



**BLACON**  
HIGH SCHOOL

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ASPIRE BELIEVE ACHIEVE

## **Behaviour Policy**

### **VISION STATEMENT**

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

**Ratified by Full Governing Body: 20<sup>th</sup> September 2023**

**Next due for review: Autumn 2024**

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## 1. Introduction

Blacon High School is a community of staff and students and part of the wider community of Blacon and Chester. We work, study and live alongside people from all walks of life, from different educational and cultural backgrounds, with different beliefs and from different countries.

We believe that good behaviour forms the basis of high quality education and is essential for effective learning.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning.

Students and staff of the school, visitors and members of the local community all have the right to be treated with respect and dignity. We have a longstanding commitment to equality, diversity, social inclusion and mobility. We see these as central to our success in building an inclusive and welcoming culture for all. We will not tolerate discrimination, harassment or bullying by students or any anti-social or criminal behaviour, which can damage and disrupt the lives of other students, staff or other members of the community or bring the school into disrepute.

Under the Equality Act 2010 we have a duty to eliminate unlawful discrimination, harassment and victimisation on the basis of the following protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex (Gender)
- Sexual Orientation

Every individual is also personally liable under the Equality Act 2010 for their conduct.

## **2. Expectations of Behaviour**

All students are expected to follow the Core Principles, which are displayed in every classroom and can be found in the Student Planner. It is helpful if both staff and parents discuss this code with students to reinforce the message. Staff use their class registers to record a level of behaviour and engagement for each student at the end of the lesson.

## **3. Behaviour in public areas**

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms.

## **4. Respect for others**

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school. All allegations of anti-social behaviour or bullying will be investigated thoroughly. Where such incidents are discovered to be well-founded, they will be officially logged and appropriate action taken.

## **5. Health and Safety**

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged.

## **6. E-Safety**

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school website and details can be found in the -safety policy.

## **7. Behaviour System**

All students are expected to follow the Core Principles, which are displayed in every classroom and can be found in the Student Planner.

## **8. Core Principles**

- Follow instructions first time
- Be prepared for learning and willing to learn
- Show respect and tolerance
- Be in the right place at the right time

- Use positive and appropriate language
- Be a positive ambassador for the school at all times

The Core Principles are the guiding principles by which the highest possible standards of academic and personal achievement will be ensured at Blacon High School.

These principles will be displayed in all classrooms and corridors and will be used in all dialogue between students and staff in regards to Behaviour for Learning.

## **9. Study Skills and Attitudes Grades – SSA**

Lesson Monitor is a behaviour management system that will be used in every lesson. The motivation behind using Lesson Monitor is to improve attitude to learning and behaviour by providing live data, improving and defining accountability and improving the recording of attendance and punctuality.

All students will be judged against our Blacon High School Study Skills and Attitudes (SSA) grading criteria (detailed later in this document) for their attitude to learning and behaviour in each lesson. The judgements are shown on the next page.

Our SSA system also provides key data that is used to inform Progress Leaders when rewarding students.

Analysis pivot tables and SSA reports are created and distributed to all staff in order to analyse individual student/ classroom/ department data.

## **10. How to apply SSA grades**

- Registers need to be taken within the first 10 minutes of a lesson.
- All students will start on a '/' (present) grade.
- Throughout the lesson teachers look for opportunities to move students to a grade 1 or 2 which are deemed as positive behaviours.
- If a student receives a SSA grade 3 this represents passive behaviour and is dealt with in association with learning and teaching. Any two or more SSA3 grades in a half term will result in a 15 minute detention. For any and every subsequent SSA3 a phone call home will also be made. If there is no improvement parents will be invited in to try to resolve the situation.
- If a student receives a SSA grade 4 this indicates poor behaviour where there has been low level disruption to learning and teaching. For every SSA 4 grade that is given a comment will be made on SIMS and a 20 minute detention will be issued. If more than one SSA4 is given in a half term, parents will be invited in to discuss the situation. If three or more SSA 4 grades are given the student's parents will be invited in to try to resolve the issue.
- If a student receives a SSA grade 5 it means they have been a persistent disruption to learning and teaching. In all instances this will result in a 20 minute detention and phone call

home. If this becomes a consistent problem (3 or more in combination with \$ in a half term), parents will be called in by the appropriate HoD.

