

**St Monica's R.C. High School
Behaviour for Learning Policy
September 2017**



St. Monica's is a Catholic community working in partnership with families, schools and parishes to teach the Catholic faith as a way of life. We provide a caring, supportive environment where everyone is of equal worth. Jesus Christ is central to our school and our main aim is that everyone can develop their God given talents and gifts to the full, while growing in faith through prayer and service.



Underlying Principles:

As a Roman Catholic School St. Monica's is conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

The Governors' aims are that the school will work in close partnership with families and parishes in the religious formation of our children. It will offer a secondary education which is broad, balanced and relevant to pupils' abilities and aptitudes. It will aim at the highest standards of attainment and provide a disciplined, ordered and caring environment in which children can be happy and secure so that they can learn and develop. All pupils have value and will be valued equally.

This policy is based on three main rules for pupils and staff to uphold: Ready, Respectful and Safe. By streamlining our rules to follow these three main principles, we hope to establish a fair, transparent and consistent policy.

Consistency

This policy is designed to meet the needs of all of our pupils to ensure a safe and positive learning environment. We want to establish a culture of fairness and consistency for all. At times this will mean differentiating procedures in order to support pupils with SEND needs in order to promote an inclusive learning community which enables all pupils to succeed.

All members of St Monica's are expected to follow the policy consistently and fairly which will support them to manage behaviour effectively to ensure a good and safe learning environment.

A culture of support and sharing good practice among staff is promoted through pastoral meetings as this system will only work properly if everyone takes responsibility for managing behaviour and follows the policy, all of the time. Members of the Senior Leadership Team will also operate within the framework, though in extenuating circumstances they will use their discretion as appropriate. At the centre of all we do is how we as professionals model the Positive Behaviour for Learning that we expect from pupils. Staff will be accountable to line managers or senior staff if this is not the case.

In order to promote positive behaviour for learning staff and pupils need to embrace the need for quality first teaching and learning to establish a climate of success for all.

QFT originates in the DCSF's guide to personalised learning published in 2008 which summarises its key characteristics as:

- highly focused lesson design with sharp objectives
- **high demands of pupil involvement and engagement with their learning**
- **high levels of interaction for all pupils**
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- **an expectation that pupils will accept responsibility for their own learning** and work independently
- **regular use of encouragement and authentic praise to engage and motivate pupils.**

(DCSF, 2008) *Personalised learning – a practical guide* 00844-2008DOM-EN

Standards Cards

In order to establish minimum high expectations for learning of being Ready, Respectful and Safe, all pupils will carry a standards card to monitor the following:

- **Correct Uniform and appearance at all times.**

- **Correct Equipment for lessons** such as a pen/pencil/ruler, books, journal, P.E. Kit, Food Tech ingredients etc. Each subject will tell pupils exactly what the required equipment is.
- **Punctuality to lessons.** If pupils are late because they have been with a member of staff they will need their journal signed or a note.
- **Standards around school** - good behaviour on the corridors, not being in the school building during break or dinner without good reason, using the correct toilets, no fizzy/energy drinks or littering.

Pupils who do not meet these standards will have their card signed. If a pupil receives three signatures in one area, they will receive a standards detention from their head of year. Pupils will also be able to receive merits for excellent behaviour and standards around school on their standards card.

Guide for all staff

If you see a pupil who is not meeting one of the standards you ask for their card, sign and date it in the correct row.

If you are the third person to sign it in a row – you need take the card, add the incident onto SIMS*. You need to ensure the pupil gets a replacement card from Reprographics. If a year pupil refuses to hand over their card, then they will go into a standards detention –put on SIMS as a standards detention straight away and let the Head of Year know.

If a pupil does not have their card, then they will go into a standards detention –log onto SIMS.

If a pupil does something that warrants a merit on their standards card, e.g. holding a door open, helping you to carry something, picking rubbish up etc., you can sign a merit on their standards card.

***Inputting on SIMS**

If you add a behaviour incident for the child, you will be able to select on the drop down menu one of the following options for standards:

Standards uniform

- Standards equipment
- Standards punctuality
- Standards around school
- Standards no card
- Standards refusal to cooperate
- Standards missed detention

Please ensure that you use one of these options as it allows us to then analyse the data during the trial.

Guide for Form Tutors

Pupils need to have their cards on the desk every morning – that way you can see if they have their card. If they don't, follow the advice above and issue a new card. Make sure you add what issue number it is.

When you are signing journals also have a quick look at the standards card and discuss any emerging patterns or praise for a blank card. Issue a merit for a blank card each week.

If you get an email that a pupil has a standards detention, please let the pupil know. Standards detentions will be every Monday with the head of year. You will also need to collect in their old card and give them a new one.

Replacement cards

Staff can get spare cards from Reprographics. This way we can keep track of the cards.

Form tutors will file the old cards along with regular form filing.

End of term arrangements

On the last day all cards will be collected by form tutors. All issue one blank cards to be placed in the behaviour box in the staff room so it can be logged as an achievement. All other cards to go on pupil files.

The Home-School Agreement

The Home-School Agreement is the bedrock of the partnership between the parents/carers, the pupil and school. It clearly sets out the high expectations of all three parties as they work together to achieve a “caring and supportive environment where everyone is of equal worth.”

Parents/carers should play an active role in encouraging their children to show respect and support the school’s authority to discipline pupils. This agreement must be shared with all prospective pupils and their parents/carers and signed by them and a member of school staff. A copy of the Home-School Agreement must be signed at the start of each academic year. This agreement will be discussed as part of the Parent/Carer evenings where the importance of its role and the home/school partnership is emphasised. (See Annex at end of policy.) If any concerns arise with regard to a pupil’s behaviour and/or attendance, then the Home-School Agreement must be referred to in order to establish which areas of the agreement have been broken and re-focus the pupil on what is expected of them whilst at St Monica’s R.C. High School.

Establishing strong and effective links with parents/carers is vital and should take place as a matter of routine through the Home-School Agreement, phone calls, letters and meetings in school. Informing parents/carers of their child’s behaviour that is a cause for concern sooner rather than later, can play an important part in supporting pupils to quickly get “back on track”. Pupils also often respond far more positively once they are aware that parents/carers are to be informed of behaviour that is a cause for concern. However, we should also be making it an equal priority to inform parents and carers of positive behaviours and successes. To maximise the effectiveness of this policy, parents/carers should ensure they regularly access their child’s records via School Comm so that they too are able to track their child’s behaviour and achievement records, and provide appropriate support and praise at home. Staff should record all contact with home.

