



Behaviour Policy
Ref S004

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Prosper Learning Trust is a Multi Academy Trust
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Registered Office: Firbank Road, Manchester, M23 2YS

“Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing”

(Tom Bennett. DfE behaviour expert. 2015)

1. Introduction

The Governing Body and staff of Chorlton High School accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

The booklet ‘Behaviour for Learning Support Materials’ accompanies this policy. This booklet is available in Appendix 2 and aims to support all staff in implementing this behaviour policy.

2. Aims

- a. To create an environment which encourages and reinforces good behaviour.
- b. To promote self-discipline and positive relationships.
- c. To ensure that the school’s expectations and strategies are embedded in our school ethos.
- d. To encourage the involvement of both home and school in the implementation of this policy.

3. Interrelationship with other school policies

In order for the Behaviour Policy to be effective and ensure the school meets the legal requirements set out in the Equality Act 2010, a clear relationship with other school policies, particularly equal opportunities and inclusion, has been established:

- B006 Health and Safety Policy
- S007 Anti-Bullying Policy
- C018 Teaching and Learning Policy
- C016b SEND Policy
- S020 Transition Policy
- S003 Attendance Policy
- S010 Exclusion Policy
- S017 Safeguarding Policy
- S013 The Home-School Agreement
- S019 Green Room Policy
- S008 Drug Education & Incidents Policy
- S009 Equality Policy
- S014 Homophobic Policy
- S011 Physical Restraint Policy

4. Standards of Behaviour and School Ethos

At Chorlton High School we expect all students to:

- Be ready
- Be respectful
- Be safe

We expect all students to take responsibility for their own behaviour and ensure that any incidents of disruption, bullying and any form of harassment are reported.

The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students. As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

5. Roles and Responsibilities

All members of our school community contribute to maintain and developing a shared understanding of our ethos.

Governors

- The Governing body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Governors will support the school in maintaining high standards of behaviour.

Head Teacher and Senior Leadership Team

- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction.
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.
- Continual Professional Development is provided when staff needs are identified.

All Staff

- The CHS Behaviour Map (Appendix 1) summarises our minimum expectations for all staff.
- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all students act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are consistently and fairly applied.
- The Behaviour for Learning Support materials in Appendix 2 should be read by all staff
- Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- All staff are responsible to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.

Parents and Carers

- All parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour.
- They have the opportunity to raise with the school any issues arising from the operation of the policy.

The school will investigate all concerns raised regarding the behaviour of others in our school community. Where malicious accusations against members of our school community have been made, appropriate sanctions will be put into place.

6. The Curriculum and Learning

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

7. Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student,

strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Where staff are finding recurring issues with certain students or classes we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this. Curriculum Leaders, Heads of Year and the member of SLT who is leading the school should be the first point of contact alongside using the staged reoccurring departmental behaviour system (see Appendix 1)

8. Rewards

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.
- Obtaining Achievement Points for outstanding conduct, good work and academic achievement.
- Collective or individual praise in assemblies, in the school newsletter or via plasma screens (e.g. good behaviour on a school visit).
- Gaining Subject Commendation certificates.
- Gaining additional certificates to celebrate specific academic and pastoral achievements.
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards, letters and text messages.
- Invitation to special events which reward high standards, including behaviour.
- Awards Evening.
- Display boards around the school celebrating student success.
- Badges awarded to evidence contributions to school life.
- SchoolComms – regular updates on achievement points.

9. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishments.

Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges.
- Detention (break time or after school)
- Referral to Form Tutor, Head of Department, Head of Year, Assistant Headteacher, Deputy Head or Headteacher depending on the nature and severity of the misbehaviour.
- Letter to parents/carers.
- Placing on a Daily Behaviour Report System.
- Referral to the school's Inclusion Centre.
- Referral to Governor's Behaviour Panel
- Referral to Alternative Provision
- Exclusion from school (Headteacher's decision only).

Parental consent is not required for detentions but it is recommended that communication with home is made by the school before a detention takes place. This may be in the form of a telephone conversation, in touch text message or a detention slip for students to take home for signing. Staff should not issue a detention where they know that doing so would compromise a child's safety or when the students has known caring responsibilities which mean that the detention is unreasonable.

Where antisocial, disruptive or aggressive behaviour recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the school's safeguarding policy.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around school and in lessons. (See Appendix 1)

10. On Call

Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the school's consequence system; our 'on call' provision will be contacted. The on call team consists of our three Pastoral Leaders and a member of SLT 'Leading the School'. When the 'on call' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS and an appropriate sanction is put in place. A central record is kept in school and overseen by the Assistant Head in charge of the behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

11. Attitude to Learning

Students attitude to learning will be graded every single lesson. When they enter the classroom they automatically begin on a grade 2 (good). Through hard work and commitment during the lesson they can increase this grade to a 1 (outstanding) or if their attitude, behaviour and effort prevent themselves and others from learning they can drop to a 3 (requires improvement) or in a few isolated cases 4 (inadequate).