- \$ represents when a student has been removed by On Call. Again, a phone call home will be made to inform parents of the issue and a 50 minute detention must be completed by the student.
- At the end of every lesson, the classroom teacher goes back into their register in order to award students with a grade that reflects their behaviour and attitude to learning (A2L) in that lesson.
- Any teacher that gives a 4, 5 or \$ for A2L and behaviour in their lesson must also transfer this onto the Behaviour section of SIMS and set a detention on Edulink One to communicate with parents/guardians, and enable HoDs and SLT to monitor these.

## **11. Basic Classroom Procedures for Staff**

It is agreed that the first 10 minutes of a lesson sit outside the realms of the BFL policy. During this time staff will use various settling activities that are developed in normal lesson planning. The school also often uses the first 5 minutes of lessons to embed personal reading skills. If a student acts in a way that is disruptive to learning or the learning climate during a lesson, they will be given several chances to improve their behaviour. Staff will follow the **3 ticks system**.

- Definite, polite, verbal reminder of the Core Principles.
- Student's name goes on the board.
- A tick is placed against the student's name.
- A second tick is placed against student's name
- If a third tick is placed against a student's name then On Call will be called to resolve the issue or remove the student to the Remove Room if no resolution is possible.

During the lesson, at any time before the third tick, a student can have ticks or their name taken off the board as a response to their positive engagement with the lesson. However, if at the end of the lesson ticks remain on the board the teacher must issue an appropriate detention.

Teachers can keep students for up to 20 minutes for SSA4 and 5 detentions and will contact home through the use of our Edulink One app to inform parents. Any student receiving a removal from lesson (SSA \$ grade) will remain in school in detention until 4.00pm.

When a classroom teacher requires support with detentions, they must first seek guidance from their Head of Department. If issues continue they must seek support from their SLT line manager.

Basic procedure	SSA	Reward / Sanction	Behaviour
Praise	1	School rewards	Outstanding
Continued encouragement	2	School rewards	Good
Polite reminder	3		Passive
First tick Second tick	4	15 mins detention	Negative Behaviour/ conduct
Third tick	5	15 minute detention and call home	Negative Behaviour/ conduct
On Call	\$	IER, 30mins detention	On Call/ Removed

## 12. Remove Room

### 12.1 Criteria for removal

There are two possible reasons why a student can be removed from lessons:

- One off incident deemed to be too serious for normal procedures (e.g. violent misconduct, serious verbal assault of staff). The student will be exited directly to Remove Room by contacting On Call.
- The accumulation of negative behaviours in a lesson that result in a student's name on the board and three ticks in any one lesson.

If a student needs to be removed, staff should email the Behaviour Manager with details. The Behaviour Manager will quickly make his way to the classroom to see if the matter can be resolved. Students are not to be sent to the RR. They must wait in the classroom for the Behaviour Manager, Pastoral team or SLT to arrive.

### 12.2 On Call Requests

To call On Call, staff should use Outlook to email the Behaviour Manager with details of which room number he is to attend.

The Behaviour Manager has a PDA so will be contactable at all times and will liaise with the other members of staff who are On Call.

When issues are of a serious nature and support is required, the Behaviour Manager will call for assistance from a member of the Senior Leadership Team.

### **12.3 Consequences**

If a student is removed to the Remove Room it will be for that lesson only and will incur a 50 min detention to be completed with the students' Progress Leader.

All students who go to the Remove Room will receive a phone call from the class teacher to inform parents and this will be displayed on SIMS with a \$ code, added by the class teacher. The teacher will then need to add detail of the incident to SIMS. The teacher will also set the detention through EduLink One, which communicates the removal from lesson and consequence.

