



CHS South

Behaviour Policy

Ref: S004

Contents:

- 1. Introduction**
- 2. Aims**
- 3. Code of Conduct**
- 4. Roles & Responsibilities**
- 5. The Curriculum, Classroom Management & Learning**
- 6. Rewards**
- 7. Sanctions**
- 8. Duty Staff**
- 9. Communication with Parents and Carers**
- 10. Beyond the School Gates**
- 11. Monitoring, Evaluation & Review**

Document Control	
Title	S004 Behaviour Policy
Date	September 2024
Supersedes	September 2023
Amendments	Developed from the associated Chorlton High School policy document
Related Policies/Guidance	<ul style="list-style-type: none"> • B006 Health and Safety Policy • S002 Anti-Bullying Policy • C018 Teaching and Learning Policy • C016 SEND Policy • S020 Transition Policy • S003 Attendance Policy • S010 Exclusion Policy • S017 Safeguarding Policy • S013 The Home-School Agreement • S008 Drug Education & Incidents Policy • S009 Equality Policy • S011 Physical Restraint Policy
Review	1 year
Author	L Galbraith/D Prophet
Date consultation completed	N/A
Date adopted by Trust Board	

Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1 Introduction

1.1 The Governing Body and staff of CHS South 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.

1.2 The aim of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.3 The following principles underpin our behaviour management policy and associated procedures.

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

1.4 The Governing Body also emphasise that violent or threatening behaviour will not be tolerated in any circumstance.

1.5 Our principles are reviewed on an annual basis by the school's Governing Body.

2 Legislation, Statutory Requirements and Statutory Guidance

2.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)

- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

2.2 It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

2.3 In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

2.4 This policy complies with our funding agreement and articles of association.

3 Code of Conduct

3.1 At CHS South we expect all students to:

- Be ready
- Be respectful
- Be safe

3.2 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.

4 Roles & Responsibilities

4.1 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.

4.2 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 or gender orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

4.3 All members of our school community contribute to maintaining and developing a shared understanding of our ethos as follows:

Governors

- The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

- 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.
- They 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 e.g., through Governors Support Panel

Head Teacher (and Senior Leadership Team) is responsible for:

- Reviewing and approving this behaviour policy
- The implementation and day to day management of the policy and procedures.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

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 understood and consistently and fairly applied.
- 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 for ensuring that there is no differential application of the policy on any grounds, particularly gender, race, sexual or gender orientation, ability and disability.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.
- All staff have a duty to provide access to timely support for students appropriate to the staff member's role and responsibilities.

Parents and Carers

- All parents and carers are required 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.

5 The Curriculum, Classroom Management & Learning

- 5.1 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.
- 5.2 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.
- 5.3 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.
- 5.4 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.
- 5.5 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, Pastoral Leaders and SLT should be the first point of contact.

6 Rewards

- 6.1 Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The most common 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
 - Badges awarded to evidence contributions to school life
 - Collective or individual praise in assemblies, in the school newsletter or via displays around the school celebrating student successes

- Gaining 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 and emails
- Invitation to special events which reward high standards, including behaviour.

7 Sanctions

7.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Our sanctions will involve restorative discussion whenever possible. The use of sanctions should be characterised by two features:

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

7.2 Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges e.g., the opportunity to eat outside at lunchtime
- Detention (known as Conversation)
- Referral to Duty Staff (see section 8)
- Referral to Form Tutor, Curriculum Leader, Pastoral Leader, Assistant Headteacher, Deputy Head or Headteacher depending on the nature and severity of the misbehaviour
- Letter to parents/carers
- Meeting with parents/carer
- Placing on a Daily Behaviour Report System
- Referral to the school's Restore System
- Referral to Governor's Behaviour Panel
- Referral to Alternative Provision
- Suspension or Permanent Exclusion from school (Headteacher's decision only).

7.3 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 or message home. Staff should not issue a detention where they know that doing so would compromise a child's safety or when the student has known caring responsibilities which mean that the detention is unreasonable.

7.4 Where antisocial, disruptive or aggressive behaviour is frequent and 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 enable access to 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.

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

7.6 **Reasonable force** covers a range of interventions that involve physical contact with students. All members of staff have the option to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

7.7 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

7.8 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. The school has a trained team of staff (SLT, Pastoral Leaders, Assistant Pastoral Leaders) in using the Crisis Prevention Institute (CPI) model of Management of Actual and Potential Aggression (MAPA).

7.9 Our Physical handling and intervention processes are detailed in our Physical handling and Restraint Policy.

7.10 **Confiscation, searches and screening** are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.11 Our processes for this are contained in our Confiscation and Searches Policy

8 Duty Staff

8.1 Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the school's consequence system; our Duty Staff will be contacted; this may be the Pastoral Leader, member of staff timetabled on Duty, or member of staff timetabled on Leading the School. When the Duty 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 requiring Duty support are recorded by the subject teacher on Arbor and an appropriate sanction and follow up conversation is put in place and communicated to the student and their parents/carers. A central record is kept in school and overseen by the Pastoral Leader. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

9 Communication with Parent(s)/Carer(s)

9.1 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.

9.2 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 tutor who has the initial responsibility for the student's welfare.

10 Beyond the school gates

10.1 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 out of hours event, 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 an event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.
- Students who use digital technology, social media and other online platforms to victimise, intimidate or harass other students or members of our school community. This includes posting inappropriate material, or images of others without consent, which may cause upset, harassment or harm. Such actions will be dealt with seriously by the school resulting in the application of the full range of sanctions. In the most serious of cases this may result in exclusion from school.

11 Monitoring, Evaluation and Review

11.1 Behavioural and Reward data will be regularly monitored by the Assistant Head to analyse how the school can further promote a positive, caring environment.

11.2 All aspects of the school's Behaviour policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

Appendix 1: 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.

Be Ready. Be Respectful. Be Safe.			
The CHS South Rewards & Consequence System			
Ready - All Staff	<ul style="list-style-type: none"> Ready, Respectful & Safe Homework Completed 	Choice – All Staff	<ul style="list-style-type: none"> Warning
Recognition - All Staff	<ul style="list-style-type: none"> Recognition in lesson (Praise in Public) Praise Postcard Praise Phone Call 	Chance - All Staff	<ul style="list-style-type: none"> Final warning
Reward - All Staff	<ul style="list-style-type: none"> Class Champion 	Conversation - All Staff (Followed up with conversation with student & contact home)	<ul style="list-style-type: none"> 30 Minute same day detention Phone confiscation. Parent / carer to collect phone from school
Leadership recognition	<ul style="list-style-type: none"> Curriculum/Pastoral Leader Commendation Curriculum/Pastoral Leader Champion Pastoral Leader Foundation Badges 	Leadership consequence (Followed up with conversation with student & contact home)	<ul style="list-style-type: none"> Curriculum /Pastoral Leader escalated detention C4 Report
Senior Leadership recognition	<ul style="list-style-type: none"> Senior Leader Commendation Quality Champion 	Senior Leadership consequence (Followed up with conversation with student & contact home)	<ul style="list-style-type: none"> 60 Minute C5 Detention C5 Report
Headteacher recognition	<ul style="list-style-type: none"> Headteacher Commendation School Champion 	Headteacher consequence (Followed up with conversation with student & contact home)	<ul style="list-style-type: none"> C6 Report C6 ER Internal exclusion C6 External exclusion Step out Managed move Alternative education Permanent exclusion