

COWBRIDGE COMPREHENSIVE SCHOOL

BEHAVIOUR POLICY

This policy reflects the process of consultation and discussion on this issue undertaken during the summer term 2008.

Representative groups involved in the consultation included:

- pupils, through the mechanism of the School Council;
- school governors;
- members of the school's staff;
- parents.

Values and Principles

This policy is designed to help in securing the school's aims and vision for all pupils. By cooperating and trusting each other we aim to ensure that each pupil reaches the peak of their ability and talents. We shall do so by offering opportunity, support, and guidance within a positive, open minded, safe and civilized school community.

Positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure.

This policy is designed to consistently secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others. In particular these measures should aim to prevent all forms of bullying, including racial harassment. The School's Anti-Bullying policy, Race Equality policy and Equal Opportunities policy should be read in conjunction with this document.

It is expected that promoting positive behaviour is the responsibility of the whole school community.

CODE OF CONDUCT FOR PUPILS

This code should apply throughout the school day, whenever pupils are on school premises, whenever pupils are engaged in school activities off site and when pupils are travelling to and from school.

It provides the basic expectations for positive behaviour in corridors, at lunchtimes, break times as well as in classrooms and anywhere on school premises.

- All pupils have the right to expect a high quality education and to feel safe.
- No pupil has the right to disrupt lessons so that teaching and learning are interrupted for other members of the class.
- No pupil has the right to behave in ways that could endanger the safety and welfare of others.

ALL PUPILS ARE EXPECTED TO:

Follow instructions given in class

LISTEN TO LEARN
LEARN TO LISTEN

- Bring the correct books and equipment to school each day.
- Show courtesy and respect to staff, visitors, each other and the fabric of the school at all times.

- Be polite ... always say please and thank you.
- Wear the correct school uniform with pride.
- Respect your property and the property of others.
- Be punctual to lessons.
- Keep the school free from litter.

REMEMBER

Keep equipment organised in a school bag and use a school locker to store items safely.

PLUS

- Smoking is strictly forbidden in school and whilst travelling to and from school or at any time whilst wearing the uniform.
- Pupils are not allowed to chew gum.
- Pupils should not bring any items/materials or illegal substances to school that endanger their own safety or the well being of other members of the school community.
- Pupils should not bring valuables / MP3 players / digital cameras etc to school.
- Mobile phones should be switched off and kept out of sight during the school day.

Jewellery is restricted to a watch.

SUCCESS AND ACHIEVEMENT

In Cowbridge Comprehensive we believe in working hard for success and achievement.

WORK CODE

Pupils must:

- Always work to the best of their ability.
- Strive to meet all homework and classwork deadlines.

In class we expect pupils to:

- arrive on time, properly prepared for learning;
- follow teacher directions immediately and work to the best of their ability;
- keep hands, feet and unkind remarks to themselves;
- listen to the person who is meant to be talking;
- take care of all materials, equipment and the learning environment.

MERITS/REWARDS FOR ACHIEVEMENT/ EFFORT/ BEHAVIOUR

It is important to recognise that rewards and positive recognition are much more effective than punishment in motivating pupils. Our rewards system helps to establish a climate where praise and encouragement outweigh the frequency of punishment and admonition. Praise must begin with frequent use of encouraging language and gestures in lessons and around school so that positive behaviour, punctuality and regular attendance are instantly recognised.

Tangible rewards (stickers etc.) are not effective in the long term unless linked to emotional feedback.

Rewards should be given out fairly and not used as “bribes” with the most troublesome pupils.

Older pupils also respond to rewards provided they are given out in an age appropriate way.

All members of the school community will be frequently reminded about the importance of celebrating success.

The Merit/Reward Scheme will operate through Key Stage 3 and Key Stage 4.

In order to achieve merits pupils must show achievement and effort in all aspects of school life. Staff should judge and award merits according to departmental guidelines. We will not judge the quality of the work necessarily, only the fact that pupils have made some progress in their homework/presentation/class work/extra curricular activity etc.

Categories for awarding merits may include:

- Achieving a high standard of work;
- Significant improvement;
- Sustaining improvement;
- Making the effort;
- Taking part in assembly;
- Helping with a school event;
- Being a good team member;
- Representing the school in an activity or competition;
- Being a good neighbour;
- 100% attendance for a half term.