12. Communication with Parent(s)/Carer(s)

The school gives high priority to clear internal communication and to a positive partnership with parents and guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form teacher who has the initial responsibility for the student's welfare.

13. Beyond the school gates

Teachers have a statutory power to discipline students for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).

Examples include:

- Students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a student at the school.
- Students who misbehave during an Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of a school programme.
- Students who misbehave whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

14. Monitoring, Evaluation and Review

Behavioural and Reward data will be regularly monitored by a member of SLT to analyse how the school can further promote a positive, caring environment. All aspects of the schools Behaviour policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

Appendix 1: Behaviour Management Procedure

Managing Classroom Behaviour – A Staged Approach

If we are to successfully manage the behaviour of students in our school and allow a focused approach to learning, then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

C1-C3: Class Teacher

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
<ul style="list-style-type: none"> • Late to lesson (3+ minutes). • Lack of equipment. • Eating, chewing, drinking in class. • Failure to remove coat in class. • Being noisy / talking. • Failure to follow instructions. • Being uncooperative. • Interrupting a teacher / shouting out. • Time wasting / avoiding work. • Using inappropriate language. • Getting out of seat and walking around. • Failure to complete classwork, homework, CAs etc. • Writing graffiti in exercise books or on desks. 	<p>The class teacher should attempt a variety of strategies to manage a student's behaviour; e.g.</p> <ul style="list-style-type: none"> • Quiet word with student. • Reprimand or warning. • Move student within class. • Speak with student outside of lesson. • Immediate positive praise for cooperation / good work / good behaviour (positive correction). • Negotiation of apology. <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"> • C1 Formal verbal warning A variety of strategies can be used to modify behaviour • C2 Final verbal warning A variety of strategies can be used to modify behaviour • C3 staff sanction E.g. 10 min detention or phone call to parents/carers. If further support is needed the class teacher should refer the student to the Head of Department.

C1-C3: Form Tutor

Examples of behaviour which should be corrected by the form teacher	Strategies available to the form teacher to assist with behaviour management
<ul style="list-style-type: none"> • Late to school. • Lack of equipment. • Lack of uniform. • Eating, chewing, drinking in class. • Failure to remove coat in class. • Being noisy / talking. • Failure to follow instructions. • Being uncooperative. • Interrupting a teacher / shouting out. • Time wasting / avoiding work. • Using inappropriate language / swearing. • Getting out of seat and walking around. • Failure to complete class work, homework, CAs etc. • Writing graffiti in exercise books or on desks. 	<p>The form tutor should attempt a variety of strategies to manage a student's behaviour; e.g.</p> <ul style="list-style-type: none"> • Quiet word with student. • Reprimand or warning. • Move student within class. • Speak with student outside of lesson. • Immediate positive praise for cooperation / good work / good behaviour (positive correction). • Negotiation of apology. <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"> • C1 Formal verbal warning A variety of strategies can be used to modify behaviour • C2 Final verbal warning A variety of strategies can be used to modify behaviour • C3 staff sanction E.g. 10 min detention or phone call to parents/carers. If further support is needed the class teacher should refer the student to the Head of Department.

C4: Head of Department

The Head of Department is in a position to use their experience and skills to deal effectively with students. The Head of Department is ultimately responsible for upholding the behaviour standards of the department.

Examples of behaviour which should be corrected by the Head of Department	Strategies available to the Head of Department to assist with behaviour management
<ul style="list-style-type: none"> • Persistent unacceptable behaviour in subject lessons. • Disrupting the education of other students. • Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention). • Verbal abuse of subject teacher. • Fight / disturbance between students. • Failure to complete subject teacher detention. 	<p>C4 Referral to HoD</p> <p>The HoD is expected to manage behaviour in their department using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Student placed in their lesson. • Student placed with another member of the subject team. • Discussion with student at an appropriate moment. • Negotiation of apology. • Phone call home. • Letter home. • Meeting with parent. • 30min HoD detention (24hrs notice required). • Place student on departmental report. <p>If appropriate the HoD may choose to:</p> <ul style="list-style-type: none"> • Refer to HoY (at end of lesson). • Refer to SLT (immediate if necessary).

C4: Head of Year

The Head of Year is in a position to use their skills and experience to deal with the most regular and persistent offenders.

