



## Behaviour Policy

<b>Lead Person :</b>	<b>Assistant Head (Pastoral)</b>
<b>Support Persons :</b>	<b>SLT, HOYS and Staff</b>
<b>Governing Body Committee :</b>	<b>Pupil Welfare</b>

### Our Aims:

The Crypt School seeks to be **a safe, supportive and well-ordered** community in which students can achieve their best at all times. To enable this, a common code of conduct operates throughout the school which recognises and is tolerant of the rights of all to learn without being distracted by others. Anti-social or disruptive behaviour will be swiftly isolated and sanctioned. At the same time, positive means will be used to encourage and foster good behaviour throughout the school.

### Our Objectives:

- A common set of procedures and standards of behaviour will be adopted throughout the school by staff and students alike. These will be incorporated in such documents as the Staff Handbook and the School Rules and summarised in the Code of Conduct and student planner / VI form Learning Agreement
- Clear guidance will be given to students and their parents, making them aware of the standards expected at Crypt and how best they can support the School. The School will inform parents promptly of all serious cases of unacceptable or poor behaviour and seek their support in addressing the problem.
- Clear procedures will operate informing staff how anti-social or disruptive behaviour is to be dealt with. These will involve a series of staged measures from dealing with incidents at source through to referral to the Head Teacher and Governors. Although good discipline competencies will be expected from all Staff, they can also expect support from senior colleagues (i.e. HODs, HOYs and SLT,) in dealing with problems of this nature.
- A varied system of rewards will be used at Crypt to encourage and recognise good behaviour. It is essential that good behaviour must be seen as the norm and that nothing short of the code of conduct will be expected. Likewise, by encouraging the qualities of self-discipline and tolerance students will be encouraged to develop a positive self image based on acceptable behaviour and good conduct
- Staff and students are expected to adopt a system of assertive discipline whereby behaviour is seen as a matter of concern to all and all will take joint responsibility for enforcing the code of conduct. Staff will monitor behaviour throughout the school and act on all infringements swiftly. Students need to recognise that the school community as a whole will take a tough line against anti-social behaviour and will adopt a common stance wherever it is detected. In these cases a common and agreed system of sanctions will operate.
- A focus on positive behaviour is reinforced through the *Positive Learning Plus* (PLP) strategy and is underpinned by the *Consequences* structure. Behavioural expectations and sanctions for Consequences will be displayed throughout the school.

## **Bullying -**

Students should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (***body shaming or name calling***, e.g. racist, sexist or homophobic remarks).
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber (***through social networking sites or other online or digital platforms such as games***)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. Students must be encouraged to report all incidents of bullying. All teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it. Please refer to the Anti-Bullying Policy.

## **Behaviour Outside School-**

The Behaviour Policy applies on school trips, sports fixtures, work placements, visits and other occasions when students are on school business outside school and all occasions when they are in school uniform. For behaviour outside school, but not on school business, the Headmaster may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. Students' behaviour in the immediate vicinity of the school, or on a journey to and from school can be grounds for exclusion.

## **Code of Conduct:**

### **The Crypt School Code of Conduct**

#### **At the Crypt School we:**

- Are proud of our appearance
- Try to do our best at all times and uphold the good reputation of Crypt
- Respect each other and our environment
- Behave appropriately at all times

#### **PLP Expectations**

- Expectation 1: Arrive punctually, fully equipped, in full uniform
- Expectation 2: Respond appropriately
- Expectation 3: Work to the best of your ability
- Expectation 4: Respect people, belongings and the school environment

### The main school rules are:

- The Crypt expects full and regular school attendance
- The Crypt expects students to be punctual to school and to every lesson
- Bullying of any kind will not be tolerated
- School uniform must be worn at all times
- **Students must not bring any expensive items to school other than I-Pad or Laptop for school use.**
- Students must not bring money to school other than for school lunch or school trips etc. which must be paid in immediately to the school office or to the tutor
- Students must show respect to one another and to staff at all times
- Students must walk around the building quietly at all times
- Students may bring mobile phones into school. The school cannot undertake any responsibility for their safety. Mobile phones should be switched off during lesson times and **can only be used to take photographs or video if students have permission from their teacher.**
- MP3 players, or similar devices, should not be worn or listened to around the school.
- Students must not bring cigarettes, matches, lighters or banned substances onto the school site or on school trips.

