li>• Representing your School regularly</li> <li>• Achieving your end of year target grades</li> </ul>

## **Sanctions Policy**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In an environment where respect is central, loss of respect or disapproval is a powerful punishment. Pupils should expect any unacceptable behaviour to be sanctioned in a consistent way.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

The main way in which Christ's College ensures that sanctions are used to promote improvement in behaviour and support a learning environment is to follow CCF's Consequences as follows

# Behaviour For Success

<b>C1</b>	<p>Repeated disruption of learning.</p> <p><b>Consequence: 15 minute, same day, detention</b></p> <p>Continual disruption of lesson</p> <p><b>Consequence - ER Call Out</b></p>	<b>-1</b>
<b>C2</b>	<p>3 x C1's</p> <p><b>Consequence: 30 minute Detention</b></p>	<b>-2</b>
<b>C3</b>	<p>2 x C2's</p> <p>Failure to follow reasonable instructions Verbal abuse of staff Bullying/intimidation Truancy Internet abuse</p> <p><b>Consequence: Minimum 1 day Inclusion/Exclusion</b></p>	<b>-3</b>

# Sanctions

Classroom Management:	Strategies and work within curriculum area
Daily detentions:	15 minute same day detention for disrupting the learning of others
School Detention:	1 Hour Detention Every Thursday: Failure to attend daily detention, Other transgression of school rules
Inclusion: pupils	Where there have been instances of negative behaviour  are placed in an isolation area so they can reflect on their behaviour and any sanctions can be put in place.
Exclusion:	<b>Fixed Term Exclusion</b> – This may be for between one and forty-five days depending upon the circumstances. The Governors and LEA are informed of all exclusions and these are noted on a student's records. Parents are informed of their rights of appeal. Reinstatement meetings are held with parents. A short period on report may follow according to the situation. In the case of a successful appeal, student records would be expunged.  <b>Permanent Exclusion</b> - Is used in extreme circumstances when it is felt that a student cannot continue as a member of our school community and that a change of school is the only way forward – for the student <u>and</u> the school. A formal Exclusion Hearing is held with parents, an LEA Officer and three Governors. Parents have a right of appeal to this group, and also to an independent Appeals Panel organised by the LEA.

## Exclusion Guidelines

The following are guidelines as to the sanctions that the school might apply to serious breaches of our school code of behaviour. It should be noted that we will always give consideration to individual circumstances (especially recent traumatic events), the degree of deliberate intent, past disciplinary record as well as any special needs or disability that the student might have.

The school will always seek to balance the needs of an individual with the ethos of the school community and the learning and well-being of all students and staff. The school acknowledges that it has duty of care to all staff and students and will always give regard to the DfE guidance when making any decisions of this nature.

All students identified as being at risk of permanent exclusion will be provided with support to help them to modify their behaviour. All such actions will be agreed with parents and relevant external agencies. The school will always work to support parents when difficulties arise, and expect that they will always support the school by insisting that students follow the school's behaviour code and accept the reasonable authority of teachers.

Students who consume drugs and who engage in any transaction (e.g. buying or selling) over the drugs will face permanent exclusion.



<b><u>Behaviour</u></b>	<b><u>Sanction</u></b>
Fighting-no premeditation	1 day internal or 1 day fixed term external exclusion
Graffiti or damage to school property	1-2 day fixed term exclusion
Fighting-pre-arranged	1-3 day fixed term external exclusion
Conspiring to cause a fight	3-5 days fixed term exclusion
Physical attack	3-5 day fixed term exclusion
Physical assault resulting in actual bodily harm requiring medical attention.	5 day fixed term exclusion
Theft/ deliberate damage of someone else's property	1-3 day fixed term exclusion (compensation required or return of property)
Knowingly receiving stolen goods	5 day fixed term exclusion
Abusive language to staff	1-3 day fixed term exclusion
Aggression towards staff	5 day fixed term exclusion
Refusal to follow staff instructions on a repeated basis	1-3 day fixed term exclusion
Persistent refusal to wear appropriate uniform/ infringements on jewellery	1-3 day fixed term exclusion (after other sanctions have proved ineffective).
Persistent bullying of another student(s) and failure to respond to warnings	5 day fixed term exclusion (Permanent exclusion will result if this continues).
Cyber bullying using the internet at home/internet abuse in school	1-3 day fixed term exclusion (If this continues permanent exclusion will result.)
Persistent disruption of learning and failure to respond to support	1-3 day fixed term exclusion (If this continues student may face permanent exclusion.)
Wilful disruption of an examination	1-3 day exclusion
Inappropriate sexual conduct.	Permanent Exclusion
Consuming illegal drugs during school time or in a school activity/ excursion	Possible permanent exclusion.
Possession of a banned item (cigarettes, lighters, matches, fireworks etc)	1-3 day exclusion
Engaging in buying or selling any illegal drugs	Permanent Exclusion
On the school site under the influence of any drugs	Possible permanent exclusion 5-10 day fixed term exclusion
Possession of an offensive weapon**	Permanent exclusion
Using an offensive weapon**	Permanent exclusion
Abuse of fire alarm	3-5 day fixed term exclusion
Racist, homophobic and/or sexist abuse towards another individual	3-5 day fixed term exclusion
Refusal to accept the authority of the Headteacher	3-5 day fixed term exclusion
'Mugging'/extortion	5 day fixed term exclusion
Aggression or threatened violence to member of staff (inside or outside school).	Permanent exclusion