Recording Incidents

In the recording and analysis of both good and inappropriate behaviour, ‘SIMS’ has a crucial part to play. Our recording system is structured to support our policy and all staff must use the system accordingly.

To ensure consistency and promote the Home/School Agreement, it is vital that any rewards or sanctions are recorded on SIMS, and via postcards/letters home. Meeting and phone call records must be kept and given to form teachers. All staff need to be aware that rewards and incident reports/logs on SIMS are open to scrutiny from parent/carers/governors etc. Accurate spelling and punctuation is required. Incident reports should name only the person to whom the incident report is about.

In cases of bullying, the incident must be logged on SIMS in detail and appropriate action taken, liaising with head of year. A member of the school support staff will then share information with SLT to ensure the bullying log on the H drive is kept up to date to monitor and take further appropriate action.

How to log incidents onto SIMS:

Click on the child on your register (or bring up on search student.)

Click on behaviour management at the right of the page and open a new incident. All you have to do is fill in the boxes. Make sure you click resolved for the status or it will not let you save it. Always ensure that you have recorded an action and action date.

Ready, Respectful and Safe



Ready

Pupils can be ready for school by:	Staff can be ready by:
<ul style="list-style-type: none"> • Arriving for school on time – 8.25am • Wearing the school uniform correctly. • Bringing the correct equipment, including standards cards, journals, pens, books, PE kits etc. • Leaving mobile phones at home, in the office or switched off in bags – if phones are seen by staff they will be confiscated in line with school policy 	<ul style="list-style-type: none"> • Arriving to class on time • Standing at the door to greet pupils • Planning lessons, ensuring work is differentiated according to the needs of all pupils • Having prayer points ready for morning registration.

Respectful

Pupils can show respect by:	Staff can show respect by:
<ul style="list-style-type: none"> • Being on time • Putting their hand up in class • Listening to staff instructions • Listening to other pupils • Respecting the opinion of others • Putting litter in the bin (this includes on the way to and from school as well) • Looking after the school environment • Saying please and thank you • Walking on the left in single file in order to let other people past • Using the correct toilets and leaving them in a fit state for others to use 	<ul style="list-style-type: none"> • Being on time • Modelling good language • Keeping school tidy • Looking after the school environment • Praising in public, reprimanding in private • Dealing with issues consistently and fairly • Recognising achievements • Marking pupils' work regularly

<ul style="list-style-type: none"> • Travelling to and from school in an orderly manner, being aware of other people’s needs and space 	
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Safe

Pupils can help everyone be safe by:	Staff can help everyone be safe by:
<ul style="list-style-type: none"> • Following instructions • Being in the right place at the right time • Following e safety advice • Walking in the corridors • Not hitting/pushing • Understanding what bullying is and doing the right thing if they see someone being bullied • Not engaging in bullying behaviour 	<ul style="list-style-type: none"> • Taking accurate registers at the start of every lesson • Reporting missing pupils straight away to Mrs Towers • Reading and understanding part one of Keeping Children Safe in Education • Understanding and following policies with regards to Safeguarding and Child Protection, E- safety, Bullying, and Professional Relations • Challenging bullying behaviour and taking appropriate action

Promoting Good Standards of Behaviour:

As adults in our Catholic community, it is the responsibility of **all staff** working in the school to promote good standards of behaviour, in line with the teachings of Jesus Christ. Only a small part of this can be done by correcting examples of bad behaviour - the main part is done through providing an example to others of how to behave appropriately in any situation.

Good order does not simply happen; it has to be worked for. All staff must be constantly aware of the need to provide a good example, to praise good behaviour, and to correct inappropriate behaviour. High standards should be expected, and our rules should be applied consistently and fairly. Failure to support and reinforce our policy consistently would undermine it.

All staff should therefore:

- set high standards of behaviour, dress, work and respect through their example
- take the initiative - greet and be greeted
- communicate in a calm and measured manner
- be consistent – treat pupils fairly and apply the rules fairly
- respect all pupils and colleagues, nurture their self-esteem, and treat each as an individual
- deal with misbehaviour - never ignore it!
- support one another
- act with authority, without being authoritarian
- try to solve the problem calmly, rather than inflame the situation
- seek support from your line manager if you feel you are under stress by a pupil or class and refer the problem on if this is appropriate
- provide pupils who have made negative behaviour choices and received sanctions a “fresh start” next lesson in line with our process of reflection, reconciliation, and reintegration.
- Follow the stepped procedures (see page 12) and record each step as appropriate

All staff should avoid:

- **humiliating** - it confounds our Positive Behaviour for Learning principles
- **over-reacting** – don't expend all your consequences unnecessarily
- **whole class punishments** - they can lead to resentment amongst the innocent
- **personal anger** - however understandable on occasions, is counter-productive
- **celebrating poor behaviour** - this takes the focus away from pupils who are on task and well behaved
- **Being over familiar with students** – this makes it difficult to maintain authority and respect

The use of Phones

At St Monica's we realise, that whilst parents and carers may want their child have a mobile phone on the way to and from school for safety reasons, they need to be switched off and put away before entering the school gates. Mobiles must not be used for any reason during the school day and must only be taken out once they have left the school grounds. Pupils in lower school may leave their phones for safe keeping at the school office each morning.

We ask pupils to be mindful of the following:

- The potential disruption caused during learning by phones ringing or by pupils receiving/sending texts
- The danger of texting or using social networking as a form of cyber bullying
- The infringement of privacy caused by pupils taking photographs of other pupils or staff without their permission
- Incidents nationally where fights or assaults have been set up and filmed on mobile phones

Pupils seen with a mobile phone during the school day, whether using it or not, will have it confiscated: -

- **Offence 1** – the phone will be stored in the school safe and returned at 3.05pm the same day.
- **Offence 2** – the phone will be stored securely in the school safe and parent/carer to collect the phone from the school office the next school day.
- **Offence-3** the phone will be stored securely and a meeting may be arranged with parents/carer. The school reserves the right to confiscate the phone until the last day before a holiday.
- Staff who confiscate phones must take it straight to the school office and fill out the log book. Heads of Year will be notified by office staff of any repeat/persistent offenders and will then make contact with parents/carers. The Parent/Carer will be expected to attend the meeting and support the School expectation on mobile phone use as explained in the Home-School Agreement. The outcome of the meeting may well be that the pupil is no longer allowed to bring a mobile phone to school or that the phone is handed over upon arrival and collected upon departure. Any pupil refusing to follow instructions will be referred to SLT.
- Unlawful use of a mobile phone may result in police involvement.

