



**ST ALBANS GIRLS' SCHOOL
BUSINESS & ENTERPRISE COLLEGE**

Behaviour Policy

Policy implemented: Autumn 2009
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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Whole School Behaviour Policy

The purpose of the behaviour policy

We at St Albans Girls' School wish to provide a safe and stimulating learning environment that allows our students to develop to their full potential academically, socially and emotionally.

We understand the importance of acknowledging and rewarding positive behaviour and also recognising and managing unacceptable behaviour.

We work in partnership with parents/carers to provide a holistic and structured support to all students attending St Albans Girls' School.

We deliver our pastoral support with a systematic and consistent approach, where rewards and sanctions have a common worth that is universally understood. A need for sensitive and sympathetic management of these systems and procedures is also recognised.

Implementation

In order to provide a consistent approach to the management of behaviour at St Albans Girls' School a code of conduct detailing acceptable and unacceptable behaviours and their consequences is implemented throughout the whole school. This is known as the "Rewards and Consequences Ladder" (Appendix 1). This is evident and visible to all students, staff, supply staff, parents/carers and volunteers.

The policy and procedures provide structure and support to staff and students when dealing with challenging behaviour and ensure students respect the right of the majority of our school community who wish to learn.

Electronic recording and tracking of behaviour facilitates a timely response to positive and challenging behaviour. It provides immediate information on individual students, classes, year groups and whole school issues.

All permanent staff, supply staff and volunteers uphold the values of the "Rewards and Consequences Ladder" to create an environment where behaviour is managed seamlessly from one learning environment to the next. Students see procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the "Rewards and Consequences Ladder" is required.

The senior leadership team is committed to providing a visible presence around the school. This includes regular school gate attendance to ensure students arrive at school and depart from school in a timely and appropriate manner. Regular classroom visits are also conducted.

The implementation and day to day running of the behaviour policy will be the responsibility of the headteacher, the pastoral manager, the key stage co-ordinators and heads of sixth form. All incidents are investigated in a timely and consistent way. Students and staff are asked to complete written statements where necessary. The wellbeing of our students is considered at all times. Parents are contacted within 48 hours of an incident report and records of the incident will be held on the students file for the duration of his/her time at St Albans Girls' School.

Monitoring

The “Rewards and Consequences Ladder” is monitored and reviewed annually. This process is informed by recorded data, meetings, parent consultation (including Headteacher clinics), student council and tutor led discussion. The governors’ staffing and student committee reviews data, on a termly basis, and discusses future strategy.

Stakeholder Involvement

As detailed in our behaviour procedures, it is recognised that behaviour management is most effective when parents are involved at an early stage. In line with the national initiative “The Common Assessment Framework” (CAF), parents are encouraged to work with the school, their daughter/son and where necessary external agencies towards mutually agreed outcomes. Strategies for students who become disaffected with school are recorded on the “Students Needing Support” programme (see appendix 3). Names are recorded on a database that is accessible to all staff.

In accordance with the values illustrated in the Social and Emotional Aspects of Learning (SEAL) ethos, we expect our students to take responsibility for their own behaviour and to learn the skills of self evaluation and discipline, as part of their whole school education.

Students also have a responsibility to ensure that they report any behaviour that may cause concern to themselves, other students or members of staff.

High quality training on all aspects of behaviour management, in line with the “Rewards and Consequences Ladder” is provided to support the implementation of the policy.

LINKED policies:

This policy is linked with all school policies but especially with the following:

- Health and Safety,
- Equal Opportunities,
- Special Educational Needs and Anti-Bullying,
- High Ability,
- Assessment,
- Teaching and Learning,
- Disability Awareness Statement.