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Year to assist with behaviour management
<ul style="list-style-type: none"> • Persistent refusal to hand over jewellery / non-uniform. • Persistent refusal to hand over phone / music player etc. • Persistent bullying. • Persistent defiance of the uniform code. • Unacceptable verbal abuse of another student (including racist remarks). • Unacceptable verbal abuse of staff (including racist remarks). • Disagreement / fight between students. • Unprovoked assault on another student. • Unacceptable behaviour to/from school. • Failure to comply with sanctions/strategy laid down by HoD. 	<p style="text-align: center;"><u>C4 Referral to HoY</u></p> <p>The HoY is expected to manage behaviour in their year group using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Student isolated with HoY. • Discussion with student at an appropriate moment. • Negotiation of apology. • Place student on Level 1 form tutor report. • Refer to internal / external support agencies. • Student referred to Inclusion Centre. • Referral to Governors Student Welfare Panel. • Phone call home. • Letter home. • Meeting with parent. • 30min HoY detention (24hrs notice required). • Place student on Level 2 HoY report). <p>If appropriate the HoY may choose to</p> <ul style="list-style-type: none"> • Refer to SLT (immediate if necessary).

On Call

Examples of behaviour which should be reported to On Call
<ul style="list-style-type: none"> • You see a student/adult who is not part of CHS on the premises. • You see an incident outside your classroom that needs to be dealt with. • To remove a phone or any other piece of equipment that should not be used in the classroom. • An object has been reported missing or stolen during the lesson. • A student has made verbal or physical threats to another person in the room. • A student has been injured in your classroom. • A student needs taking to a buddy classroom. • A student is missing from the lesson.

C5: Senior Management Team

Examples of behaviour which should be corrected by SLT	Strategies available to SLT
<ul style="list-style-type: none"> • Assault on a member of staff. • Serious verbal abuse of staff. • Serious aggression fight / assault on another student. • Failure to follow HoD / HoY instruction. • Disruption of HoD / HoY lesson. • Drug Possession / Dealing. 	<ul style="list-style-type: none"> • Discussion with student. • Negotiation of apology. • Phone call home. • Letter home. • Meeting with parent. • Placed on Level 3 report to SLT. • Student referred to Inclusion Centre. • C5 SLT Sanction. • C6 Fixed Term Exclusion (authorised by Headteacher).

C6 Exclusion Room: Deputy Headteacher

The Deputy Headteacher for the Year group will make a decision as to whether a student should be placed in the school inclusion room. This decision will be based on evidence collected during the investigation process.

If the Deputy Headteacher feels an external exclusion should take place this will be recommended to the Headteacher as a C6.

C6: Headteacher / Governors Discipline Committee

In making a decision to exclude a student either for a Fixed Term period or permanently, the Headteacher must have full regard for the DfE exclusion guidance.

The Head and members of the school Disciplinary Committee are expected to acquaint themselves fully of their duties under the relevant DfE guidance. Consequences / Referral Routes.

Consequence	Originator	Action	Referred to:
C1 Formal verbal warning	Class teacher	<ul style="list-style-type: none"> • Make a note 	No further action required
C2 Final verbal warning	Class teacher	<ul style="list-style-type: none"> • Make a note 	No further action required
C3 Staff Sanction/Buddy/ On Call	Class teacher	<ul style="list-style-type: none"> • Behaviour logged on SIMS at C3 level • Student issued with an appropriate Sanction by class teacher • Student is moved to a buddy class if appropriate 	On call contacted if additional support is required HOD/Hoy if appropriate
C4 – curriculum issues to CL C4 – around school issues to HOY	Head of Department or HOY	<ul style="list-style-type: none"> • HOY/CL completes behaviour log on SIMS at C4 level • CL/HOY discusses situation with student and deals with student using appropriate strategies. • Student issued with an appropriate Sanction by class teacher/CL/HOY 	SLT if appropriate
C5 SLT sanction	SLT	<ul style="list-style-type: none"> • SLT completes behaviour log on SIMS. • SLT discusses situation with student and deals with student using appropriate 	Headteacher – Fixed term exclusion if appropriate.

		<p>strategies.</p> <ul style="list-style-type: none"> • Student issued with an appropriate sanction by SLT. 	
C6 ER (Exclusion room)		<ul style="list-style-type: none"> • SLT discusses situation with student and deals with student using appropriate strategies. • Evidence of the incident is compiled. • SLT completes exclusion room referral form and takes to Deputy Headteacher responsible for the Year group to make a decision. • Student is placed in the exclusion room at the earliest opportunity 	Recorded and analysed by behaviour lead with possible further action.
C6 Fixed Term Exclusion (authorised by Headteacher)	SLT Headteacher	<ul style="list-style-type: none"> • SLT discusses situation with student and deals with student using appropriate strategies. • Evidence of the incident is compiled. • SLT completes exclusion request form and takes to the Headteacher. • If student or other students are at risk arrange for the student to be isolated until they are sent home. 	<p>Governors Discipline Committee</p> <p>Permanent Exclusion</p>

Appendix 2: Behaviour Management Procedure

CHS BEHAVIOUR MAP

"THIS IS HOW WE DO IT HERE"

Adults at CHS are positive role models. They are: approachable, good listeners, smile, have a good sense of humour, kind, caring, understanding, firm but fair, assertive, calm, respectful, resilient, are passionate about teaching and love their school and job.

