



BLACON HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

Behaviour Policy

VISION STATEMENT

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

Ratified by Full Governing Body: 28th April 2022
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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 long-standing 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 web-site and details can be found in the e-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 (detail 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.

Weekly analysis pivot tables 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 mins 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 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 30 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 30 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 so HoDs and SLT can 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 has also adopted a reading policy of 'book in a bag' which sees students reading for the first 5 minutes of each lesson. 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 30 minutes for detentions and will always attempt to contact home to inform parents, but can keep students if contact has not been able to be made.

When classrooms 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
	1	School rewards	Outstanding
Polite reminder	2	School rewards	Good
Name on board	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 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 30 min detention to be completed with the original teacher in order to facilitate reconciliation.

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.

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 Exclusion

The Internal Exclusion room is used when the reason for exclusion does not warrant a fixed term exclusion. Students are monitored at all times during the school day and have a member of teaching staff with them to support their learning.

Work will be provided for the students by their teachers and can be completed with the member of staff on duty in the Internal Exclusion Room (IER). This work must reflect the work being completed in class to ensure that the student does not fall behind. Where deemed appropriate an IE will take place with tutor.

An 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. Fixed Term Exclusions

Fixed term exclusions 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 exclusion 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

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 exclusions / step out have not impacted positively on the student's behaviour, a permanent exclusion could be the final sanction.

<p>Whole school behaviour policies shared with all stake holders (Staff, Students, Parents, Governors and on VLE). All policies are embedded and consistently followed by all staff.</p>	<p>Departmental and individual classroom management plans created to ensure inclusion. Example management plans will include seating plans, use of TA, knowledge of IBP* & individual student requirements lesson planning and differentiation.</p>	<p>Classroom issues (3s, 4s, 5s and \$s) dealt with by teacher and shared with HOD.</p>	<p>All students are monitored through lesson monitor for rewards and sanctions. When students' negative behaviour is consistent in one or more subject areas progress leader plans intervention identified through SIMS analysis. Parental engagement now key at all levels.</p>
<p>Headteacher SIG Students now enter headteacher SIG where they will write new targets from discussion at governor meeting. Student will report to headteacher.</p>		<p>SSA 3 (In department areas) 2 in half term = 15 mins 3 in half term = phone call (Teacher) No Improvement = meet parents</p>	<p>Pre SIG If negative behaviour is not resolved over a period of time (until next half term), student is placed into Pre-SIG group. Progress leader is responsible for this part of the SIG process.</p>
<p>Gov Meeting If Students are unsuccessful in SIG 2 and targets are not met they will be called to a governors meeting to agree next step with parents.</p>		<p>SSA 4 (In department areas) 1 in half term = 15 mins (Teacher) 2 in half term and further = call home. 3 in half term = meet parents (with HOD)</p>	<p>Students will immediately enter into Pre SIG after any step out, FTE or isolated incident deemed high profile enough</p>
<p>If successful on Post SIG, students are removed from the SIG process</p>		<p>SSA 5 & \$ (In department areas) Call home for each and every 5 & \$. 30 min detention 3 in half term = meet parents (with HOD)</p>	<p>Progress leader must ensure an IBP* is created at the start of this process in a meeting with parents, where targets are agreed and set.</p>
<p>This process and IBP* is again shared with and signed by parents.</p>			<p>Students must report to progress leader at 3pm every day to review day & write SSA grades in planners.</p>
<p>Post SIG If Students are successful in SIG group 1 and targets are met, students move to Post SIG (at next half term). Student reports back to progress leader and onto another IBP*.</p>	 <p>BLACON HIGH SCHOOL INCLUSION MAP</p> <p>This Inclusion Map is a framework covering our approach to dealing with persistent disruptive behaviour and any isolated high profile incidents.</p>		<p>If students are successful and meet their IBP* targets they are removed from SIG process.</p>
<p>Sanctions in place with SAB and classroom teacher for any negative A2L.</p>	<p>SIG If students' negative behaviour is not improved after Pre SIG and continues to cause concern, student moves to the SIG group (at next half term). Students reaching this stage of the behaviour model is rare and normally a maximum of 5 any HT. Progress leader shares reasons for failing to meet previous targets with SAB. A new IBP* is created with and monitored by SAB. These new targets form basis of an SBP*.</p>	<p>The following sanctions can be used as a consequence of persistent negative behaviour (SIG) or after an isolated incident.</p> <ul style="list-style-type: none"> • Detentions • Cross group movement • Cross year movement • Day with tutor • Loss of break and lunch • Internal Exclusion • Step out • Fixed Term Exclusion <p>No more than 1 of any of these sanctions before escalation of issue and consequence.</p>	<p>PPP TAF EWO Catch 22 Ed Psych SEN Team</p> <p>Extra Interventions Upon entry into the SIG process PL will work alongside SEN team to explore possible barriers to learning through specific testing and staff feedback. Student is placed onto a PSP* and new personalised and specific targets are created. Other agencies may be involved in this process.</p>
<p>Student must report to SAB at 3pm every day to review A2L and write SSA grades in planners.</p>			<p>Access team Multi agency IPF Application</p>
<p>Parental Meeting At the start of this process SAB will meet with parents and student to outline expectations and an SBP will be created where targets are agreed and set.</p>			
<p>*IBP - Individual Behaviour Plan (Pre/post SIG) *SBP - Senior Behaviour Plan (SIG) *PSP - Pastoral Support Plan (SIG2/Headteacher SIG)</p>			

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, 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. If at any point in the school day (including break and lunch) a student is seen with their mobile phone, the teacher will confiscate the phone and it will be taken to Student Services 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/ 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. Boys must wear black trousers, black leather school shoes, a tie, blazer and their shirt tucked in. Girls uniform is the same, however with the option of wearing an A line skirt (pleats optional) with a waist band and knee length. Students are not allowed bows on their socks and must wear their blazers at all times in the school building. 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. Any other piercings of any kind are not allowed in school and must be removed immediately. If a child refuses to do this, parent will be immediately contacted and student will be sent home until this is resolved.

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.