School will not be liable for the loss of expensive items brought into school. These include: mobile phones, electronic gadgets, designer wear, jewellery, cameras etc. Although in some cases items can be locked up for safety, they are left at the owner's risk. All items should be covered under the family's house insurance in case of loss.

Staff Roles and Responsibilities

All Staff:

- To consistently apply policy, both in and outside of the classroom.
- To record rewards and behaviour using SIMS.

Form Tutor:

The most important role of the form teacher is the pastoral care of pupils.

In terms of promoting positive behaviour for learning, the form tutor could be considered to be the linchpin. The form tutor is the first member of staff pupils see in the morning. The form tutor has a vital role to play in helping pupils prepare for the day and also for setting the tone for learning.

During Form Period Staff need to:

- Be at the door on time, to welcome pupils into form.
- Ensure pupils enter form in an orderly manner and sit down in their allocated places (policy is to sit pupils boy/girl)
- Have the prayer point ready on the whiteboard, and begin the day by praying with pupils.
- Ensure that the register is taken accurately in an orderly fashion.
- Check pupils for correct uniform.
- On assembly days, be in the hall at 8.30am to ensure that all pupils are seated quietly, ready for assembly.
- Communicate any necessary information from staff briefing and pass on any notes/messages from the form trays
- Follow the weekly form tutor routines, such as silent reading, peer mentor sessions etc.
- Monitor the use of pupil journals and ensure that homework is being recorded.
- Monitor pupils' standards cards and issue merits/detentions as necessary
- Monitor that, whenever they occur, messages in the planners, from parents/carers are responded to in an appropriate and timely way.
- Check pupils have the correct equipment: journal, standards card, pen, pencil, ruler, correct exercise books.
- Award merits on a fortnightly basis for:
 - Two week's full attendance
 - Two week's perfect punctuality
 - Perfect uniform
 - Journal neat, fully up to date and signed.
 - Standards card clear for a week
- All Form Tutors should configure their SIMS homepage in order to more easily track behaviour in their forms and ensure minor behaviour issues are dealt with as soon as possible.
- Ensure contact is made to parents of pupils who: persistently arrive late, wear make up/ jewellery, do not bring in their pupil planners, are not in correct uniform or are causing disruption of lessons, in order to raise their awareness of these concerns and discuss the improvements in behaviour that are expected, with support from both home and school.
- In agreement with the Head of Year, Form tutors can place pupils who are persistently behaving inappropriately, on Form Tutor Report, for an initial minimum period of two weeks and meet with the pupil on a daily basis to discuss the outcomes of the report.
- Monitor pupil behaviour whilst on report and keep parents/carers and the Head of Year fully informed of progress.

- Monitor the academic progress of pupils and in cases of progress or achievement rewards, ensure that pupils are praised in tutor time.

Class teachers

Class teachers are responsible for promoting and maintaining positive behaviour for learning in their classroom. As pupils respond well to clear and consistent routines, class teachers are required to implement the Teaching and Learning Policy and pay close attention to the learning routines they employ within the classroom. **At the core of the policy is an acceptance of the need to ensure that pupils are involved in learning activities appropriate to their abilities.** This will often require adaptation of materials or tasks **i.e. differentiation** in order to cater for individuals. In addition, staff must use a range of strategies to redirect pupils back on task and anticipate problems.

The class teacher will:

- Prepare lessons which interest, challenge, involve and reward all pupils in line with school policy.
- Mark work promptly giving constructive feedback and set clear targets for improvement in line with school policy.
- Ensure that the classroom is a positive learning environment, welcoming and interesting with appropriate quality learning displays and free from clutter. Litter or graffiti must not be tolerated, and should be removed as soon as detected.
- Be on time for lessons, greeting pupils, supervising the corridor area outside the classroom and ensuring entry into the classroom is orderly.
- Establish a set routine whereby pupils remove their coats and have their journal and equipment out on the desk.
- Arrange pupils according to the policy of boy/girl seating (adapt where appropriate, organising seating plans for classes that support positive behaviour for learning.)
- Share lesson objectives with the pupils.
- Register pupil attendance at lessons within 10 minutes of arrival, and follow up as necessary. It is essential that the register is taken and responded to verbally.
- Fill out pupil reports by the end of the lesson as necessary.
- Have high expectations of all pupils.
- Monitor and pre-empt difficulties, taking early action as necessary.
- Adopt a calm, non-confrontational approach, dealing with problems consistently, fairly, firmly and handling situations with warmth and concern.
- Respect all pupils, treating each as an individual.
- Ensure that the room is always ready for the next teacher.
- Have a structured ending to the lesson and ensure that pupils leave class in an orderly manner by standing at the door and supervising the area outside the classroom.
- Recognise achievement and good behaviour for any pupil who deserves particular recognition, by issuing merits and postcards home.
- Inform the Head of Department about pupils continuing to behave inappropriately within their classroom and provide evidence of appropriate action already taken, including contact with home.
- Follow the behaviour procedures for all classroom teachers.
- Make contact with home and issue personal detentions in the first instance.

In addition, Heads of Department and Seconds in Department will:

- Lead, support and monitor the department in the implementation of this policy.
- Monitor pupil rewards and sanctions across the department/key stage and take appropriate action as outlined in this policy. Ensure that rewards and sanctions are followed up accordingly, including contact with home.
- Support members of the department with intervention to support pupils. This may include, taking pupils for a set number of lessons, telephone calls, meetings with parents, HOD report and/or detention.
- Refer to the SLT pupils who do not respond to HOD intervention.

In addition, Heads of Year will:

- Establish good relationships, lead, support and monitor form tutors in the implementation of this policy.
- Liaise with the appropriate members of staff including form tutors regarding pupil attendance and behaviour.
- Monitor pupil rewards and sanctions and take appropriate action as outlined in this policy.
- Liaise with teachers, SLT line manager, Attendance Officer, Learning Mentor, Pastoral Manager, SENCO/Family Support Worker etc and parents/carers of pupils who have who have been involved in continued incidents of misbehaviour, to discuss interventions to improve behaviour and learning. These interventions can include for example, setting reviews, recommendations to the Governors' disciplinary panel, as well as links with outside agencies such as CAMHS/Connexions/PLC etc.
- Make sure that rewards are recognised and celebrated, for example, certificates in assembly, letters home following good engagement grades, rewards afternoon etc.
- Help to organise celebration assemblies at the end of each term.
- Support school detentions and follow up pupils who fail to attend Form Tutor detentions.
- Refer to SLT those who fail to respond to Head of Year detention.

