

Student Behaviour Policy



This policy is in line with the Ethos and Values of
Blackburn Central High School with Crosshill

Document Control

This policy has been approved for operation within
Blackburn Central High School and Crosshill Special School

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Review period	2 Year
Policy status	Statutory
Owner	JIN

BCHS with Crosshill STUDENT BEHAVIOUR POLICY

Introduction

At BCHS with Crosshill we pride ourselves in creating a stimulating, inspiring and professional learning environment for our students and all staff who work here role model excellence at all times. BCHS with Crosshill provide every student with a caring, inclusive, safe and secure learning environment to encourage and promote a culture of academic excellence and outstanding achievement in all aspects of school life. Students demonstrate mutual respect and tolerance for all, promoting fundamental British values.

Expectations

BCHS has high expectations of its students, their parents/carers, staff and all other members of the school community. We expect everyone to:

Be Respectful

Calm

Here & ready to learn

Safe

Our Student Behaviour Policy is based on the BCHS vision and values to provide every student with a caring, inclusive, safe and secure learning environment to encourage and promote a culture of academic excellence and outstanding achievement in all aspects of school life.

We encourage students to make the right CHOICES. We give them CHANCES to correct any poor choices and expect them to accept CONSEQUENCES where they are issued for choosing not to use chances to correct behaviour.

Broad Purpose

We seek to create an inclusive, caring learning environment in the school by;

- Cultivating a climate of acceptance, resilience, confidence and making positive choices, where mutual respect pervades the life of the school
- Using Restorative Practices
- Promoting early intervention
- Encouraging consistency of response to both positive and negative behaviour, through our expectations and behaviour outcomes.
- Providing a safe environment free from disruption, aggression, bullying and any form of harassment
- Rewarding both improving behaviour and students who consistently choose to do the right thing
- Using assemblies, progress time and enrichment opportunities to promote understanding and acceptance of social, moral, spiritual and cultural issues

Roles and responsibilities

Students are asked to take responsibility for their own behaviour and choices and to work with pastoral managers in times of need; they are asked to

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Students also have a responsibility to model good behaviour for others in the school community and beyond. Students will be made aware of the school policy, procedures and expectations and are expected to adhere to the BCHS Home School Agreement. Parents/Carers are asked to support their children by adhering to the BCHS Home School Agreement and to support the school's rewards, consequences and reporting systems. Parents/Carers are encouraged to raise any issues arising from the operation of this policy with the school through the Pastoral Manager for that year group. Staff are expected to follow the "Behaviour for Learning Guidelines", encouraging students to make the right choices, issuing consequences and informing Pastoral Managers and the Safeguarding Team of concerns as appropriate. All members of staff are responsible for ensuring that this policy and associated procedures are followed.

Progress tutors respond to initial concerns, monitor progress with regards to behaviour, engage in the BCHS reporting system and enforce consequences as required.

The Pastoral Managers coordinate all behaviour, rewards and consequences. They will communicate with parents/carers, liaise with appropriate staff and update students' chronologies. They will provide evidence for serious consequences and referrals when required.

The schools Senior Leadership Team (SLT) supports Pastoral Managers in monitoring students through the BCHS reporting system and enforcing consequences where appropriate.

SLT will assist the Headteacher to ensure that all members of the school community are aware of this policy.

The Headteacher will be responsible for the awareness and implementation and day-to-day management of this policy and associated procedures.

The Governing Body will ensure that the policy is communicated to parents/carers and students. They will ensure that the policy is non-discriminatory and its purpose is clear.

The Governing body will also support the Behaviour Panel, as and when required.

Behaviour for Learning (classroom) - Students are asked to

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Behaviour for Learning (around school) - Students are expected to be "ready, respectful and safe" around school so that they do not disrupt the learning of others or the daily operations of the school. All staff members are expected to calmly challenge behaviour that results in disruption; give chances to make the right choices and issue consequences as appropriate.

