

Cantonian High School

Ysgol Uwchradd Cantonian



Behaviour Policy

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Contents

Introduction.....	3
Whole School Behaviour Policy	4
Rewards	5
Consequences.....	6
What Are the Consequences?.....	7
Support for Staff	8
Procedures – Strategies for Promoting Good Behaviour	9
Procedures – Strategies for Discouraging Poor Behaviour	10
Restorative Approaches.....	11
Monitoring	12
Evaluation.....	13

Introduction

This policy sets out the whole school behaviour policy, completed following consultation with members of staff. It contains guidelines for staff on:

- Rewards
- Consequences
- Support for staff
- Strategies
- Monitoring/Evaluation of pupil behaviour

APPENDIX I	INTERNAL EXCLUSION ROOM POLICY/PROCEDURE
APPENDIX II	CANTONIAN SCHOOL UNIFORM
APPENDIX III	CONTRACT OF EXPECTATIONS
APPENDIX IV	HOME SCHOOL AGREEMENT (inc TRAVEL BEHAVIOUR CODE)
APPENDIX V	THE 3 R's POSTERS
APPENDIX VI	PUPIL SUPPORT CENTRE (CRC)
APPENDIX VII	RESET ROOM

This policy sets out the expectations of behaviour at Cantonian High School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the development of positive attitudes. We recognise that there is a strong link between positive behaviour, relationships and standards of work.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school and we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Whole School Behaviour Policy

The school operates a behaviour system that incorporates the use of Class Charts to monitor all behaviours, both positive and negative.

The school's main behaviour system is based around the 3R's (Appendix V) and pupils are expected and encouraged to be Responsible, Ready & Respectful at all times. This includes attendance and punctuality to school and lessons.

If pupils misbehave and fail to follow the rules, or are late to lessons, negative points will be allocated. Pupils who are out of lessons and late for 7 minutes or more after the start of lesson bell will be classed as truanting and will be referred to the Reset Room for up to three hours.

If pupils are on time, achieve and perform well and follow the 3R's, positive points will be rewarded.

All behaviours will be monitored, both positive and negative, with actions taken. These behaviours are recorded using our Class Charts and Provision Maps systems. Pupils will be rewarded using the rewards shop for positive behaviours.

We are a caring, inclusive school and we aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school's Behaviour Policy (3R's) is therefore designed to encourage the way in which all members – pupils, staff, parents and Governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure, and where the health and wellbeing of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Positive behaviour is an essential foundation for a creative and effective teaching and learning environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this.

We believe that in order to develop positive behaviour, the emphasis should be on pupils making the right choices and taking personal responsibility. A pupil understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school, we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential.

Rewards

Pupils will be rewarded by following our 3R's and showing they are Ready, Respectful and Responsible.

Positive points (using Class Charts) can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that pupil
- it is of a consistently good standard
- a pupil is on time and ready to learn

We should avoid giving rewards:

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g. over-use)

Types of rewards include:

- Positive comments in class and/or reinforcement during the lesson
- Positive points on Class Charts – if pupils arrive ready to learn they will receive positive points
- Praise Cards
- Instant messages to parents on Class Charts
- A letter home to parents/carers
- The top positive points winners from all year groups will be given the opportunity to gain rewards – these rewards include hot chocolate mornings and certificates
- End of term trips and celebratory assemblies
- Fortnightly reward assemblies. During these Head of Year assemblies, pupils will be rewarded following nominations from Criw Leaders and Form Tutors. They will also receive attendance rewards.

Consequences

The school has agreed standards of behaviour (which includes conforming to the uniform requirements) with pupils and parents/carers because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of consequences is therefore required.

Consequences can be linked to work, effort, punctuality, behaviour and personal conduct/uniform and should be given when this is:

- below the standard expected by the school
- below the standard of that pupil
- of a consistently poor standard

We should avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Promising and not carrying through those promises
- Imposing excessive sanctions
- Referring a pupil with a request for a specific consequence to be imposed
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

What Are the Consequences?

- Referral to the Reset Room for up to 3 hours if they are out of lessons and late for 7 minutes or more after the start of lesson bell
- Make our disapproval of the behaviour clear – by a look, by talking to the pupil, by showing our disapproval in front of others
- Insist that work is repeated/completed or that extra work is done. Always give a deadline and check
- Pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others
- Negative points given for pupils who fail in key areas in the classroom
- Meet with pupil and refer to Subject Area Leaders, Head of Year or Wellbeing Team to discuss future conduct
- Enter the inappropriate behaviour on Class Charts and take action, e.g. setting a restorative conversation for after school or at break/lunchtime
- Follow school 'parking' procedure and set a detention if needed
- Use the 'On Call' button on Class Charts if appropriate to do so after all behaviour protocols have been exhausted
- Pupil is collected from the lesson and is escorted to the internal exclusion room (see Appendix I)
- Contact home as much as possible (when there is a need)

There are higher levels of consequence, which may be imposed after consultation with appropriate staff:

- Placed on report
- Internal exclusion room
- Ask parents/carers to come into school
- After school detention
- Lunch time detention
- Break time detention
- Child and parents required to appear before Governors' Disciplinary Committee
- Fixed term exclusion
- Permanent exclusion

Exclusions are the sole prerogative of the Headteacher, or in her absence, the Acting Headteacher. Exclusions are a measured response to unacceptable conduct, either as a 'one-off serious incident' or to a pattern of unacceptable conduct and will not be undertaken without investigation, listening and, wherever possible, gaining 'write-ups' from as many parties as possible.