Praise and Reward**Rewards**

The Code of Conduct is supported by a system of rewards. Rewards are very effective at motivating pupils. Praise and encouragement far outweigh the frequency of sanctions and admonition.

Praise is essential for promoting good behaviour. All teachers in all curriculum areas must therefore look to recognise, praise and reward all pupils as a matter of agreed policy. Support staff will also be expected to formally praise and reward pupils whenever it is appropriate to do so. It is intended that the organised and widespread use of praise and rewards will dramatically improve the behaviour of all pupils.

Our reward system is not working properly if the quiet, perhaps non-academic, but polite and willing pupils who always try their best are not being rewarded.

We aim to promote Positive Behaviour for Learning rather than just prevent or punish poor behaviour. Routine good behaviour should not be taken for granted, but recognised and commended.

Awards are used to recognise and set good examples or show improvement in their own behaviour or attendance. Letters are sent to parents notifying them of improvements and successes. Awards are monitored on the grounds of gender, ethnicity and academic ability. Any patterns revealed will lead to appropriate action.

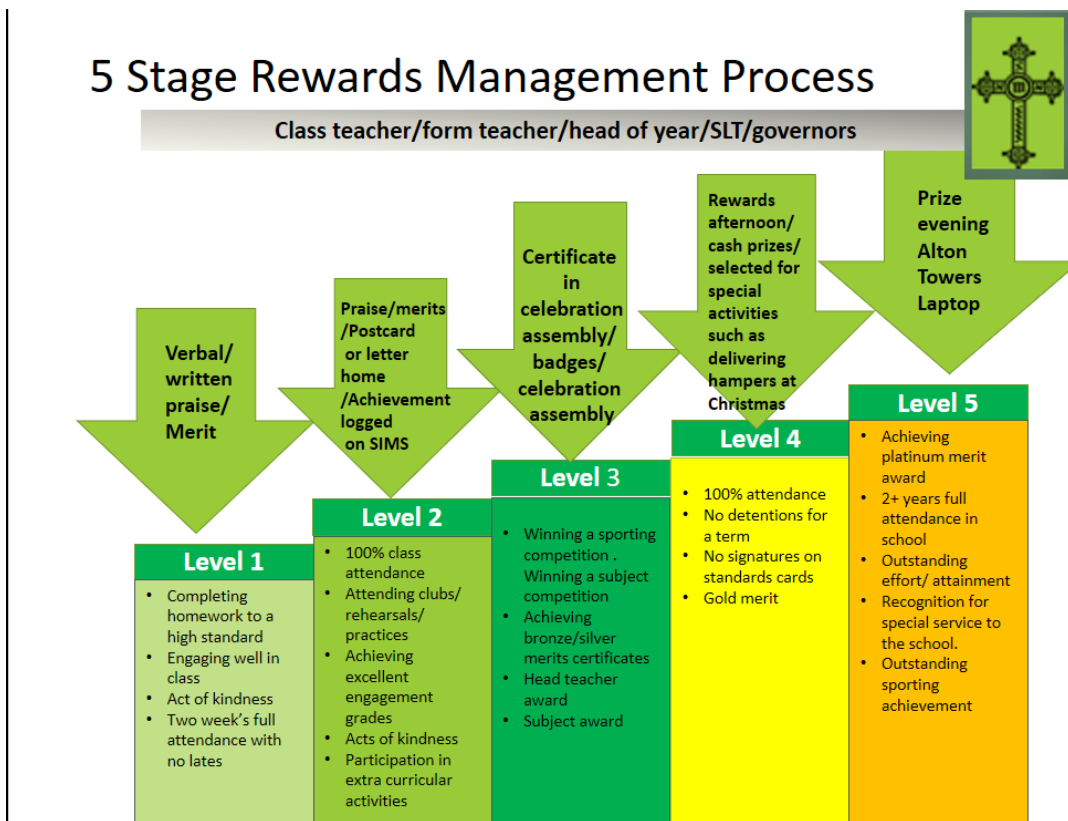
Recognition by staff can take several forms, including:

- verbal praise
- Pupil’s name on the whiteboard in the classroom
- written comment in exercise book or pupil journal
- merits
- Postcards home
- Achievement on SIMS
- Positive phone call home

St. Monica’s rewards include merits, attendance and achievement certificates, money awards, “wear your own clothes days”, letters of congratulations, and participation in rewards afternoons. Pupils’ achievements are recorded electronically on the school system and parents can access this information on the School Comms system

We actively celebrate success achieved in school and within the community. Presentations are made regularly during assemblies, as celebrating community success ensures a wide range of pupils have their contributions recognised.

Awards are made both on an individual and whole class basis. Our schemes strike the right balance between rewarding pupils with outstanding records and those achieving substantial improvements.



Merit System

Merits should not be seen as automatic by pupils – they have to be earned. One or two merits might normally be deemed appropriate reward for praiseworthy performance in a lesson.

These are some suggestions for awarding merits. The list is not exhaustive:

- ✓ an excellent effort with class/homework measured against individual pupil capability.
- ✓ Continued homework excellence over 2 weeks.
- ✓ Top mark in a class test or exam.
- ✓ Meeting an agreed target to improve an aspect of academic performance.
- ✓ 100% Attendance for 2 weeks.
- ✓ 100% Punctuality - genuine bus problems will be legally recorded in the journal and should not count against the pupil.
- ✓ the constant wearing of perfect uniform.
- ✓ regular attendance for sports teams practice and matches throughout a half-term.
- ✓ contribution to the improvement of the school environment.
- ✓ regular service to school community over and above daily expectations.
- ✓ reliable chaplaincy/altar service.
- ✓ execution of Form Captain/Vice-Captain duties to a high standard (Pupil to record duties undertaken in his/her journal).
- ✓ a noteworthy contribution to school/community links.
- ✓ service to other pupils over a period of time.
- ✓ useful voluntary help for a specific school occasion.
- ✓ contribution to musical life of the school.
- ✓ participation in oral work.
- ✓ no detentions for a half term.
- ✓ having work selected for display on notice boards.
- ✓ keeping journals neatly and fully completed for a half term.
- ✓ being polite and well mannered.
- ✓ helping others.
- ✓ being generous with your time.
- ✓ being a good citizen and a positive role model.