Journey to and from school - whilst wearing the school uniform, students are deemed to be representing the school. The governing body and the Headteacher expect students and parents/carers to refrain from acting in such a way as to bring

the school into disrepute or endangering themselves and/or others. Any such behaviour may lead to disciplinary action.

Behaviour expectations whilst representing the school, either formally or during extra-curricular activities - We expect students and staff members to model positive behaviour, ensuring that the school is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the school will be prevented from taking part as appropriate and parents/carers will be informed and expected to support the school's decision.

Representing the school online - Students are expected to represent the school in a positive light in the digital world. As outlined above students should conduct themselves over the internet in such a manner that the school is not brought into disrepute and the wellbeing of staff and students is protected. The school will respond appropriately to incidents of poor behaviour or bullying online. Any such behaviour may lead to disciplinary action.

Strategies – At BCHS we follow a restorative behaviour policy. Students are reminded of expectations and given chances to rectify poor behaviour. They are also given time to reflect and helped to improve moving forward.

Racially-motivated and Homophobic incidents (RMI) - All incidents will be logged centrally. Any incident, **inside or outside of school**, whether intentionally or unintentionally racist or homophobic in nature will be properly investigated and dealt with in line with school policy.

Incidents involving a weapon - All incidents will be logged and passed onto Blackburn with Darwen Children's Services, in accordance with council policy.

Searching students - Staff have the power to search students without their consent for items used or likely to be used to commit an offence or cause injury or to damage property and to search for items banned under the school rules. This would generally involve asking a student to hand over their jacket and bag and to turn out their pockets. Any refusal to comply with this request may result in the police being involved.

Bullying - All bullying incidents, **inside or outside of school**, will be logged and the anti-bullying policy will be followed.

Illegal substances - All incidents will be logged and policy will be followed in conjunction with advice gained from relevant agencies

Additional learning needs - Students with additional learning needs will be identified and appropriate support will be considered to address any underlying needs which may impact on behaviour.

Prevention - Early identification of issues that may impact on behaviour will be a priority and early intervention plans will be planned with relevant partners and parents/carers. These intervention plans will be tracked, monitored and adjusted accordingly. Behaviour contracts will be used to support students to make positive choices, where appropriate. Through CPD, staff learning and awareness of whole school behaviour strategies the staff will be able to recognise and confidently deal with inappropriate behaviour.

Rewards - Good work, positive attitudes and involvement in school life are rewarded. Students are issued with achievement points and these are used to determine whether students are able to be selected for rewards and to earn achievement awards.

Consequences for Inappropriate Behaviour

Students who fail to meet the BCHS expectations will receive an appropriate consequence. These include catch ups, confiscation of items, internal exclusion (through use of the On Call system), a PPA (fixed term placement at another local school), fixed term exclusion and referral to Behaviour Panel which, in extreme cases, can result in permanent exclusion.

Detentions - The duty to give 24 hours written notice of a detention to parents has been repealed under the Education Act. Same day detentions will be enforced for up to 20 minutes. Longer detentions will only take place if contact has been made with a parent / carer.

Partnerships - As an alternative to fixed term and permanent exclusions, the Headteacher, SLT and the SENCO will liaise with all relevant external agencies. These may include:

- PPA (attending another local school for a fixed period of time, rather than being excluded)
- Managed Moves (supported trial to move schools within the borough)
- KS3 and KS4 Pupil Referral Units

Support - BCHS adopts a wide range of intervention services to support students and their families with the underlying issues that present as poor behaviour. The school will endeavour to inform students and their families of these services when the need is identified. The BCHS reporting system, pupil support plans and behaviour contracts are used to support learners in making positive choices. The school expects students, parents/Carers and all staff to engage in the use of the BCHS reporting system.

Parents/Carers should inform the school if they know of a reason that might affect a student in a detrimental way; the school can then act swiftly to support the student.

Multi agency support - Where it is felt necessary, consideration will be given for the need of a multi-agency assessment that goes beyond the student's educational needs. SLT / Pastoral Managers and SENCO will liaise with the relevant agencies and fully support such assessments.

Exclusions - Exclusions are a last resort but are a necessary way of dealing with very serious unacceptable behaviour, ***either on school premises or in the community***.

