

# Behaviour policy and statement of behaviour principles



## St Monica's RC High School

<b>Start Date:</b>	September 2019
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<b>Review Date:</b>	September 2020
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**A Actions**

**B Bring**

**C Consequences**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The underpinning principles of the policy are:

## Respect, Resilience, Responsibility

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. 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 IEB's 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.

## Respect, Resilience, Responsibility

### Rights and Responsibilities

- Everyone has the **right** to **learn**
- Everyone has the **right** to be **safe** and **secure**
- It is everyone's **responsibility** to make sure that **we enjoy our rights**
- Adults in the school have the **right** to issue appropriate sanctions as needed based on their professional judgment and this policy.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The IEB is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The IEB will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the IEB, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently using the language of choice
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school when sanctions are issued
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Be active and engaged learners and have the desire to be the best version of themselves
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Arrive for school and each lesson on time
- Be ready to learn (have the correct equipment, journals, pens, books, PE kits etc.)
- Show stewardship through looking after the school environment
- Take every opportunity to be involved in extracurricular opportunities

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and smoking paraphernalia (including e cigarettes)
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

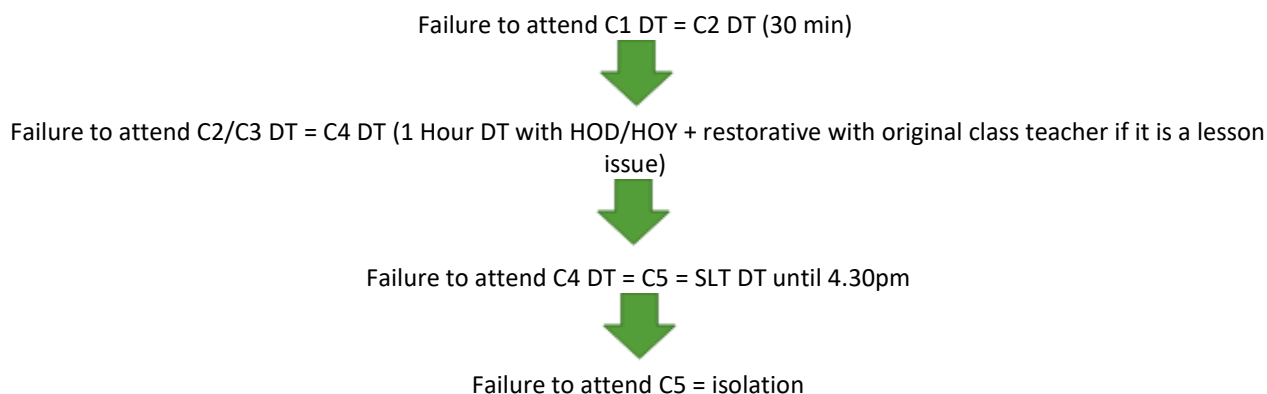
We may use the Internal Isolation room in response to serious or persistent breaches of this policy. Pupils may be removed from the classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class and will receive a 75 minute same day detention in the isolation room.

The consequence grid below is a best fit attempt to explain what action should be taken in each situation. As per the teacher standards, teachers should use their professional judgement and expertise as part of their day-to-day activities. It is expected that all staff will take account of and adapt to a pupil's individual needs (ie SEN, SEMH, Safeguarding concerns etc) before deciding on the best course of action.

### Behaviour Framework

Level	Behaviour examples (not exhaustive)	Consequence
C1	Low Level Disruption <ul style="list-style-type: none"> <li>• Shouting out/talking at inappropriate time</li> <li>• moving out of seat without permission</li> <li>• failing to follow instructions</li> <li>• missing subject specific equipment</li> <li>• one off late to registration/assembly/lesson</li> <li>• incorrect Uniform</li> </ul>	10 min DT with class teacher + restorative conversation between teacher and pupil
C2	Persistent disruption <ul style="list-style-type: none"> <li>• Repeated C1 behaviours</li> <li>• Failed to attend C1 detention</li> <li>• Homework failure</li> <li>• Repeated poor punctuality to lessons</li> <li>• Poor behaviour towards a pupil</li> </ul>	30 min DT with subject teacher/FT + restorative conversation between teacher and pupil
C3	Non-Compliance <ul style="list-style-type: none"> <li>• Persistent C1/C2 behaviours</li> <li>• Persistent poor punctuality to lessons</li> <li>• Name calling/hurtful comments</li> <li>• Failed to attend C2 detention</li> <li>• HOY Late Detention</li> </ul>	45 min DT with class teacher/HOD HOY support with restorative conversation Removal from lesson stage 1 if necessary
C4	Gross Defiance <ul style="list-style-type: none"> <li>• Repeated C3</li> <li>• Failed to attend C3 detention</li> <li>• Racist/sexist/homophobic/anti-semitic language/behaviour</li> <li>• Swearing</li> <li>• Using phone in school</li> </ul>	1-hour HOD/HOY DT + restorative conversation HOD/HOY intervention Removal from lesson stage 2 if necessary
C5	Severe Incident/Behaviour <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour</li> <li>• Repeated C4</li> <li>• Fighting/physical/sexual assault</li> <li>• Drugs</li> <li>• Smoking/vaping</li> <li>• Repeated bullying</li> <li>• Verbal abuse to a member of staff</li> </ul>	Range of HOY/SLT sanctions including Isolation/Trust, FTE and PEX