Day -to-day Operation

- Merits will be logged on SIMS directly by the class teacher
 - Merit stamps to be held by all teaching staff for times when you are a member of the school staff but not the class teacher such as Student support, Teaching assistant or caretaker.
 - “Merit” should be stamped, dated and initialled either on a journal date page or the standards card of the pupil.
 - Pupil to show these Merits to the form tutor who will add them to SIMS during Form time
- Form Teachers will be provided with relevant totals at regular termly intervals for the student to Record in their journal.

Lower School/ Upper School Merit Certificates and Awards

Merit Awards

Lower School - Years 7-9

Bronze -50

Silver- 100

Gold - 200

Platinum - 300 & above

Upper School - Years 10 & 11

Bronze - 50

Silver - 100

Gold - 200

Platinum - 250 & above

The Sheila Hall Trophy is presented to the Form with the highest total.

Post Cards

Department postcards will be sent home to inform parents/carers of special mentions for improvement, excellent work etc. Teachers may make phone calls or write letters home as well if they wish.

Celebration assemblies

Celebration assemblies will ensure that there is a clear whole school, high profile approach to celebrating and rewarding the achievements of all pupils at St Monica's R.C. High School. These assemblies will take place during the last week of the autumn and spring term or the first week of the following term. Pupils will be rewarded with certificates which will be presented in front of the whole year group.

Certificates awarded each term may include:

- 100% attendance, including form with the best attendance
- Bronze/silver/Gold merits and form with the most merits
- Subject awards for effort and attainment
- Extra-Curricular Achievements
- Charity achievements
- Gold Standard Head Teacher award
- Prayer and Service Governor award
- Acts of kindness
- Improvement Award
- Form Award
- At least one pupil per subject for performance/effort or exam result

Head teacher /Governor's Letters of Commendation

All staff may nominate pupils who have made a special contribution either in school or within the community to receive a letter from the Head teacher/ Chair of Governors or his representative. This can be for a single achievement or positive contribution over time. These are awarded termly and HOY are to collect names and forward to SLT. All pupils who achieve excellent engagement grades should have their names put forward to the head teacher for a letter home of commendation.

Post Cards

Department postcards will be sent home to inform parents/carers of special mentions for improvement, excellent work etc. Teachers may make phone calls or write letters home as well if they wish.

Gold Standard assemblies

Gold assemblies will ensure that there is a clear whole school, high profile approach to celebrating and rewarding the achievements of all pupils at St Monica's R.C. High School. Gold assemblies will take place during the last week of the autumn and spring term or the first week of the following term. Pupils will be rewarded with certificates which will be presented in front of the whole year group.

Certificates awarded each half term will include:

- 100% attendance, including form with the best attendance
- Bronze/silver/Gold merits and form with the most merits
- Subject awards for effort and attainment
- Extra-Curricular Achievements
- Charity achievements
- Gold Standard Head Teacher award
- Prayer and Service Governor award

Head teacher /Governor's Letters of Commendation

All staff may nominate pupils who have made a special contribution either in school or within the community to receive a letter from the Head teacher/ Chair of Governors or his representative. This can be for a single achievement or positive contribution over time. This are awarded termly and HOY are to collect names and forward to SLT. All pupils who achieve excellent engagement grades should have their names put forward to the head teacher for a letter home of commendation.

Support Systems

Support for pupils/Families

In addition to regular teaching about positive behaviour and regular attendance, school recognises that some pupils will need extra support to help manage their behaviour and attendance. The support offered includes:

- Weekly pastoral reviews
- Termly academic reviews
- Contact with parents on first day of absence
- Contact with parents following behaviour incident
- Referral to support staff in school, including the Learning Mentor, Pastoral Manager, Family Support worker/ SENCO and SEN staff, Academic Mentors etc.
- Referrals to appropriate agencies e.g. EWS, Social Services, Educational Psychological Service, Health Providers, Connexions, Relateen, IAPT, CRUSE, , Family Mediation Services, CAMHS, PLC etc.
- The start of an Early Help Family Support Plan, in line with the authority guidelines.
- Discussions with Parish Priests and other Diocesan Services.
- Meetings with Governors

Support for Staff

Staff who are having difficulty with a class, group or individual should receive advice and support from the Head of Department, Year Tutor, Middle or Senior leaders, or the Learning Support Team (Attendance Officer, SENCO, Family Inclusion worker, Pastoral Manager and Learning Mentor).

Heads of Department have a significant role in supporting their department staff, by following up to sanction pupils who have not responded to the actions of the subject teacher. This could include detentions/call home/report/meetings with parents/removing pupils from lesson/changing classes.

SLT are there to support class teachers who have experienced challenging/aggressive pupils straight away. SLT will also support Heads of Department who have intervened to support staff, but pupils have not responded.

Learning support staff will follow up individual pupils, analyse data, identify trends etc. and refer on to the relevant member of SLT, EWO, Family Support Worker.

The availability of good quality INSET and regular CPD on behaviour and attendance is important.

Monitoring and Evaluation

In order to assess the effectiveness and fairness of this Policy, rewards and sanctions are monitored by gender, ethnicity and SEN. School records all fixed term and permanent exclusions and report these to the Governors and LA each term. All racist incidents are recorded along with the action taken. These are reported to Governors at each termly meeting and to the LEA annually.

Attendance is analysed weekly and a return is made to the DfES annually. Behaviour and support mechanisms are reported at regular pastoral meetings between pastoral staff and line managers.

A record is kept of behaviour incidents, achievements, and interventions through SIMS and records placed in Pupil files

Procedures for Discipline

Everyone needs to take responsibility for acting on poor behaviour.

Referral Systems

In lessons



Teaching staff will always take action to counter misbehaviour.

Persistent or serious misbehaviour will be referred to the relevant Head of Department. Advice should also be sought from the Learning support team to explore if there are any underlying issues contributing to the issues.

Each department makes its own arrangement for accommodating individual pupils for cooling-off periods.