At Key Stage 3, each pupil will have a merit card in his or her planner. This can be signed and dated by the teacher awarding the merit and endorsed by parents. Merits collected go towards Bronze, Silver, Gold or Platinum “credit cards”. They are issued periodically by Heads of Year for pupils who have attained the requisite number of merits. They allow cardholders certain privileges around school. e.g.

First in lunch queue;

Leave lesson first (not early)!

Well-done post cards are also issued when pupils achieve Bronze, Silver, Gold or Platinum.

Departments can send well done postcards home at any time related to departmental criteria.

At Key Stage 4 at the end of each half term, merit awards will be required to be placed on the assessment database. This will ensure that all pupils are involved with the process.

On a trial basis the “Achievement” section of the SIMS lesson monitor system will be used to track and recognise achievement.

Please see annex sheet for more detailed information regarding the operation of merits and rewards.

WHAT HAPPENS IF THE STUDENT BREAKS THE BEHAVIOUR CODE?

Sanctions

Sanctions are designed to promote positive behaviour rather than to punish students who break the code of conduct. They are most useful when seen by everyone as a deterrent. Sanctions are best dealt with on the spot by the member of staff concerned. The most effective sanctions are likely to be simple reprimands backed up by the authority of staff within the school. Consistency is essential and reprimands should be used effectively and sparingly.

General guidelines

Members of staff should:

- make it clear that they are criticising the behaviour and not the person;
- avoid early escalation to more severe sanctions;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- take account of individual circumstances and needs.

At all stages below, notes to record incidents can be made on the SIMS register using the “comments” facility.

STAGE 1 Initially poor or inappropriate behaviour/poor work should be identified and dealt with by the **class teacher**.

Appropriate comments should be written in the student planner and parents/form tutors should be aware of this problem. Suitable action should then be initiated to address the problem. Classroom sanctions are best arranged as a hierarchy, e.g. warning, move seat, 5 minutes behind at the end of the lesson (where appropriate), lunchtime detention, exit from classroom – short “cooling off” period outside classroom, exit from classroom to colleague. Pupils must not simply be sent to “find” a certain member of staff.

STAGE 2 If unacceptable behaviour continues, the Head of Department (HoD) must be informed via the referral sheet and parents informed via planner. The HoD may decide on an appropriate course of action e.g.

- i) Interview with HOD
- ii) Pupil placed with another member of the department or HoD
- iii) Pupil placed in lunchtime detention
- iv) Departmental report monitored by HoD.

STAGE 3 If problems are unresolved or are of a more serious nature a referral is made to the relevant Head of Year. Relevant Head of School may also become involved at this stage.

- i) Pupils may be placed in after school detention or complete lunchtime duties. Parents are informed.
- ii) After referral pupils may be placed on extended report and parents are informed.

STAGE 4 TARGET CARD/ACHIEVEMENT RECORD – possibly leading to a Pastoral Support Plan or Individual Behaviour Plan.

STAGE 5 Any further breaches result in a Cause for Concern status and a temporary inclusion or fixed term exclusion may follow.

STAGE 6 After a period of exclusion the pupil would return and sign a contract which if breached would result in either further periods of exclusion or permanent exclusion.

Depending upon the nature of the incident, some stages may be omitted.

For more serious incidents including those which have the potential to endanger the health and safety of a member of the school community, members of the Senior Leadership Team can be contacted for assistance via the main office.

Exclusion

Exclusion can take place:

- in response to serious breaches of the school's behaviour policy;
- once a range of alternative strategies have been tried and have failed;
- if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.

Support systems for staff

It is important that all staff feel that they can ask for support if faced with difficulties with a class or individual pupil. Promoting and achieving positive behaviour is a collective responsibility. In the first instance this can be from departmental colleagues. However other colleagues including the relevant Head of Year, Assistant Head or other SLT member will provide advice and support. Good quality training will be made available on behaviour management. Sharing good practice sessions can focus on this issue.

Evaluation and Review

The policy will be reviewed on an annual basis in the June of each academic year. This process will involve pupils, members of staff and governors.

Updated and Reviewed June 2008