Support for Staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than working in isolation, it is much better to seek help and use the procedures that exist. Several staff will have dealings with a given pupil or group of pupils and there will be information available that could prove useful in assisting your classroom management.

Use of the Form Tutor/Criw leader as a point of contact may prove beneficial as they can provide a wide overview of a pupil's behaviour. The pupil's Head of Year will have a range of approaches. The Deputy Headteacher with responsibility for whole-school behaviour may be able to suggest consequences and assist in the writing of Behaviour Support Plans (BSPs) or Pastoral Support Plans (PSPs) if required. Any member of SLT can be approached to provide support and to discuss an issue, alongside the input from the Form Tutor.

Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Staff can be assisted in their work by related INSET. All staff undertake Behaviour training during INSET. SLT should be contacted about what appropriate possibilities exist.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice and act upon it. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all pupils know what is expected of them.

Strategies

Procedures – Strategies for Promoting Good Behaviour

We firmly believe in an active partnership between parents/carers and school as we need to work together to help pupils achieve their potential. As such, we encourage the following strategies to promote good behaviour:

- Adhering to the Pupil Contract (see Appendix III)
- Adhering to Home School Agreement (see Appendix IV)
- Praising pupils for good behaviour (e.g. Class Charts, praise cards, letters home, phone calls and rewards)
- Broadcasting information about successful events e.g. via assemblies and social media
- Regular assemblies which help to promote good behaviour, including rewards assemblies
- Staff being visible around the school, being seen to be interested in the pupils and in good self discipline
- Learning the names of pupils to let them know they belong
- Displaying examples of good pupil work
- Offering a wider range of extra curricular activities
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all pupils
- Adults remembering that they are role models
- Creating a calm and orderly movement around the school,
- Providing pupils with opportunities to promote the values which they regard as important
- Class discussion/reinforcement of good behaviour in form/Criw time
- Use of professional and positive language when dealing with pupils
- Setting positive targets
- Building relationships with pupils

Procedures – Strategies for Discouraging Poor Behaviour

There is a range of strategies used for discouraging poor behaviour:

- Adhere to Pupil Contract (see Appendix III)
- Adhere to Home School Agreement (see Appendix IV)
- Staff should meet and greet learners for all lessons
- 3R posters
- Regular assemblies
- Staff being visible around the school, being seen to be interested in the pupils and in good self-discipline
- Learning the names of pupils to let them know they belong
- Directing/encouraging pupils to be involved in extra-curricular activities
- Restorative approaches
- Detentions
- Counselling/punishing poor behaviour, not the child but their action
- Seeking information and support from pupils
- A rapid response to bullying when this is identified, following the appropriate policy & procedure
- Involvement of parents/carers and external agencies
- Use of tutor group time and mutual support amongst peers
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement around the school
- Providing pupils opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late/attendance checks and action by the attendance team
- Making necessary referrals to additional agencies to provide further interventions

Restorative Approaches

Cantonian is a 'restorative school'.

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has had many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, anti-social behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

There is good evidence that restorative practice delivers a wide range of benefits for schools.

When there has been a breakdown in relationship between pupil and teacher, a restorative meeting takes place, during which both parties express their concerns with an aim of repairing and building relationships and moving forward before the next lesson.

Monitoring

Monitoring is carried out in formal and informal ways by staff:

- Interviews/telephone calls/letters to parents/carers
- Recording all necessary information on provision maps
- Registration/lates
- Record of exclusions – SLT
- Record of those sent to the schools internal exclusion room – SLT/Subject Area Leaders.
- Referral to outside agencies – Assistant Headteacher ALNCO/Deputy Headteacher in charge of whole school behaviour
- Pupils on report – Form Tutor/Behaviour Team/Heads of Year/SLT
- Incidents will be recorded either on paper or Class Charts, whichever is most appropriate
- Additional Learning Needs (ALN) Register
- Annual Reports
- Behaviour Support Plans
- Pastoral Support Plans
- Educational Psychologist assessment
- Medical information
- Direct observation of pupil behaviour in/out of lessons
- After school detention records

Evaluation

This policy will be reviewed annually with alterations implemented as necessary.

Criteria for evaluation will include:

- Effects of behaviour on the quality of learning
- The extent to which pupils demonstrate good habits of work and behaviour
- Pupils' self-discipline and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Aggressive behaviour or bullying

Agreed by Headteacher:



Agreed by Chair of Governors:



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