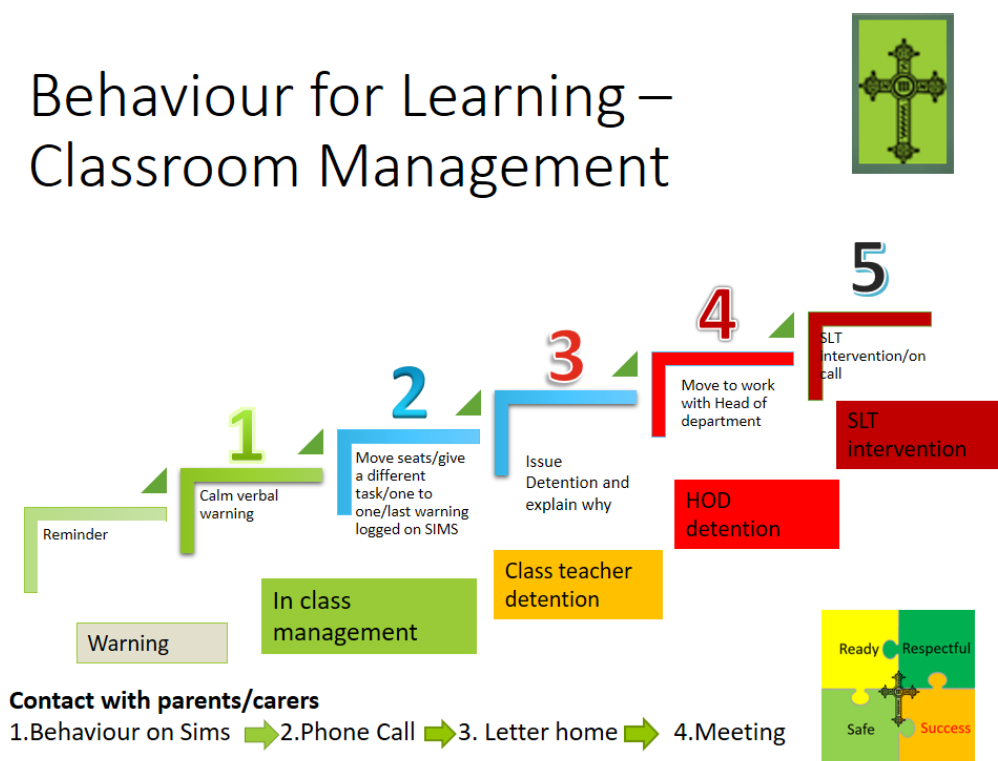
Each department will consider temporary/permanent changes of set or teaching group in an attempt to resolve a situation.

Subject teachers and Heads of Department will complete behaviour incident reports on SIMS outlining the misbehaviour and the action taken. These will be recorded on the School Behaviour system, and monitored by the Form Tutor, Head of Year and Senior Leaders.

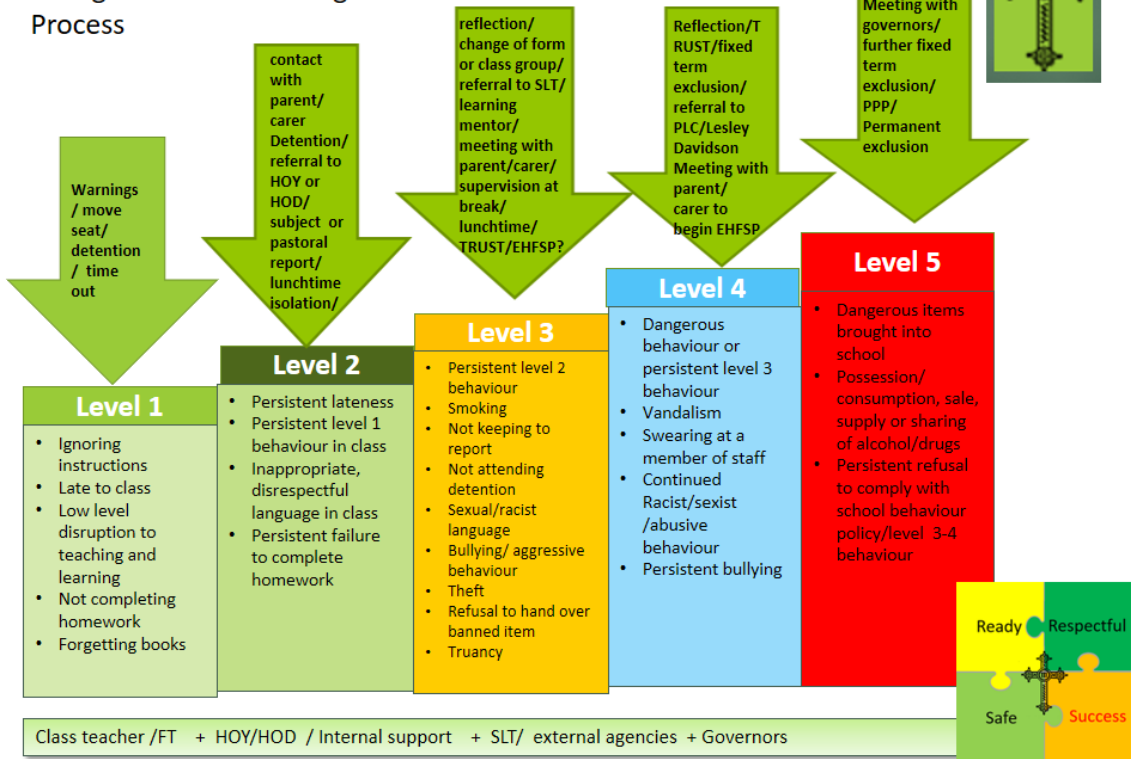
The Year Tutor may decide to take further action if it is apparent that the misbehaviour is not isolated.

Staff will not send pupils to Year Tutors or Deputies during lessons unless the pupil presents a danger to him/herself or others. However, if a member of staff does not feel safe with a particular pupil or class, they should send for a senior member of staff by sending a message to the office.

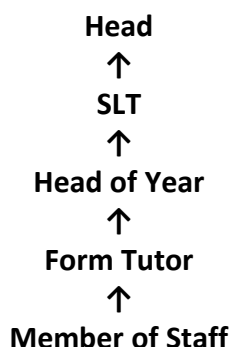
Behaviour for Learning – Classroom Management



5 Stage Behaviour Management Process



Outside of Lessons



Behaviour incidents will be recorded on SIMS by the member of staff who encounters the misbehaviour. They should impose their own punishment and refer to the Form Tutor and then the Head of Year. (Supply teachers/staff members without access to SIMS can record the incident on a behaviour slip and pass to the Learning support team who will arrange for it to be inputted in SIMS)

The Year Tutor may decide to take further action if it is apparent that the misbehaviour is not an isolated incident.

It is important that staff intervene with pupils who misbehave in class or outside of lessons as it ensures consistency. Most situations can be resolved by early intervention. If not, a Referral to the Head of Year/Form Tutor reinforces the unacceptable nature of the misbehaviour.