## 7.2 Detention flow chart



## 7.3 Removal from lesson (C3/C4)

### Stage 1

If pupil is continuing to disrupt the learning of others after C3 has been issued – pupil is sent to HOD for remainder of the lesson. HOD issues the 45min DT (in pupil planner and record on SIMS) to be served with the class teacher with HOD restorative support. If incident occurs in HOD lesson – straight to stage 2.

### Stage 2

If pupil continues to be non-compliant with HOD – ‘On Call’ is to be used. HOD to contact front office – front office to locate On Call member of staff. Pupil collected by On Call member of staff and placed in isolation until 4.15pm (regardless of the time of day they reach stage 2) – Learning Mentor to work with student to unpick behaviour choices. HOD + original class teacher to meet with pupil and Learning Mentor at end of day to repair and restore.

## 7.4 Truancy (incl leaving the room without permission)

Teacher is to inform Pastoral manager who will locate the pupil and escort them to the isolation room

The pupil will spend the rest of day in isolation and will stay until 4.15pm – Inclusion manager to contact home and work with class teacher/HOD/HOY to develop appropriate support package to stop this reoccurring. Inclusion manager to inform relevant staff of support needed for pupil. Class teacher is to meet with child and inclusion manager at the end of the day to resolve issue and restore and repair if necessary.

## 7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 7.7 Smoking (incl e-cigarettes)

In the first instance, students found smoking will an isolation until 4.15pm

A second offence will result in a Fixed Term Exclusion.

Referral to Bury Drug education team

## 7.8 Fixed Term Exclusions/Permanent exclusion

Behaviours that may result in a fixed term exclusion:

- Second smoking offence (incl e-cigarettes)
- Persistent bullying

- Drugs – possession and consumption
- Repeated breaches of the school rules
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/Physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items listed in section 6.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Using the language of choice when discussing pupil behaviour
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

### 8.3 Confiscation

**Any prohibited items (listed in section 6) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Mobile Phones

They are not to be used on school premises – if they are seen or heard they are to be confiscated and handed to the front office. Front office to send standard text to parent informing them that the phone is in the school safe for them to collect.



Repeated offence = meeting with parent, pupil and HOY to reinforce rules and home school partnership.  
Continued repeated offence = referral to DHT and will be considered a C5 offence

#### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **8.5 Pupil Wellbeing Office**

The school provides a calm space for pupil's wellbeing to be addressed when necessary. When pupils are in emotional distress caused by intrinsic and extrinsic factors pastoral staff will support the pupil using bespoke, supportive intervention.

### **9. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the IEB annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the IEB every year.

### **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The IEB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the IEB annually

## Appendix 2: Form tutor responsibilities, routines and expectations

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.

Responsibility/Routine	Frequency	Impact
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Have Prayer ready for form time. Say prayers with the form	Daily	Ready to start the day with prayer.
Greet pupils at the door	Daily	Pupils feel welcome. Builds good relationships
Ensure pupils enter form quietly and sit according to seating plan	Daily	Pupils are ready to worship and to learn
Take the register accurately by calling pupils' names out whilst pupils are in silence	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school.
Check pupils' uniforms. Address any issues according to policy	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Check pupils have basic equipment: pen/pencil/ruler/calculator	Daily	Pupils are ready to learn.
Complete allocated form time activities according to the timetable for your year group.	Daily	Pupils are engaged and making the most of every learning opportunity.
Praise pupils	Daily	Maintains positive relationships and motivation
Be at assembly on time and ensure pupils are sat quietly and in alphabetical order	Weekly	Pupils are ready to worship and to learn.
Monitor the progress of pupils in the form with regard to attendance/punctuality/behaviour (FT to configure SIMS homepage to their form to support this)	Weekly	Any pupil falling below expectations is identified and supported to make the best progress they can (see support document)

### Appendix 3: Head of Year responsibilities, routines and expectations

All Heads of year should configure their SIMS homepage in order to more easily track behaviour in their year group and ensure issues are dealt with as soon as possible.