WHEN THE ADULTS CHANGE, EVERYTHING CHANGES Use this blueprint as your reminder of daily behaviour practice within Chorlton High School.

VISIBLE ADULT CONSISTENCIES:

1. I always smile and say hello to staff and students.
2. When I welcome students into my classroom I stand at the door and make them feel special.
3. I follow up any issues using the C System.
4. I own my own problems and find a solution.
5. I build relationships and let pupils know that I care.

BASIC CLASSROOM RULES:

1. I treat the pupils how I expect them to treat me - with respect.
2. I give students a "fresh start" every lesson.
3. I address the behaviour not the student.

OVER & ABOVE BEHAVIOURS:

1. I am a visible presence on the corridors. If there is an issue I deal with it.
2. I always ensure that I use the school rewards available to me more than sanctions.
3. I go and speak to my colleagues rather than emailing them.

OUR VALUE MESSAGE:

BE READY, BE RESPECTFUL, BE SAFE!

STEPPED SANCTIONS:

- C1: Formal verbal warning (class teacher)
- C2: Final verbal warning (class teacher)
- C3: Staff sanction (class teacher)
- C3: Buddy
- C3: Oncall
- C4: Curriculum issues to CL / around school issues to HOY (HOD or HOY)
- C5: SLT sanction (SLT)
- C6: ER - exclusion room
- C6: Fixed Term Exclusion - authorised by Headteacher (SLT/Headteacher)

MICROSCRIPT:

"Good morning! How are we all today? Could we please remove all coats and outdoor clothing?"

Always try to use a name:

"Are you OK what's happened?"
 "Oh have you forgotten something?" (student removes coat)
 "Hi those earrings are wonderful but they are not part of school uniform, so"

If a child is wound up:

"Just sit here (out of circulation) you don't have to speak until you are ready"
 "Can you just help me with this?" (distraction)
 "Hi I'm Mr Harris, we've never met before have we, which is a good thing as it probably means you haven't been in trouble. Tell me what's happened"

RESTORATIVE QUESTIONS

1. What could you have done differently?
2. What would be a politer way of saying that?
3. Put yourself in their shoes, how might they feel?
4. What do we need to do to make things right?
5. How can we move this forward?
6. Have you taken responsibility for your actions?

Behaviour for Learning

Support Materials

This booklet supports the behaviour policy. All staff should familiarise themselves with these strategies and ideas for managing behaviour for learning in a pre-emptive and positive manner.

We understand that all members of staff will at some time have difficulty in managing the behaviour of a student and we encourage all members of staff to ask for help and support when it is needed.

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.”

Ginott 1972

Standard Operating Procedure for Lessons

START

- Teacher greets students at door with a warm smile/positive comment until the majority of students are seated. Ensure students on corridor move to their respective classrooms.
- Teacher ensures students remove coats/non uniform items as they enter.
- Students sit in assigned seating plan place.
- Students get out equipment and undertake an appropriate task whilst teacher completes meet and greet.
- Register is taken.
- Teacher builds on ‘Hook Activity’, explains objective and success criteria during planned lesson. Independent Assessment is set, collected or recorded and links to the lesson are discussed.

DURING

- Any student arriving after 3 minutes is late. Teacher speaks individually to them and logs in SIMS.
- Teaching Assistants and other adults are assigned to specific tasks and students.

- During any Q&A: Teacher to employ a range of strategies to ensure all students engage in Q&A sessions. One voice at a time.
- During any Group work students are assigned groups and specific roles to fulfil - to ensure all students can engage and are challenged.
- Students should not move out of seats without asking for permission.
- 'Consequence' system is used for any behaviour issues or where students are not completing work/participating satisfactorily.
- Regular praise and encouragement are given to students.
- No eating or use of electronic equipment in classrooms.
- Students may drink water at the teacher's discretion, but bottles should be in bags.
- No toilet (except where students have a pass, or in case of urgency, when the students should be issued with a written note by the teacher).

END

- Plenary- consolidation of learning.
- Equipment/books are collected.
- Students pack away and classroom is tidied.
- Teacher assigns reward points and Star of the Week, if appropriate.
- Students put chairs under tables, and stand behind chairs.
- Students are dismissed by teacher row by row, ensuring they don't put on non-uniform items.
- Teacher moves to door to greet next class.