\*\*An offensive weapon means any article made, or adapted, to cause, or intend to cause, injury

## **Immediate referral for very serious breaches of school discipline**

Serious misconduct requiring immediate intervention should be referred verbally and without delay to a member of the Senior Leadership Team. There is a Senior Leadership Team Emergency Rota for every period of the school day. Each member of the Senior Leadership Team can be summoned immediately by Reception. If there is a need to call for immediate assistance, staff should send a trustworthy student to Reception with an urgent message. Pupils who are referred will automatically serve a 30minute detention that evening and parents will be contacted immediately regarding the nature of the incident.

## **Pastoral Support Plans (PSP)**

Students at risk of exclusion/permanent exclusion may be placed on a Pastoral Support Plan (PSP). This is a time limited plan designed to register and co-ordinate special strategies/resources deployed to help the student overcome behaviour difficulties. Normally PSPs run for a maximum of sixteen weeks during which time it will be reviewed twice.

## **Indicators of Vulnerability to Radicalisation**

The school has an ethos which develops strong and positive relationships between staff and students. Tutor teams and the Student Welfare and Guidance team work together to address the very specific needs students who may be at risk. There is also a thorough education programme which teaches the importance of tolerance, justice, respect and understanding. These are fundamental principles upon which our school is founded. The school has close links with the police and other organisations to obtain support where we feel a student may have been subject to or at risk from radicalisation. The school will always report to the appropriate authorities any student they feel who may be at risk of committing a criminal offence due to radicalisation.

## **Governors' Welfare and Discipline Committee**

This Committee, drawn from members of the Governing Body, exists to hear appeals against exclusion and deal with instances of poor behaviour that may warrant a student appearing before Governors to receive a Governors' Warning. This is regarded by the school as the most serious sanction short of permanent exclusion and is recorded on a student's record.

## **Monitoring Systems**

Various formal and informal systems for monitoring student behaviour are used according to circumstances, e.g. Behaviour/subject reports are administered by the Learning Manager or Head of Department. This is a card or sheet carried by students and annotated each lesson by staff. The report is signed each day by the administrator and carried home by the student for parents to see.

Tracking systems are used to monitor behaviour through the CMIS behaviour log and Assessment system. Any concern about behaviour (or any issue having an impact upon a student's learning) will be notified to and discussed with parents at an early stage.

## **Use of "reasonable force"/physical restraint**

School staff in charge of students may use reasonable force to prevent students from:

- Jeopardising their own health and safety
- Committing a criminal offence

- Injuring themselves or others
- Causing damage to property, including their own property, and
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students

**Reasonable force or physical restraint MUST be commensurate with the actions of the student and be such that a failure to apply such force or restraint would place the student or other people's health and safety at risk.**

**It is envisaged that such physical restraint would be used only in exceptional circumstances.**

### **Arrangements for reviewing/evaluating application of this Policy**

This Policy will be reviewed on a two-year cycle, by the appropriate subcommittee of the Governing Body.

Parents, students, staff and other members of the school community will be consulted about the ongoing practical application of this Policy via the annual questionnaire.

This Policy will be presented to the Parent Consultation Group for review on a periodic basis.

## Appendix 1

### Staff Checklist

It is the responsibility of all staff to follow the guidelines at all times to ensure that the policy is effective and consistent. As staff we are role models and should set good examples for students in behaviour, punctuality and attendance.

## **Classroom**

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Have a system in place to follow through with all sanctions.

Have a system in place to follow through with all rewards.

Follow the school behaviour policy.

Have a seating plan

## **Pupils**

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

## **Teaching**

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Do not punish the whole class because of the behaviour of a few.