Responsibility/Routine	Frequency	Impact
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Praise pupils	Daily	Maintains positive relationships and motivation
Lead on the pastoral care, school social life. Discipline and attendance of their year group	Daily	Ensure consistency across the school
Devise intervention strategies	Daily	Ensure barriers to learning are addressed
Set, communicate and monitor Form time routines – QA through ‘drop in’ to each form once a week and pupil voice activities	Daily	Ensuring consistency - All pupils have a clear and orderly start to the day.
Ensure Form Teachers are held to account for their form and the rigour and routine in their form. This includes a form tutor checking uniform and making the contact home about the issue not passing this on.	Daily	Ensuring consistency and high standards for all pupils.
Ensure pupils on HOY report are ready for the day and record intervention on SIMS	Daily	Timely intervention to support pupils to improve their behaviour.
Deal with Behaviour issues arising in the day, investigating and taking appropriate action. Speak with parents when appropriate	Daily	Incidents are dealt with quickly and parents are kept informed. Clear expectations are upheld.
Set and monitor the daily activity for form time, including Prayer, uniform check, standards cards, recognition Boards, Merits given, Form Tutor Report from SIMS used to engage pupils	Weekly	Pupils have a clear routine and a calm start to the day. Learning and progress takes place right from the start of the school day.
Check Recognition board names are up in form rooms. HOY to send praise postcard for pupils who are performing well. (every half term)	Weekly	Pupils feel that their efforts and achievements are recognised. Promotes a positive culture of achievement.
C5 log - analysed and repeat offenders have interventions in place, recorded and home contact made. (spot patterns - Are they the same teacher? Are they SEND and not being catered for)	Fortnightly	Ensure pupils have the right support. Progress of pupils is monitored and intervention put in place to support and allow pupils to make better choices. Support in key areas for staff can also be put in place.
Lead the team around the year and keep records of action points in plan, do, review cycle of intervention	Fortnightly	Ensures a multi-disciplinary approach to monitoring and prescribing intervention for behaviour, progress and attendance issues
Monitor pupil progress and create an intervention form for HOY mentoring for a period of 2 weeks following each data collection point	Key data points	Ensure pupils are making maximum progress and intervention is timely and bespoke

## Appendix 4: Class teachers/HOD responsibilities and routines

**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 and need.** 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.

### Teacher

- Will plan for learning of all pupils in their class and be fully prepared for the lesson
- Will know and understand the needs of all pupils in their class
- Will establish and maintain positive relationships with all pupils
- Will take their register within the first 10 minutes of each lesson
- Will follow and implement the St Monica's behaviour framework consistently
- Will recognise achievements and reward appropriately

Responsibility/routine	Frequency	Impact
Know the profile and needs of your pupils. Access information on H drive for SEN/Vulnerable pupils. Use information to plan and adapt lessons according to need.	Daily	High engagement in lessons and all pupils make progress.
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Praise pupils	Daily	Maintains positive relationships and motivation
Know the names of your pupils	Daily	Builds good relationships and helps reinforce effective classroom management.
Be on the corridor at lesson change to dismiss and greet pupils	Daily	Pupils feel welcome. Builds good relationships. Helps to maintain good order on the corridor for everyone.
Check pupils' uniforms. Address any issues according to policy	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Ensure pupils enter class quietly and sit according to seating plan	Daily	All pupils are ready to learn.
Have a task set out ready for pupils to start straight away. Ensure books and resources are already on the table.	Daily	Orderly start to the lesson. Learning begins straight away. All pupils are engaged and active.
Take the register accurately by calling pupils' names out whilst pupils are in silence	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school.
Share objectives with pupils	Daily	Pupils understand focus of the lesson and are engaged in their learning.
Follow the Behaviour policy of the school	Daily	There is a consistent approach which helps to reinforce high standards for everyone.
Mark books and provide feedback according to departmental and school policy	As per policy	Pupils receive regular feedback on their learning in order to make the best progress.
HOD to support behaviour management within their department as per the framework	Daily	Ensure consistency
HOD to liaise with HOY when issues is persistent	When identified	Ensure consistency and timely intervention