### Classroom expectations and consequences

Code	Expectation 1: Punctuality, Equipment, Uniform	Consequence
1.1	Arrive at lessons promptly.	C1, C2, C3
1.2	Bring student planner to school every day.	C1, C2, C3
1.3	Line up quietly outside lessons.	C1, C2, C3
1.4	Students should remove all outside clothing before entering the school building	C1, C2, C3
1.5	Students to follow the school uniform rules.	C1, C2, C3
1.6	Required equipment is brought to the lesson.	C1, C2, C3
1.7	All mobile phones and electrical equipment must be switched off and out of sight during lesson times.	C3, C4
Code	Expectation 2: Respond Appropriately	Consequence
2.1	Look at and listen to the teacher when they are talking.	C1, C2, C3
2.2	Follow all instructions first time.	C1, C2, C3
2.3	Ask questions appropriately.	C1, C2, C3
2.4	Listen to the views of other students.	C1, C2, C3
2.5	Do not disrupt the learning of others.	C1, C2, C3
Code	Expectation 3: Work To The Best Of Your Ability	Consequence
3.1	Arrive on time to lessons.	C1, C2, C3

3.2	Focus fully on tasks.	C1, C2, C3
3.3	Complete work set.	C1, C2, C3
<b>Code</b>	<b>Expectation 4: Respect People, Belongings And Environment</b>	<b>Consequence</b>
4.1	Speak using an appropriate volume.	C1, C2, C3
4.2	Listen when others are talking and speak at the appropriate time.	C1, C2, C3
4.3	Do not use offensive language.	C1, C2, C3, C4
4.4	Put all litter in bins provided.	C1, C2, C3
4.5	Do not wilfully damage school property.	C3, C4
4.6	Do not wilfully damage the personal property of others.	C3, C4
4.7	Move around the school with due care.	C1, C2, C3

### **Roles and Responsibilities:**

**All Staff** are responsible for encouraging good behaviour among members of the school community. They are expected to demonstrate certain discipline competencies and in the case of teaching staff, maintain good classroom practices. Most cases of student indiscipline can and will be dealt with at source by the member of staff concerned. However, in more serious cases staff may need to report poor behaviour to the appropriate higher body. Staff are responsible for applying the school's system of sanctions and rewards as described in the behaviour policy. Staff are required to contribute to detention rotas within directed time.

**Tutors** are responsible for monitoring the behaviour of their tutor group. They will provide pertinent background information on their students and make suggestions for relevant strategies to deal with them. They will monitor their students on a daily basis with such procedures as work and conduct reports. Tutors are a pivotal point in any dealings with a particular student and should be kept informed at all times as to developments relating to poor behaviour. In all but the most serious case it will be the tutor who will contact parents.

**Heads of Department** are responsible for classroom discipline and student behaviour within their subject area. They will monitor this through a system of classroom observations and shared good practice. Support for their department may include: withdrawal of individuals from certain teaching groups; advice and support on teaching methods; interviewing individual or small groups of students with behavioural problems within their subject area. HODs are expected to monitor sanctions issued by members of their department.

**Pastoral Assistant Heads and Heads of Year** are responsible for the welfare of students within their year group. They monitor students' behaviour where this is reaching serious proportions (i.e. across a number of subject areas) and offer advice and support in dealing with individual students. They will support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. Furthermore, they co-ordinate the school's response once parents become involved. Pastoral Assistant Heads and Heads of Year will liaise with external agencies when these are brought in. Pastoral Assistant Heads have responsibility for recommending a fixed term exclusion of a student from school and for setting of pastoral Support Plans for excluded students where appropriate.

**The SLT** collectively is available to support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. The SLT provides support for the School Detention system.

**The Headteacher** has overall responsibility for standards of behaviour. This involves informing staff, students and parents of the school's behaviour policy and the code of conduct; enabling new staff to acquire and develop discipline competencies; enforcing the system of rewards and sanctions as described in the behaviour policy. Only the Headteacher can externally exclude a student.

**Governors** have responsibility for ensuring that the school publishes and how it operates its behaviour policy in relation to fixed term and permanent exclusions

**Parents** have a responsibility to ensure that they and their children are aware of the school's behaviour policy and support the school in its application.

**Students** are responsible for learning the code of conduct and applying it to their dealings with staff, fellow students and adults within the school context (including all school trips and visits).