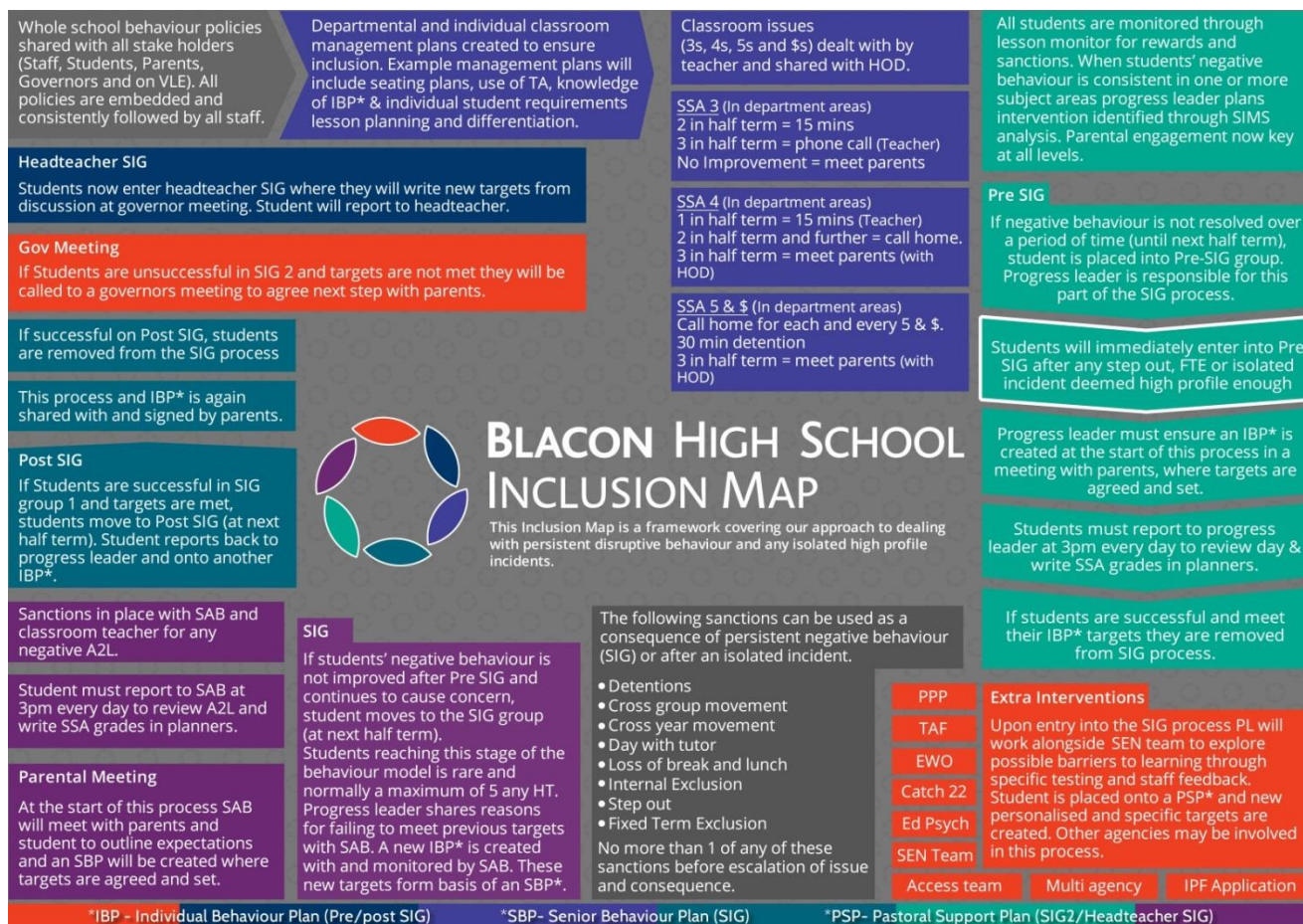
## **13. Significant Intervention Group (SIG)**

Students whose behaviour is consistently negative across a range of subjects will be placed into the SIG process. Students will be identified by their Progress Leaders. The SIG process relies on the accurate and detailed data provided through SIMS and the consistent application of SSA grades by all staff.

The SIG process has clearly defined levels and students will move up and down depending on their success in meeting their individual targets.

Students will be put into the SIG process for a 6 week period with targets being agreed and signed by student and parents. A meeting will take place at the end of the 6 weeks where it will be decided if students move up to the next level of intervention, or whether they are to move down the process, or out of the SIG group.





## 14. Internal Reflection and Isolation

The SLT Internal Reflection and Isolation room is used when the reason for isolation does not warrant a Suspension. Students are monitored at all times during the school day and have a member of senior staff with them to support their learning and to have positive mentoring conversations.

Work will be provided for the students by their teachers and can be completed with the member of staff on duty. This work must reflect the work being completed in class to ensure that the student does not fall behind.

Students can also be placed in Isolation with their tutors or Progress Leaders if it feels the reason for Isolation is not as serious as one for SLT isolation.