Senior Leaders are there to support staff in maintaining high standards of behaviour. If staff have any health and safety concerns, they should raise this with their line manager. (See Model Professional Relations Policy and Dignity at Work Policy)

Sanctions

Sanctions are imposed according to individual situations. School discipline is reinforced by: -

- Warning
- Reminder
- Reprimand
- Detentions
- Phone call home
- Community Service
- Learning Support Plan (“on Report”)
- Short periods working away from class with Head of Department
- Time out/Reflection (formerly Isolation)
- Parent accompanying pupil to class
- Exclusion from school trips
- Suspended from representing the school in choir/sports etc
- Internal fixed term exclusion in TRUST unit
- Fixed term exclusion from school

- Permanent exclusion.

Staff should inform parents of any concerns by logging incidents on SIMS, writing comments in the journal, phoning or writing home.

Standard letters covering attendance, punctuality, uniform and report cards may be sent to parents by Form/Year Tutors. A copy will always be placed in the pupil's file.

Teaching staff are encouraged to communicate directly with parents following consultation with Head of Department or Year Tutors. Any such communication should be recorded on the pupil files for information.

Detentions

Detention What the law allows: From 1st September, 1998 schools have clear legal authority to detain pupils on disciplinary grounds after the end of a school session without the consent of the parent. (Section 5, Education Act 1997) The Education Act 2011 abolished the requirement for 24 hours' notice of detention but the detention will be recorded on SIMs. Parents can access this information via the parental portal using their login details.

Section 90 of the Education and Inspections Act 2006 10 29.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. At St Monica's, parents and carers will be informed of detentions through the School Comms system.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

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Pupils will be properly supervised and will be given suitable work to do in detention. They should be viewed as opportunities for individual or small group support sessions to help

with homework issues and are therefore supportive rather than punitive unless issued for serious misbehaviour.

Pupils will be dismissed at the time previously notified to the parents.

Isolation from Peers

The Headteacher, Deputy Heads and Assistant Heads, in consultation with the Year Tutors, can remove pupils from normal lessons to work with the head of year, head of Department or in St Monica's reflection room.

Accompanied Pupils

In extreme cases where other sanctions have failed to resolve the difficulties, the Head or Deputy Heads may invite parents to accompany their child to lessons.

Exclusions

DCSF Guidance on Exclusion from Schools (September 2008)

"A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It should normally be used as a last resort.

There will however be exceptional circumstances where, in the head teacher's judgement, it is appropriate to exclude a child permanently for a first or one off offence. These might include:

- a. Serious, actual or threatened violence against another pupil or a member of staff;*
- b. Sexual abuse or assault*
- c. Supplying an illegal drug*
- d. Carrying an offensive weapon.*
- e. Persistent or defiant misbehaviour including bullying, or repeated possession and/or use of an illegal drug on school premises.*

Schools may choose to inform the police where a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers etc."

Use of Control and Restraint

DFE guidelines (Use of Reasonable Force July 2013 – Reviewed 2015) states that "schools can use reasonable force to: • remove disruptive children from the classroom where they have refused to follow an instruction to do so; • prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; • prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; • prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and • restrain a pupil at risk of harming themselves through physical outbursts."

Tobacco, Alcohol, Volatile Substances & Drugs

DFES circular 4/95 makes clear that "Drugs misuse extends across socio-economic boundaries....no school can afford to be complacent or to think its pupils are not at risk".

All drugs have the potential to harm. For a small number of people drug misuse and abuse has far reaching consequences for themselves, their families and society generally.

Drugs Education

St Monica's provides a comprehensive drugs education programme which is continually reviewed and appropriate to the age, maturity and ability of pupils. It covers the statutory elements of the National Curriculum at KS3 and KS4 and is delivered as part of Citizenship.

Pastoral Support

St Monica's works in partnership with parents and a range of agencies to educate pupils so that they are able to make safe, responsible and healthy decisions. Where appropriate we will offer counselling and support through the services of local agencies. Please refer to the "Useful Telephone Numbers" in the front section of the journal and also the help guides on the school website.

School Premises

Controlled drugs, volatile substances, tobacco and alcohol can be harmful to health if misused and should be seen as part of the total problem related to substance misuse.

St Monica's will formally discipline any pupil who is found in possession of any illegal drug or illicit substance or who is involved in the use, misuse, preparation, sharing or supply of any illegal drug or illicit substance on any part of the school premises, including so called "legal" highs and psychoactive substances. This extends to include sports trips, out of school visits, residential holidays, travelling on school transport or on the way to and from school.

Health and Safety

Should it become apparent that a pupil is suffering the effect of a substance, appropriate emergency health care will be given through the school's first-aiders and, where necessary, through professional medical services. A referral to the MASH team may also be made.

Concealment

Staff have the right, under the direction of the Head teacher, to conduct a search where pupils are suspected of concealing illegal substances or banned items. Pupils will be asked to empty pockets/bags/lockers.

Banned items include:

- Knives or weapons
- Alcohol
- Drugs and substances (including so called legal highs or psychoactive substances)
- Stolen Items
- Mobile phones
- Chewing gum
- Tobacco, cigarette papers and lighters, e-cigarettes and liquids
- Make up / fake tan
- Aerosols
- Fireworks
- Pornographic Material
- Racist or Extremist Material

- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage to the property of, any person (including the pupil).

Searches will be conducted with two members of staff present. One of the members of staff will be the same gender as the child. Staff will adhere to the DFE document: *“Searching, Screening and Confiscation Advice for Head teachers, School Staff and Governing Bodies.”*

The Head teacher is entitled to call the police to conduct the search if a pupil refuses to comply.

The Head teacher is entitled to arrange for the use of sniffer dogs in school. School maintains an up-to-date list of those who are allergic to dogs or who have a phobia about them.

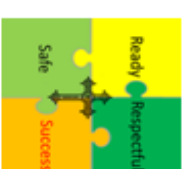
Disciplinary Action

After health and safety issues have been satisfied, exclusions will be applied for:

- i. Persistently smoking on the premises or to and from school whilst in uniform
- ii. Being found drunk on the premises or when alcohol is found on a pupil
- iii. Being on the premises under the influence of volatile substances, including so called “legal” highs
- iv. Being on the premises under the influence of controlled drugs
 - It would not be unreasonable to permanently exclude if there have been earlier concerns of a similar nature.
 - The Head teacher, with the support of the governors, reserve the right to exclude any pupil found in possession of class A, B or C drugs or illicit substances, including so called “legal” highs or psychoactive substances.
 - Any pupil found dealing in drugs, supplying selling or sharing drugs may be permanently excluded even for a first offence.
 - Any pupil carrying a knife or any other offensive weapon may be permanently excluded even for a first offence.