### **The use of Rewards**

Staff should use reward and encouragement with generosity where it is deserved. Good effort and good work should not go unnoticed and every effort should be made to reinforce good behaviour and good work with praise. The PLP system actively encourages this positive outlook. The actual rewards given will vary from year group to year group but will include the following (outlined below):

### **The use of Sanctions**

Poor behaviour and poor effort should not go unchecked. However, staff are asked to be consistent in their use of sanctions and punishments, as they will become devalued with constant use. Furthermore, individual students receiving too many and too frequent punishments will soon become disaffected. **Sanctions must be applied as appropriate to the scale of the misdemeanour and must be applied hierarchically. Where sanctions are applied staff will record these on Progresso with appropriate explanation and detail.**

<b>Rewards</b>	<b>Applied by</b>	<b>Sanctions</b>
<ul style="list-style-type: none"> <li>• Praise – oral and written</li> <li>• Form Prizes and Subject Prizes</li> <li>• Letter to Parents</li> <li>• Department Rewards: (stamps /badges)</li> <li>• Posts of responsibility</li> <li>• <b><i>Postcards home</i></b></li> </ul>	<p style="text-align: center;"><b>All teaching staff and Tutors</b></p> <ul style="list-style-type: none"> <li>• Based on school policies and procedures</li> <li>• Communicated to parents and students</li> <li>• Applied consistently and fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Written comments</li> <li>• Brief separation from class</li> <li>• Conduct/Work report</li> <li>• Removal of Privilege</li> <li>• After-school Department Detention</li> <li>• School Detention</li> <li>• Letter to Parents</li> <li>• Referral to senior staff</li> </ul>
<ul style="list-style-type: none"> <li>• Praise – oral and written</li> <li>• Assemblies</li> <li>• Commendations for effort</li> <li>• Letters to Parents</li> <li>• Post of responsibility</li> <li>• School Prizes</li> </ul>	<p style="text-align: center;"><b>Heads of Year, Heads Of Department &amp; Senior Staff</b></p>	<ul style="list-style-type: none"> <li>• Student interview</li> <li>• Work/Conduct Report</li> <li>• Letters to Parents</li> <li>• Internal Exclusion – subject only or general</li> <li>• Fixed term exclusion</li> <li>• Loss of privilege</li> </ul>

<ul style="list-style-type: none"> <li>• Department Certificates</li> <li>• Merit cups</li> </ul>		<ul style="list-style-type: none"> <li>• Referral</li> </ul>
<ul style="list-style-type: none"> <li>• Praise – oral and written</li> <li>• Assemblies</li> <li>• Letters to Parents</li> <li>• Press releases</li> </ul>	<p><b>Headteacher and Governors</b></p>	<ul style="list-style-type: none"> <li>• Student interview</li> <li>• Work/Conduct Report</li> <li>• Letters to Parents</li> <li>• Use of APS</li> <li>• Fixed term exclusion</li> <li>• Permanent Exclusion</li> </ul>

## PLP Consequences

### 'How do you choose to behave?'

<b>C1</b>	Verbal warning
<b>C2</b>	2 <sup>nd</sup> Verbal warning / short time out (calm discussion)
<b>C3</b>	Event Recorded on PROGRESSO. Student sent to HoD (may need escorting by a reliable student) for discussion. After-school detention will be set usually. Missed detention without good reason will lead to a further detention being set immediately (telephone call home). Misbehaviour in a detention will result in a telephone call to parents and the student being sent home immediately: another detention will be set for the next available opportunity.
<b>C4</b>	Referred to HoY / SLT. Appropriate action taken, such as interview with parents. <b>A repeat of such behaviour may lead to a</b> Pastoral Support Plan or fixed term or permanent exclusion.

### RECORDING CONSEQUENCES

<b>C1 &amp; C2</b>	<b>MONITORED BY TEACHING STAFF AND REFERRED TO HOD/HOY WHERE A REPEAT PATTERN VIA PROGRESSO</b>
<b>C3</b>	Detentions always recorded in teacher and student planners (on Detention page). Students to countersign planners as well as acknowledgement of detention. Event recorded on PROGRESSO where it is seen by HOD/HOY for further comment. Standard letter sent home. Teacher issuing detention must record this in the detention folder in Reception.
<b>C4</b>	Parents contacted (phone call / letter / meeting as appropriate).