As adults we should aim to:

Adults should model the good behaviour they wish to see from students. This includes calmly resolving conflict using the school's behaviour policy.

All adults who work with our students should:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Mujis and Reynolds (2001) reviewed teacher effectiveness and identified that effective teachers:

- Rarely show anger and model reason.
- Do not over react.
- Use consequences consistently.
- Use meaningful praise regularly.
- Express firmness and express clear expectations.
- Explain well and set challenging, varied and appropriate tasks.
- Communicate the direction of learning (give student a reason to learn), manage more than one 'event' at once.
- Give learners responsibility and choice about their learning.
- Maintain pace and use clearly shared, realistic time limits.
- Do not overtly focus attention on one student but remain aware of the whole class.

Being Assertive

Staff who develop successful relationships organise the space and time to respond to emerging situations while maintaining progress in the lesson. Effective communication skills are key in achieving this balance and these communication skills are common with assertive staff. An assertive teacher 'states or expresses passively and affirms' and demonstrates the following skills in the classroom:

- Sets clear boundaries.
- States expectations – academic and behavioural.
- Are consistent in approach.
- Effectively combines verbal and non-verbal communication skills.
- Listens to students.
- Values student's opinions.
- Good model of behaviour.
- Humour - with students not at them.

Actively building trust and rapport

Positive relationships are at the heart of all we do and building rapport with students requires effort, commitment and skill.

In order to influence and guide students it is necessary to enter their world and be aware of their perspective. People achieve more when they are confident and trusting and having confidence and trust encourages risk taking which leads to learning.

Adults can build rapport with students by:

- Learning names.
- Greeting students in corridors during the school day.
- Showing interest in what they do both in the classroom and out of it.
- Show interest in them as human beings.

It is also important to work at repairing and restoring relationships when they have broken down. If experiences in school/in a class are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As an adult you can alter this. We need to let students know that we respect and value them. Praise the good choices they are capable of making. Catch them being good as it allows them a way back.

Celebrating good behaviour and achievement

Praise the good choices students are capable of making helps to raise self-esteem, they help students to see that good behaviour is valued.

Celebration can be by:

- Giving verbal praise.
- Using the ATL lesson grades
- Giving achievement points for outstanding conduct, good work and academic achievement.
- Handing out certificates.
- Writing positive names on the board.
- Contacting home praising high standards of behaviour.
- Having a display board in your class to celebrate student achievements.
- Handing out raffle tickets/rewards to students for outstanding conduct, good work, contributions in class and academic achievement.

Language of choice

The school's consequence system is built around language of choice and creates an important link between choice and consequence. This system allows all students should take responsibility for their behaviour and have opportunities to correct their mistakes.

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices.

For example, 'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'. 'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

Speaking to Students - things to remember

1. **Tone and register.** The temptation when addressing a student who is not meeting school expectations is to speak in a different pitch. Say what you want to happen exactly as you want it to happen. Be straightforward, direct and clear. Keep your voice even and low and try not to scream. Say what you mean clearly.
2. **Repetition.** If a student questions your instruction repeat what you want them to do again and possibly a third time, not getting drawn into their debate to not follow your request. This shows you are focused on what needs to happen, rather than what they want to happen. E.g. 'No Sam, you need to take your hat off. Sam.... that hat still needs to come off.... We can talk about it later, but right now the hat needs to come off.'
3. **Serious talk means be serious.** If you need to tell a student off, or if you are advising them of the possible consequences of their behaviour, speak in a tone which is even and stern. Do not deliver the message in a way that suggests you are sorry about it all, as this erodes the sincerity of your belief in what you say.
4. **Certainty.** If you always do what you say you will, then you will almost never need to shout loudly or repeat yourself. Students learn quickly who shouts a lot but never calls home, who isn't seen as strict but also who always follows through on what they say they will do.

Defusing difficult situations

1. Keep as calm as possible. Aggression, loud voices, open tempers are often fuel to the flame in an emotional situation.

2. Speak assertively, without aggression or submission. Speak slowly, and just slightly above conversational level, unless the situation demands a blunt response e.g. a fight. However, if you need to use a blunt response, try to not direct it at one person as you may find their aggression is redirected towards you.
3. Summon help as soon as possible. Remember, you work as part of a team!
4. Remove the audience. Get the student away from their peers. This allows the student to focus on you, rather than peer pressure.
5. Use reason when you can. Letting a student cool down before speaking to them often means they are more likely to work with you to resolve the issue
6. Never respond to a threat of any kind with a similar response. At all times, remember your position as a member of staff and try to maintain a sense of composure and dignity. E.g. do not respond sarcastically to a student who is deliberately rude. You do not need to win arguments. Walk away and then follow up with appropriate members of staff.