Level	Examples of behaviour	Consequence
C1	<ul style="list-style-type: none"> • Talking/Preventing others from learning • Arguing/Out of seat • Lack of equipment • Late to lesson 	Verbal warning Recorded on school report
C2	<ul style="list-style-type: none"> • Repetition of any C1 offence in the same day 	2nd Verbal warning Recorded on school report
C2	<ul style="list-style-type: none"> • Non-compliance with uniform regulations • Eating in corridor/Dropping litter 	Uniform/ litter/eating in the corridor (Pastoral Slip) Recorded on school report
C2	<ul style="list-style-type: none"> • Non-completion of homework and classwork • Homework not handed in 	Lunchtime Homework Detention
C3	<ul style="list-style-type: none"> • Repetition of any C2 offence in the same day • Rudeness to a member of staff • Refusal/failure to follow instructions • Failure to hand in coursework • Inappropriate language inc. swearing in conversation • Lateness to lessons (more than 5 minutes) • Inciting others to fight • Being in the vicinity of smokers • 2nd pastoral slip in a term • Abuse of mobile phone/MP3 etc. • Failure to attend homework detention • Graffiti • Chewing gum 	One hour after school detention
C3	<ul style="list-style-type: none"> • Persistent accrual of low level consequences 	Letter home Form tutor report card
C4	<ul style="list-style-type: none"> • Repetition of any C3 behaviour in the same day • Smoking/possession of cigarettes lighters • Failure to attend a C3 detention • Misbehaviour during a C3 detention • Removal from lesson by SLT / subject leader/ PGT • Sixth form asked to withdraw from lesson • Truancy from form time or individual lesson • Damage to school/other's property 	Two hour Friday afternoon detention
C4	<ul style="list-style-type: none"> • Persistent poor behaviour 	Letter home Pastoral co-ordinator report card/pastoral manager report card
C5	<ul style="list-style-type: none"> • Repetition of any C4 offence in a day • Swearing across a room/at another student • Deliberate defiance • Fighting • Bullying incident • Inappropriate behaviour towards a member of staff • Offsite truancy • Vandalism (cost of repair incurred by student) • Behaviour that compromises the safety of others • Poor behaviour/management on orange/red report card 	One day's isolation

C6	<ul style="list-style-type: none"> • Persistent C5 behaviour • Swearing at or about a member of staff • Intimidating a member of staff • Possession and/or consumption of alcohol • Assault, persistent bullying • Racist or homophobic abuse • Inappropriate use of mobile phone/computer (cyber bullying) 	Fixed term exclusion
C7	<ul style="list-style-type: none"> • Persistent C6 behaviour • Possession of offensive weapon or illegal drugs • Violence towards a member of staff. • Any criminal offence 	Permanent exclusion

The number of individual consequences gained will not affect the total house points achieved by a house but may determine an individual's entry into house rewards or events.

The Senior Leadership Team reserves the right to remove students from events and trips, in relation to the safety and well being of other students.

HOUSE POINT AWARDS - To individual students	
	Reason, instance or example
Single House Point	Notable instance of good behaviour shown by an individual student
	Consistent punctuality
	Consistently correct uniform (form teacher)
	Supporting others
	Showing positive initiative
	Completing tasks
	Leading form events such as an assembly or tuck sale
	Consistent excellent work in lessons
	“No Consequence” marks
	Good leadership shown in the school council
	High standard of homework
	Clear improvement in work or attitude
	Consistently polite towards others
5 House Points	Award of Postcard home (HOD/PGT)
10 House Points	Award of House Certificate (HOH) – these house points do not count towards house total. - outstanding contribution to a house event/competition/charity/project
10 House Points	Award of Community Certificate (Form teacher/pastoral team) -Outstanding contribution to the form or year group.
20 House Points	Head Teacher’s Commendation Certificates (end of term – up to three per form selected by staff). Winners in each year group are put into a draw and one girl will receive a prize. One prize for each year group. (This will be a music, video or clothing gift token)
	Any extra curricular activity that is worthy or mention e.g. debating, ICT, enterprise, technology, citizenship etc.
25 and 50 House Points	Award of School Colour for PE (2009/10) – Half colour and full colour
	Plus award of School Colour for Drama and Music (2010/11)

HOUSE POINT AWARDS – To groups of students.	
These house points are awarded to the house or form not to individual students	Competition/Event/Action
First Place 800 Second Place 600 Third Place 400 Other places 300 (Awarded by JAD)	Spring House Competition
	Winner of House Challenge Day
First Place 200 Second Place 150 Third Place 100 Other places 50 (Awarded by JAD)	Each of the five competitions at the Christmas Fair
	House Winter Games Tournament (best house in all winter games: inter-house hockey, netball, football, tag rugby)
First Place 130 Second Place 90 Third Place 60 Fourth 50 Fifth 40 Sixth 20 Seventh 10 (Awarded using form. Copies in staff room)	Any inter-house (intra-year) games event such as netball, hockey, football, athletics event etc. .
	Any inter-house curriculum day competition (Apart from house challenge)
100 House Points	A whole house lunchtime charity event involving multiple form groups and requires significant organisation. Points can be shared between more than one house.
30 House Points	House charity tuck sale (form based)
	Production of a house, year or school assembly.
Up to 10 House Points (Awarded using form. Copies in staff room)	Usually awarded to a form group for: <ul style="list-style-type: none"> • Collective good behaviour. • Quietness during exam period. • Excellent effort during a lesson • Preparing well for a lesson • Any other reasonable collective achievement in work • Any other reasonable collective act of thoughtfulness