## Detentions

- If a member of staff awards a detention it must be recorded immediately on PROGRESSO.
- In normal circumstances, and following a referral, a HoD, HoY or member of SLT will issue a C3 after-school detention.
- Detentions should be written on the appropriate detention page in the student planner by the HoD. Detentions should be recorded as C3, should be initialled by the teacher and countersigned by students as acknowledgement of detention.
- If a HoD or member of SLT is called to the room this will usually count as an automatic C3.
- PLP Detentions will run every evening after school from 3.20pm – 4.20pm and will take place in the Dining Room.
- Students must be completing work in detentions. It is their own responsibility to bring appropriate school work to the detention.
- Members of staff will run detentions each evening, supported by a member of SLT.
- If a student misses a detention, another detention will be set for the following evening. The SLT member attending the detention will contact parents with this information.
- If a student does not bring their planner to school, they will be issued with a 'day sheet' which they collect from the School Office and is stuck into their planner. Tutors to monitor planners: inform HOY if planner is not present 3+ times in a half term HOY will issue C3.
- HOYs will monitor detentions being set: students issued with 4+ PLP detentions in a single term will be interviewed by HOY and SLT and appropriate action taken (in most cases this will be an internal exclusion). Students receiving 4+ homework detentions in the course of a term will be seen by the HOY and will be given a PLP detention.

## **General School Procedures:**

**Classroom management and responsibilities of all staff:** All staff have the responsibility to ensure the good behaviour and safe conduct of groups in their care. Groups must not be left unattended for any length of time nor must they be in classrooms without staff supervision at breaks and lunchtimes except pre-allocated House rooms which will be monitored by prefects.

**Corridor/Playground/Dining Room Behaviour:** All staff have the responsibility to ensure good behaviour takes place throughout the school and poor conduct must not go unchecked. Duty staff will have specific duties at certain times and these will be listed in the staff room and on the electronic briefing sheet.

**School rules:** All students and their parents will be given a copy of the school rules when they enter the school. It is the duty of the students to make themselves aware of these rules and what is required of them. Parents and students will be notified of any changes to these rules. Sixth Form Students will be issued with a Learning Agreement: they and their parents will sign the agreement.

**Behaviour on School Trips/Visits:** Staff have the responsibility for ensuring the good behaviour and safe conduct of students in their care when out of school. Students will be expected to abide by all normal school rules and any extra safety constraints as informed by the staff leading the party. Any student breaking school rules whilst on a school trip may well be prohibited from going on future trips.

**PLP Detention system** - Staff may put a student in school detention for serious misdemeanours. Guidance may be sought from a Head of Year or Pastoral Assistant Headteacher if there is any doubt. Staff must record the incident on PROGRESSO with a brief description and then write it in the student's planner, which the student will take home to their parents for signing. It is the student's responsibility to ensure that their tutor and Head of Year sign these slips. Students are responsible for bringing appropriate work to occupy themselves whilst in detention - this work must be of an appropriate and productive nature. In all cases parents must have a minimum of twenty four hours notice of any detention.

**Referral System and Reporting of incidents (PROGRESSO)** - All serious offences (including those warranting a school detention) must be recorded on PROGRESSO - the electronic data management system – these will be “actioned” by the staff concerned and a final print out copy placed in the student's file.

**Communication with Parents** - Staff may wish to contact parents in some instances of poor behaviour. They are asked to inform the student's tutor and Head of Year or Pastoral Assistant Headteacher before doing so. In the most serious cases they need also to inform the Headteacher. In all cases of correspondence with parents staff are expected to be moderate and courteous in their language and to ensure that a copy of the correspondence is kept on file. Letters going out on headed school paper must be shown to the Headteacher first. Parents are now also able to use PROGRESSO to access further information regarding their son / daughter.



**Exclusion Policy - Governor involvement** - Exclusion is exclusively a matter for the Headmaster (with the exception of short-term internal exclusions administered by Pastoral Assistant Headteacher and Heads of Year) but staff may be asked to provide written evidence on students undergoing this process. Governors will review all fixed term and permanent exclusions.

**Examples of behaviour that will almost certainly lead to temporary exclusion:**

- Repeated refusal to obey the school rules.
- Serious disruption of other students' learning.
- Serious or repeated bullying.
- Repeated racial, *religious* or sexual harassment.
- Attacks on other students which result in little or no injury.
- Possession of banned substances on school premises or on a school trip.
- Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form).
- Vandalism of school property.
- Theft.

**Examples of behaviour that will almost certainly lead to permanent exclusion:**

- Persistent behaviour of the type given under temporary exclusion.
- Attacks on students resulting in serious injury.
- Physical attacks, or threat of, on staff regardless of severity.
- Serious criminal damage to school property.
- Possession of and/or promoting or supply of banned substances on school premises or on a school trip.
- Possession of an offensive weapon or explosives on school premises or on a school trip.

**.Links :**

**This behaviour policy does not exist in isolation and staff are encouraged to make themselves familiar with the following documents (found in the policy file):**

- Bullying Policy
- SEN Policy (behaviour management issues)
- Substance Misuse Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Home - School Agreements
- LEA Inclusion Policy

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