An internal exclusion (IE) ensures that students are still actively engaged with learning, whilst still receiving a sanction for their negative behaviour. Positive mentoring is also a feature of the IER and takes place between student and the member of staff present and the Behaviour Manager.

## **15. Suspensions**

Suspensions are used when internal interventions have not been successful and/or when the actions of students significantly challenge the core principles of the school. Examples of the types of behaviour that could result in fixed term suspension are:

- Aggressive behaviour (either verbal or physical) towards other students
- Aggressive behaviour (either verbal or physical) towards staff
- Behaviour that impacts on the safety of the rest of the school community

Any suspension is considered carefully before being issued, after all relevant information is considered.

## **16. Permanent Exclusions**

The school's aim is that students are not permanently excluded and our behaviour / inclusion map details the interventions used to intervene when behaviour is challenging. The school will only move to permanent exclusion when other interventions have been used and failed and when the school has exhausted other approaches (as detailed on the Inclusion Map).

However, if a student consistently demonstrates that he/she is not following the core principles of the school and internal exclusions / fixed term suspensions / step out have not impacted positively on the student's behaviour, a permanent exclusion could be the final sanction.

If there are one off but extreme incidents, the school may also use permanent exclusion as the final sanction. Examples of extreme behaviour are:

- Significant aggression towards staff/students
- The possession, being under the influence of, use or supply of drugs or illegal substances in school or on any school visit
- Significantly challenging the safety of the whole school community

The Governors maintain the right to direct a student to off-site provision in cases where behaviours or actions are in direct contravention of school policies under the 'Education (Educational Provision for Improving Behaviour) Regulations 2012 – as part of the Education Act 2002'.

## **17. Mobile Phones**

The use of mobile phones is not allowed at any time anywhere in the school building (other than break and lunch in the dining areas). If a student is seen with their mobile phone at any other time, the teacher will confiscate the phone and it will be taken to Reception where a log is kept. The first time a student has their phone confiscated they can collect it at the end of the day. If the phone gets confiscated again, a parent or responsible family member must collect it from school.

### **18. Fizzy / Energy Drinks**

Fizzy/energy drinks of any kind are not allowed to be consumed anywhere during the school day. If they are seen, they will be confiscated and disposed of.

### **19. Uniform**

Blacon High School has a clear uniform policy which can be found on the school website and in all welcome packs. Students can wear black trousers or an A-line skirt (pleats optional) with a waist band and must be knee length, black leather school shoes, a tie, blazer and their shirt tucked in. Students are not allowed bows on their socks. Students must wear their blazers at all times in the school building, unless informed otherwise by a member of staff. If a student arrives in incorrect uniform a call will be made home to parents who can either bring in the correct item of uniform or give permission for the student to go home and collect it. If this is not possible, the student will spend the day isolated with their Progress Leader or Form Tutor. This will include their break and lunch.

### **20. Make up / Jewellery / Piercings**

Students are not allowed to wear make-up that is very obvious / garish. This will be challenged and students will be asked to remove the excessive make up.

Students can only wear one flat ring on their finger and one studded earring in each ear and one stud nose piercing. Any other piercings of any kind are not allowed in school and must be removed immediately. If a child refuses to do this, their parent will be immediately contacted and called into school to support in the removal of the piercing.

## Appendix 1

At Blacon High School, teachers will follow the statutory authority to discipline students for misbehaviour which occurs outside school. This applies to students identifiable by wearing our school uniform or whenever the behaviour could adversely affect the reputation of our school.

Members of staff can also confiscate, retain or dispose of a student's property if they have reasonable grounds for suspecting that a student is in possession of prohibited items, such as illegal drugs, weapons or stolen items.

(This may follow a search of the student for prohibited items, having first followed the government guidance on screening and searching. Searches must be carried out by members of SLT and, wherever possible, involving two members of SLT.)

In some instances, staff may need to use 'reasonable force' to prevent students from hurting themselves or others, from damaging property or causing disorder. However, force can never be used as a punishment.

At Blacon High School, 'reasonable force' could involve:

- Removing disruptive students from a classroom where they have refused to follow the instruction to do so.
- Preventing a student from attacking a member of staff or another student, or to prevent a fight.
- Restraining a student at risk of harming him/herself.

Whenever 'reasonable force' is used, SLT must be informed and a record of this will be kept on SIMS and by Progress Leaders. Contact will be made with the parents/carers to explain the severity of the issue.