Malicious allegations against staff

Any allegation against a member of staff will be taken seriously and thoroughly investigated. If an allegation is found to be false and/or malicious then pupils will be severely sanctioned, which could include external exclusion from school.



NAME: _____ **FORM** _____ **St Monica's Home School Agreement**

St Monica's is a Catholic community working in partnership with families, schools and parishes to teach the Catholic faith as a way of life. We provide a caring, supportive environment where everyone is of equal worth. Jesus Christ is central to our school and our main aim is that everyone can develop their God given talents and gifts to the full.

As Parents and Carers, I/we will help our child to be ready, respectful and safe by:

- Encouraging my child in the learning and practice of his/her faith.
- Ensuring that my child attends regularly, on time, properly equipped and in full school uniform.
- Notifying the school of all absences or medical appointments on the first day of absence, following up with a note on the first day back.
- Ensuring that we are easily contactable by phone during the school day.
- Ensuring holidays are only taken during official school holidays.
- Making the school aware of any concerns or problems that might affect my child's work or behaviour.
- Supporting my child in homework and other opportunities for home-learning. By providing them with a quiet place to study and monitor my child's homework via Show My Homework online.
- Attending parent/carer evenings and any other meetings about my child's progress.
- Actively supporting the School's Code of Conduct.
- Supporting the school's healthy lifestyle policy of no fizzy drinks or energy drinks in school.
- Supporting the school's mobile phone policy and understanding that phones may be confiscated and placed in the school safe until a parent/carer can collect at an agreed time.
- Paying for any damage to the school caused by the misbehaviour of my child.
- Getting to know my child's life at the school.
- Monitoring my child's internet use and encouraging responsible behaviour online.
- Praising and celebrating their achievements.

SIGNED _____ DATE: _____

The Staff at St Monica's will help our pupils to be ready, respectful and safe by:

- Creating a community which enables your child to grow in faith and to participate in liturgical celebrations and charitable activities.
- Caring for your child's safety and happiness
- Making every effort to help your child achieve his/her full potential as a valued member of the school community
- Encouraging your child to work cooperatively, preserving the teacher's right to teach and the learner's right to learn.
- Providing a broad and balanced curriculum which meets the individual needs of your child
- Achieving high standard of work and behaviour through building good relationships and developing a sense of responsibility.
- Providing support and intervention if your child requires academic or pastoral assistance.
- Keeping you informed about general school matters and about your child's progress in particular, through reports, newsletters, the school website and meetings.
- Challenging and disciplining those pupils who do not abide by our Code of Conduct
- Encouraging your child to take part in extracurricular spiritual, social and physical activities.
- Celebrating the achievements of your child.
- Offering parents and carers opportunities to exchange information, ask questions, express views and to be involved in the life of the school, through the PTFAs, Parent Carer Council and community events.

SIGNED _____ DATE: _____

As a Pupil at St Monica's, I will be ready, respectful and safe by:

- Making every effort to support the spiritual life of school and never to deter other pupils in the love and practice of their faith.
- Attending school regularly and on time, observing the school rules on the way to and from school.
- Wearing the school uniform correctly and abiding by the rules with regard to makeup, hairstyles, jewellery etc.
- Respecting the right of teachers to teach and the learners to learn.
- Upholding the good reputation of the school on the way to and from school, during extra-curricular activities and on school trips.
- Bringing all the equipment I need every day – such as my journal, books, pen, ruler etc.
- Completing all my classwork and homework as well as I can.
- Following the school rules with regard to mobile phones.
- Checking Show My Homework regularly and completing homework to the best of my ability.
- Being polite and respectful to all members of the school community and its visitors.
- Behaving properly and not disrupting lessons.
- Respecting the school premises and the local community by keeping areas free from litter and graffiti.
- Engaging in extracurricular and enrichment activities.
- Celebrating my achievements, and those of my peers.
- Talking to parents, carers, teachers or another appropriate adult about any worries I have about me or my friends.
- Abiding by the school policy on healthy lifestyles by not consuming fizzy drinks or energy drinks in school.

SIGNED _____ DATE: _____

Code of Conduct

General

1. Pupils must arrive punctually for school.
2. Pupils must be in full uniform at all times. Shirts and blouses must be tucked into waistbands. Blazers must be worn. Trainers, sandals and boots are not acceptable footwear. Jewellery must not be worn. Make-up is forbidden. Shaved heads, brightly coloured hair and other extreme styles are unacceptable.
3. Movement around the school must be quiet and orderly.
4. Items of value must not be brought into the school - this includes MP3 players, iPods and mobile phones.
5. Dangerous items must not be brought onto the premises. It is a criminal offence to carry a knife.
6. Pupils must stay in their designated playgrounds during break and lunchtime.
7. Pupils who wish to go home for their lunch must bring a note from their parent/carer, must live close enough to school for this to be practicable and must obtain a dinner pass.
8. Pupils must eat only in designated areas.
9. Pupils must not threaten, bully or hit other pupils.
10. Pupils must be respectful to all staff - this includes lunchtime supervisors, caretakers, cleaners and secretaries.
11. Safe and courteous behaviour is expected on journeys to and from school.

Attendance

1. Pupils who are not present for am/pm registration must report to Reception on arrival. They should present their Journal so it can be stamped and the time of arrival inserted.
2. Routine dental/medical appointments must be made after school or during school holidays.
3. Absence notes must be given to Form Teachers on the day of return. Parents must telephone school on the first day of absence before 9.00am.

Lessons

Pupils must:

1. Arrive punctually for lessons with all the necessary equipment.
2. Line up outside the room until told to enter.
3. Stand behind desks on entering the classroom.
4. Not shout out in class.
5. Be polite at all times to staff and fellow pupils.
6. Pay attention and take an active part in the lesson.
7. Address staff by their correct title.
8. Hand in report cards at the start of the lesson and collect them from the teacher at the end.
9. Use their journal to record homework.
10. Have their journal signed if they need to leave the classroom during the lesson.
11. Not distract other pupils.
12. Not wander around the room without permission.
13. Take detention slips home and attend detention punctually.
14. Not use offensive or racist language.

Environment

1. Pupils must not deface or damage walls, furniture or another pupil's property.
2. Smoking is forbidden, including e-cigarettes.
3. Put litter in the bins provided.
4. Chewing gum is forbidden.
5. Stay off the grass in wet weather.