An alternative to exclusions will always be sought but when the decision to exclude has been made it will be robust, fair and defensible. Exclusion process and procedure will be followed rigidly and guidance sought when necessary from the Behaviour & Attendance Adviser and Governor Services.

There are two types of exclusion:

1. FIXED TERM EXCLUSION – when a student's behaviour is deemed too disruptive or dangerous to remain in school, they may be given a fixed term exclusion to be authorised by the Headteacher.
2. PERMANENT EXCLUSION – these are rare but may result either from persistent unacceptable behaviour over a period of time OR for a one off serious incident.

THE BCHS HOME SCHOOL AGREEMENT

“Working in partnership to encourage and promote a culture of academic excellence and outstanding achievement in all aspects of school life”

By signing this we all agree to uphold the BCHS with Crosshill Home School Agreement

The School will:

- Act “in loco parentis” for students whilst in their care
- Communicate effectively
- Provide a welcoming, friendly and accessible environment for parents and students
- Listen to and support parents/ carers and students
- Adhere to the National Teaching Standards
- Uphold the values of:
 - Be organised
 - Be a positive role model
 - Be punctual
 - Support others
 - Show respect
 - Be the best you can be

Signature: _____ Date: September 2018
Mrs Atkinson on behalf of the staff and governors

Students will:

- Be a proud member of the BCHS with Crosshill community
- Promise to trust in the school to act in my best interests
- Respect, value and support others
- Be organised, work hard and do the right thing
- Be a positive role model in and out of school
- Make a positive contribution to school life

Signature: _____ Date: _____
Student

Parents will:

- Trust the school to act “in loco parentis” for students whilst in their care
- Support the school leadership and its policies, procedures and values
- Prepare and support my daughter for learning
- Work in partnership with school to remove any barriers to learning
- Support the schools approach to learning outside the classroom
- Communicate effectively with the school
- Promote the values, achievements and reputation of the school community

Signature: _____ Date: _____
Parent/ Carer

CLASSROOM EXPECTATIONS

Classroom Expectations support the “Achievement for All” guidelines to:

Be: Respectful

Calm

Here & Ready to Learn

Safe

SPECIFIC EXPECTATIONS

1. Arrive to lessons and registration on time, wearing correct uniform and being ready to learn
2. Put your equipment and planner on the desk at the start of the lesson
3. Do as members of staff ask, first time
4. Follow the One Voice strategy
5. Put your hand up to answer questions
6. Do not shout out
7. Avoid distracting or annoying others in the lesson
8. Look after your own property and do not interfere with the property of others
9. Participate in the lesson to the best of your ability
10. Have respect for everyone in the classroom
11. Have respect for the learning environment, placing rubbish in the bin and taking care of equipment
12. Record homework and lesson topics in your planner
13. Respond positively to Achievement points and praise given by members of staff
14. Respond positively to “Chance, Choice, Consequence” strategies, if used

LIST OF BANNED ITEMS

The following list of items (whilst not exhaustive) are banned from being brought into school. The school does not need parental or student consent to search a student if they think a student has prohibited items:

- Weapons, e.g. knives or blades
- Tobacco products, e.g. cigarettes including E-cigarettes and any other associated smoking paraphernalia
- Lighters/ Matches
- Alcohol
- Illegal drugs
- “Legal High” substances
- Aerosol cans of any description and perfume sprays
- Jewellery (Except wristwatches and small studded earrings. Nose studs are not allowed)
- Non- uniform items (Coats and hoodies to wear to and from school should be kept in lockers or bags)
- Stolen goods
- Pornographic images (of any kind, including images on phones or tablets)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Paint thinners
- Anything else which the Headteacher deems inappropriate or dangerous

These things can be confiscated and may be referred to external agencies such as the police when necessary and the school will inform parents if this is to be the case. Confiscated items not referred on to external agencies may be collected by parents if it is appropriate for them to be returned.

If a student is on regular medication the school should be made aware immediately and any medicines will kept securely for students to access as needed under supervision.