Always follow up on issues that count

Always follow up on students' choices with a consequence. As following up shows that you care and what you say is important. Be positive about future behaviour when following up, keep the focus on the behaviour not the personality. Remember you do not need to follow up immediately. Choose your time carefully. Waiting sometimes brings better results.

Talking to parents

The school gives high priority to developing a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour. When phoning home or having a meeting with parents think about:

1. How you will start the conversation. If you jump right in with negative comments the parent may become defensive and take the conversation personally. Start with a positive comment and then build in how you would like the student to improve 'John is normally excellent, but he's let himself down and I need your help to get him back on track....'
2. Making contact with parents when things are going well or have improved. This develops your relationships with parents, particularly when you need to have more difficult conversations.

Strategies available to the class teacher to assist with behaviour management

- Quiet word with student.
- Reprimand or warning.

- Move student within class.
- Speak with student outside of lesson.
- Immediate positive praise for cooperation / good work / good behaviour (positive correction).
- Negotiation of apology.

Pre-empting behaviour through planning

Teacher Techniques:	Details:
Resource organisation	Model good learning habits, label drawers and resources, provide folders, provide 'if you were absent' catch up sheets. Give clear rules on where to sit, how to get pens/worksheets, give students organisational roles.
Use relevant resources	Make learning real; motivate students through use of music, film clips, TV formats, demonstrations to help students relate to the information they are being given
Link to exams	Tell students how this work links to assessment and why they need it, 'In the exam you will be expected to write a paragraph on this', 'To get a Grade 5 this is vital', Use 'Revision Boxes' in their work.
Prepare students for transitions	Narrate what is going to happen next and why, 'In a moment you are going to share your ideas with a partner', 'there is going to be a rule change in a minute and you won't be able to look at your notes to answer these questions'.
Choice	Give students options, 'you can choose to write this assessment as an essay or a poster which you present to 3 other students', 'you can either answer the questions or design a child's help book to explain the information given'.

Key Strategies to use in the Classroom

Teacher Techniques:	Details:
Choice	Gives students some control over a situation which is less likely to initiate point blank refusal. 'I want you to get on with your work or (consequence), it's your choice.' 'Are you choosing not to follow the rules on...?' 'Sit over here or next to Peter.'
Take Up Time	Allows student not to lose face. 'Open your book and start work now please Jane, I'm going over to see John who needs some help but I'll be back in a minute to see how you're doing.'
Partial Agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. 'Yes you may have been talking about your work but I would like you to...' 'Yes it may not seem fair but...'
Catch the being good	Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.
When-then direction	Avoids the negative by expressing the situation positively, e.g. it is better to say 'When you have finished your work then you can...' rather than, 'No, you cannot go out because you haven't finished your work'.
Tactical ignoring	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour and focus positive attention on others: 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the student what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task: 'Okay Marie and Mark we are looking at the water cycle on page 23 of your books'.
Consequences and sanctions	Use of school Consequence System to provide consistent and clear guides, 'Remember the School Rules Mohammed, if you get to C3 I will be giving you a detention'.
Casual comment	'Are you okay Steven? What did you think of...?'
Proximity	Moving nearer to students off task or displaying inappropriate behaviours.

Rule reminder	“Susan, remember we only accept answers from people with hands up.” “If you’re stopping others from learning, what will happen?”
Deferred consequences	Deal later with a student who is misbehaving and therefore remove the audience (the rest of the class) who are watching the drama unfold and also avoids possible confrontation. Dealing with a student one to one is more likely to have a positive outcome: ‘I’d like to sort this out Amy, so let’s finish the task and I will talk to you outside the room once everyone knows what they are doing’.
Redirection	“David, what should you be doing?”
‘I’ statements	“I can see you are upset so when you have calmed down I will listen to what your problem is and see if I can help.”
Use praise for learning	‘I like how you are raising questions there.’ ‘You are really focused on the accuracy of these measurements, well done’.
Pace and timings	Ensure there are clear time limits and visible/audible countdowns of that time to give students a sense of urgency.

Use of force or restraining students

Legally staff may use such force as is reasonable to prevent a student from:

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property, including their own.
- Behaving in a way which is prejudicial to the good discipline and order of the school.

However, unless you have had restraint training the school’s advice is to **never attempt to physically restrain a student. Do not attempt to ‘keep’ students in classrooms by blocking the door.**

Call/send a student to get support and let the student leave the classroom. The student will be picked up by colleagues, helped and then brought back at the appropriate time to resolve the situation.

Appendix 3: COVID-19 Addendum

Our priority at Chorlton High School is the safety of our staff, students and community. This addendum applies during the period of phased return following school closure due to COVID-19. It also covers the return to school and periods of isolation the student may undergo as a result of COVID-19 exposure during the academic year. This is a new way of working for all of us.

The safety and wellbeing of students and staff is at the heart of everything we do. This addendum reflects the new rules and routines necessary to reduce risk in our school setting. Our existing behaviour policy still stands but given the current situation, there will be occasions when staff will need to consider social distancing and new school routines.

1. Expectations for students in school

When students are in school, we expect them to follow the new routines and rules set out to keep themselves and the rest of the school community and the wider community safe.

Staff will be familiar with these and make sure that they are followed consistently.

Parents should contact Mr Harris (Deputy Head with responsibility for Climate for Learning) or the relevant Head of Year if they think their child might not be able to comply with some, or all of these so that we can consider alternative arrangements with them.

2. Why this is important?

After a long period of lockdown and a dramatic change to our normal routine, as a collective we live through an experience of grief and trauma, so our return to school must support the whole community (staff, students, families etc.) in their recovery

The emphasis should not be only on logistics of physical space and on 'Covid catch-up' teaching but on creating the conditions to recover, reconnect, find our voice, become confident again and of course learn.

3. Our Promise

Good behaviour and positive relationships are our core mission at Chorlton High School. With lots of students returning after a long furlough at home positive behaviour and positive staff relationships will matter more than ever. After months out of the building some of our students will be out of their positive "habits" and powerful "routines" that enable them to flourish as a member of our school community. This combined with the fact that students will have to observe higher standards of respiratory and tactile hygiene than before and a level of distancing that will demand the highest levels of cooperation, understanding and the highest levels of staff consistency and teamwork.

At the heart of our return will be our rewards culture that we have worked so hard to establish.

ROUTINES – RELATIONSHIPS – REWARDS will form the foundations of our **R.E.S.T.O.R.E** curriculum:

ROUTINES

Need to be consistent, powerful and help to quickly cement our way of the life in an uncertain future. We will use the same language (READY/RESPECTFUL/SAFE) Microscripts to ensure a common staff language, powerful routines including meaningful mornings and SOPs for entering, circulating and working in the building that demand the highest levels of cooperation from the students and clarity from staff

RELATIONSHIPS

All relationships are defined by how we communicate with people – both consciously and subconsciously, verbally and non-verbally. We win or lose our students based on how we treat them. We are the adults, we act like adults and we don't get drawn into petty arguments and/or disagreements. We set the tone, we forgive, we teach, we model the behaviour we expect and we don't shout. All of our students deserve multiple "chances".

REWARDS

All children crave recognition. A kind word, a phone call home, a text or postcard. You, as their teacher, recognising their hard work, commitment and efforts is one of the most important factors when establishing long running relationships that will enable students to achieve their potential with your expert direction. We have come such a long way with our rewards and now more than ever our students will need understanding and recognition as oppose to threats and anger.

R

ROUTINES

FOR SAFETY, BEHAVIOUR, LEARNING, COMMUNICATION, COMFORT

E

MPOWER

TAKE CONTROL OF THE SITUATION, YOUR LEARNING, YOUR FUTURE

S

UPPORT

RECOVER, RECUPERATE, THERAPEUTIC INTERVENTIC, MENTAL HEALTH EXPLCIITY TAUGHT, ALL BUILT INTO THE RESTORE CURRICULUM

= T

OGETHER

A COMMUNITY GROWING TOGETHER THROUGH THERAPEUTIC SUPPORT

O

PTIMISM

POSITIVE MINDSET, SEE THE GOOD, ACT ON THE GOOD

R

ECOGNISE

REWARD, CELEBRATE THE SMALL THINGS, RECOGNISE THE VALUES

E

NJOY

LEARN TO LOVE LEARNING AGAIN, PUT THE JOY BACK INTO TEACHING

5. Current research for your consideration:

Taken from the research of Lisa Cherry, a prominent trauma recovery expert:

When children return

- Prioritise rebuilding a sense of belonging, safety and relationships; disseminate approaches used in the nurture base provision throughout the school.
- Understand the impact of trauma and loss – how children’s defences (fight, flight, freeze and flop) keep them psychologically safe even though this can manifest as disruptive behaviour.
- Understand attachment – how children’s attachment systems (clinging, pushing away, avoidant, erratic) keep them emotionally safe, even though outwardly they seem “tough” and “cold”.
- We can’t assume anything about what the children have experienced or how they’ve processed it (if they have) – We need to establish who will have been affected most. In our form groups, classes, Year groups etc.
- ‘Key workers’ should be assigned to each child (e.g. form tutors, pastoral leads) to share key information (e.g. has a child been bereaved, endured a long separation from a parent, struggled to stay in touch with friends).

- Trauma is likely to affect children and adolescents more than adults and they are less likely to process its impact verbally; many will be hyper vigilant, and either withdrawn or lashing out – or both.
- So, while talking therapies it might be helpful for some – processing their experience through Art, Drama, Music and Sport. These will all have a powerful impact on student recovery.
- We have been in constant consultation with students and their families. As we return to school the information on CPOMS and the expertise of the Heads of Year and our Safeguarding team will be invaluable.
- While new year groups will need support with transition, many current students will be reluctant to return or have hopes that can't be realised by the reality of new school life; so, lots of work to support "transition" back to the new "normal".

6. Managing student behaviour

We will always have high expectations of student behaviour but we will use our knowledge of the students and professional judgement in recognising what lies behind the behaviour to manage situations and to avoid the escalation of unnecessary conflict. Our language will be the same as it has always been. We will refer to READY – RESPECTFUL – SAFE as we address the behaviour being displayed, not the person.

We have adapted READY – REPECTFUL – SAFE to include some new categories that will be extremely important to the safety of all members of our community as we return to the school building.

7. Further detail

The following is supported by standard operating procedures (SOP) that staff are required to read.

- **Altered routines for arriving or leaving the school.**
- **Increased hygiene measures, such as handwashing, sanitising, sneezing and coughing in the correct manner.**
- **Who students can socialise with at school, including at lunch and break times.** Students will be working in their assigned "bubble". They will line up outside the school, enter the building and carry out our strict hygiene protocols before being escorted, in a socially distant manner, to their base classroom for the duration of their time in the building. They will remain at their desk whilst in the classroom, unless escorted by the teacher for a planned hand washing session. Students will have the opportunity to talk, discuss, debate and, of course, complete school work. Initially, break time will take place in the classroom and students will remain in their protective "bubble" whilst staff navigate the building.

- **Moving around the school (e.g. one-way systems, out of bounds areas, queuing).** As with our normal system of navigating the building students will adhere to the one-way system where this is appropriate and walk on the left. No student will be allowed to walk the building on their own. They will always be escorted to ensure that all parts of the building not in use that day remain sterile and infection free to ensure the safety and security of our whole school community.
- **Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands.** This is communicated and supported by student briefings, parental/carers letters and posters around the school.
- **Telling an adult if they are experiencing symptoms of coronavirus.** Students will be briefed in the morning after passing the thermal camera as to the procedure that they should follow if they begin to feel ill. We have a first aid room set aside and trained staff with PPE to swiftly deal with any students feeling ill during the school day
- **Sharing any equipment or other items, including drinking bottles.** Students and Parents/carers have been made aware through the RESTORE CODE OF CONDUCT, letters home and from information on the school website the importance of bringing your own equipment and not sharing equipment, especially drinks and water bottles, to ensure their safety and to reduce the risk of infection
- **Not to cough or spit at or towards any other person.** Any student that intentionally or maliciously endangers another member of our community by purposely breaching national safety guidelines will be removed from the provision for the foreseeable future. The issue will be investigated and the students place at Chorlton High School could be at risk.

8. Rewards and sanctions for following rules

To help encourage students to follow the above rules, we will:

Follow our current reward structure where possible and recognise excellent behaviour with achievement points, texts and phone calls home, verbal praise, Letters and/or postcards posted home etc.

However, if students fail to follow these rules, we will:

Follow our current consequence system (c system)

9. Expectations for students at home:

Distance learning rules

If students are accessing their education remotely, we expect still expect them to follow our ethos, ensuring that they are **Ready, Respectful and Safe**.

Parents/carers should also read the rules and remind their children to follow them.

Be Ready: Follow a home learning routine that means they are able to complete work set for them. We accept that this may be via MS Teams or may be paper based for those students who do not have access to IT. Complete work to the deadline set by teachers, seeking help if they need it from teachers or teaching assistants.

Be Respectful: Use proper online conduct, such as using appropriate language in messages.

Be Safe: Use digital safe practices. We will regularly remind students of these, and there are resources on our school website to support parents with this aspect of IT provision.

Parents should contact Mr. C Harris, Deputy Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, the school will contact parents/carers. Likewise, if parents/carers have any concerns regarding this matter they should contact the school to enable us to work together to address these issues.

11. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 2 to 3 weeks by Mr. C Harris, Deputy Headteacher. At every review, it will be approved by members of the Local Governing Body (LGB).

12. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy
- Attendance policy
- The Code of Conduct
- Safeguarding policy
- Uniform policy
- Remote learning policy